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TERESITA V. RAMOS
AND VIDEA DE GUZMAN

**TAGALOG
FOR BEGINNERS**

Tagalog for Beginners

PALILANGUAGE TEXTS: PHILIPPINES

Social Science Research Institute
University of Hawaii

Howard P. McKaughan
Editor

TAGALOG FOR BEGINNERS

TERESITA V. RAMOS
VIDEA DE GUZMAN

University of Hawaii Press
Honolulu



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PREFACE

These lessons in Tagalog for beginners form part of a series which includes a Synopsis of Tagalog Structures and a Tagalog Dictionary both by Teresita V. Ramos. All three works have been developed under a contract with the Peace Corps (PC25-1507) at the university of Hawaii through the Pacific and Asian Linguistics Institute. Similar materials have been developed under the same contract for Bikol, Cebuano, Hiligaynon, Ilokano, Kapampangan and Pangasinan.

The editor of the series and the author of these materials are encouraged to believe that many are interested in learning Tagalog. These materials should prove helpful to that end.

Howard P. McKaughan
Editor

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INTRODUCTION

THE TAGALOG LANGUAGE

The Philippines is made up of a group of islands off the southeastern coast of Mainland China. There are about 80 to 150 different languages in the Philippines which belong to the Malayo-Polynesian family. Tagalog, the principal language spoken in the large northern island of Luzon, is one of the eight major languages. It is spoken by approximately fifty percent of the population either as the mother tongue or as the lingua franca.

Tagalog was chosen as the basis for Pilipino the Philippine national language in 1937. Recently, 'Pilipino' has been replacing English as the medium of instruction in the Philippine schools. It is spoken in Manila, the largest city in the Philippines, and is often used as the language of communication in social and political gatherings even in non-Tagalog provinces. There is also an abundant literature in Tagalog which is increasing rapidly.

Tagalog has been influenced by Sanskrit, Chinese, Spanish, and English. A number of borrowings from these languages have become a part of current usage. Tagalog is still borrowing many terms from English.

Tagalog is spoken as the mother tongue in the following provinces: Bataan, Batangas, Bulacan, Cavite, Laguna, Marinduque, Nueva Ecija, Occidental Mindoro, Oriental Mindoro, Quezon, and Rizal.

Some of the features of the Tagalog language not present in English follow.

Sound system

1. Initial p-, t-, k-occur unaspirated in Tagalog. In English these sounds occur with aspiration, as in pit, tip, and kit. When occurring after sibilants, however, they are unaspirated, as in spit, stand, and skin. The English speaking student must be careful not to heavily aspirate the voiceless stops in Tagalog words.

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2. As in English, Tagalog has a velar nasal spelled with two letters. This sound is indicated by the digraph ng and is pronounced as in English *sing*. However, this sound appears also initially in Tagalog words and in that position will give the English speaking student some trouble—for example: ngiping ‘tooth’, ngunit ‘but’, and ngayon ‘now, then’.

3. The glottal stop in Tagalog sounds like the stop between the two “o’s” of English ‘Oh, oh’. This sound is very important in Tagalog because it distinguishes some words from others. For example, note the following: bata ‘child’ vs. bata ‘robe’, basa ‘wet’ vs. basa ‘read’, baso ‘try, explore’ vs. baso ‘drinking glass’, apo ‘sir, ma’am’ vs. apo ‘grandchild’.

4. English has many more vowel sounds than Tagalog. The Tagalog vowels are written a, e, i, o, and u. The student is cautioned to imitate the Tagalog sounds carefully, since they are quite similar to English sounds, but must be pronounced without diphthongization.

Word formation

1. Most words are made up of affixes and roots. The roots are substantive, verbal and adjectival in meaning, and the affixes indicate such things as aspect, focus, and mode. The specific meaning of a word is determined by the particular combination of the root and its affix.

For example, the root aral ‘study’ may denote the following variations in meaning depending on the affix added.

<u>magaral</u> (v.)	to study
<u>mangaral</u> (v.)	to preach
<u>makaaral</u> (v.)	to be able to study
<u>makiaral</u> (v.)	to join someone in studying
<u>palaaral</u> (adj.)	always studying
<u>pagaaral</u> (n.)	studying
<u>aralan</u> (n.)	place for studying

2. Reduplication is used extensively in word formation to indicate noncompleted action, intensity, plurality, restriction, etc.

kain	eat
kakain	will eat

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kumain	to eat
kumakain	is eating
maganda	beautiful
magaganda	beautiful (plural)
isa	one
isa isa	one by one
iisa	one only
iisaisa	the only one (intensified)

3. Almost any Tagalog root may be verbalized. Note the following.

ayaw (adv.)	negative particle
<u>um</u> ayaw	to refuse
bato (n.)	stone
<u>mamb</u> ato	to throw stones
damit (n.)	dress
<u>magd</u> amit	to dress
pagod (adj.)	tired
<u>map</u> agod	to become tired
malaki (adj.)	big, tall
<u>magm</u> alaki	to be proud
bigla' (adv.)	suddenly
<u>mab</u> igla	to be surprised

Borrowed words which are nouns can also be verbalized:

basketball	mag 'basketbol'	to play basketball
cutex	magpa 'kyutiks'	to have a manicure

Sentence construction

1. The normal order of Tagalog simple sentences is the predicate or Comment followed by the subject or Topic. In English the order is reversed. The fillers of the predicate or comment

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are verbal or nonverbal in both languages. However, in Tagalog the nonverbal comments include prepositional phrases as well as adverbial words as illustrated in the following.

	Comment (Predicate)	Topic (Subject)
Verbal Comments	<u>Tumakbo</u> (Ran)	<u>ang bata.</u> (the child)
	<u>Natulog</u> (Slept)	<u>ang tao.</u> (the man)
	<u>Nagluto</u> (Cooked)	<u>ang babae.</u> (the woman)
Nonverbal Comments		
Adjectival	<u>Maganda</u> (beautiful)	<u>ang bulaklak.</u> (the flower)
Prepositional	<u>Sa bayan</u> (in town)	<u>ang prosisyon.</u> (the procession)
Adverbial	<u>Bukas</u> (tomorrow)	<u>ang laro'.</u> (the game)
Nominal	<u>Nars</u> (nurse)	<u>ako.</u> (I)

2. In Tagalog there is no equivalent of the copulative verb to be. The meaning of the copular is denoted by the juxtaposition of the Nonverbal Comment and the Topic, as seen in the examples above.

3. One of the most important features of Tagalog is called focus. Focus is the grammatical relation between the verb and a particular verbal complement marked by ang. This complement is referred to as the Topic of the sentence. The semantic relationship of the Topic to the verb (actor, goal, benefactor, etc.) is indicated by the verbal affix.

Focus may, therefore, be viewed as referring to voice. In English there are the active and the passive voices. The active voice indicates that the actor of the action is the subject of the sentence. The passive voice indicates that the object or goal of the action is the subject. In Tagalog voice may be equated to Focus and the subject to Topic. Hence, the active voice is the actor focus with the actor of the action as topic, and the passive voice is the goal focus with the object of the action as the topic.

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In addition to the actor and the goal focuses, there are the locative, the benefactive, and the instrumental in Tagalog. In the locative the location of the action is the topic; in the benefactive the benefactor or recipient of the action is the topic; in the instrumental the instrument with which the action is performed is the topic.

In English we can say 'The child bought bread from the store for his mother,' or we can say 'The bread was bought by the child from the store for his mother.' In Tagalog, the following are possible. The topic of the sentence in each case is introduced by ang and is underlined. The corresponding translation of the Tagalog topic is underlined in the English sentence for convenience (but not for emphasis).

<u>Focus/Topic</u>	<u>Verbal Affix</u>	<u>Sentences</u>
Actor/Doer	<u>um-</u>	Bumili <u>ang bata</u> ng tinapay sa tindahan para sa nanay niya (sa pamamagitan ng pera ng tatay niya). ' <u>The child</u> bought bread from the store for his mother (by means of his father's money).'
Goal/Object	<u>-in</u>	Binili ng bata <u>ang tinapay</u> sa tindahan para sa nanay niya (sa pamamagitan ng pera ng tatay niya). 'The child bought <u>bread</u> from the store for his mother (by means of his father's money).'
Locative/ Location	<u>-an</u>	Binilhan ng bata ng tinapay <u>ang tindahan</u> para sa nanay niya (sa pamamagitan ng pera ng tatay niya). 'The child bought bread <u>from the store</u> for his mother (by means of his father's money).'
Benefactive/ Beneficiary	<u>i-</u>	Ibinili ng bata ng tinapay sa tindahan <u>ang nanay niya</u> (sa pamamagitan ng pera ng tatay niya). 'The child bought bread from the store <u>for his mother</u> (by means of his father's money).'

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Instrumental/ Instrument	<u>ipang-</u>	<u>Ipinangbili</u> ng bata <u>ang pera ng tatay</u> niya ng tinapay sa tindahan para sa nanay niya. 'The child bought bread from the store for his mother <u>by means of his</u> <u>father's money.</u> '
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Topic in Tagalog, therefore, is not limited to the doer or the object of the action, but may also apply to the location, the beneficiary or the instrument of the action.

4. Another distinctive feature of Tagalog is the extensive use of linkers (or ligatures) to connect words, phrases, and sentences signifying the relation of modifier and modified. They occur, for example, between adjective or numeral and noun, verb and adverb, and noun or verb and dependent clause. There are two forms of the major linker, -ng and na. The first occurs following words that end with a vowel and the second follows words that end with a consonant. Examples follow:

magandang dalaga	beautiful girl
isang bata'	one child
mabuting magtrabaho	to work well
dalagang nagreyna sa bayan	the girl who became town queen
malalim na dagat	deep sea

The Modifier and Modified may also occur in reversed order with the exception of numeral and dependent clause modifiers, in which cases the former is always preposed and the latter postposed to the modified. Therefore, dalagang maganda and magtrabahong mabuti may occur but not *bata' na isa or *nagreyna sa bayan na dalaga.

THE TEXT

Tagalog for Beginners is an elementary textbook which has been prepared for Peace Corps Volunteers going to the Philippines for their tour of duty. The material contained within its nine units is designed to be covered in about 280 - 300 hours of classroom instruction.

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This text was inspired by the 'micro-wave' format developed by Dr. Earl Stevick, Foreign Service Institute, Department of State.

Objectives of the Text

The goal of the Text is to teach the Volunteers how to communicate effectively in Tagalog, that is, to be able to speak the language with sufficient structural accuracy and vocabulary to satisfy the normal social and work requirements in the host country.

To attain this goal of self-expression in Tagalog, the Text has been designed to give the student the following.

1. A mastery of the basic structures of the language and a manipulation of these patterns leading towards meaningful and effective communication.

2. A mastery of a reasonable amount of functional vocabulary plus a supplement of vocabulary needed for incountry job assignments.

3. The ability to hear and reproduce the new language with a minimum of interference.

4. An understanding of how the language works and the ability to make generalizations.

5. The ability to form and understand novel utterances based on an internalized grammar of Tagalog.

Language learning is best accomplished by the attainment of the aims mentioned above plus the knowledge of the general cultural context or situation in which the language is used.

Organization of the Text

The whole text is organized around units consisting of four to eleven lessons each, making a total of 56 lessons. Each lesson consists of one to five cycles totalling 142 cycles. Each unit deals with major grammatical constructions: Basic Sentence Patterns and the Ang-Construction; the Ng-Construction; Existential Constructions; Aspects of Verbs in Actor-Focus; Aspects of Verbs in Goal-Focus; the Sa-Construction and Other Focuses; Recently Completed Aspect and Some Modals; Expansion of

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Structures; and Aptative and Causative Verbs. The progression of structures is from simple to complex to help the language learning process.

How to use the Text

In general, each lesson consists of a series of cycles, various drills, a cumulative dialogue or series of short dialogues, a vocabulary list, and grammar notes. Occasionally, cultural notes are added to the lesson. In some units, reading and writing exercises are introduced to reinforce mastery of earlier lessons.

The procedure followed throughout the text uses the aural-oral method. All lessons are introduced orally at a normal rate of speed by the instructor. The students are made to listen carefully to distinguish critical sounds and words from the start and to reproduce them accurately.

Format of each lesson

Lessons in each unit are presented in the following format.

Lesson #__

(The grammatical content of the lesson)

Cycle #__ (Title of the Cycle)

M1 (The first line of a two line dialogue, usually the question)

M2 (The response to M1)

C (The combination of M1 and M2 which is a micro-exchange or a cycle)

Types of drills

1. Identification drill
2. Repetition drill
3. Substitution drill
4. Moving-slot drill
5. Substitution-replacement drill
6. Transformation drill

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7. Expansion drill
8. Cued-response drill
9. Chain drill
10. Question and answer drill
11. Comprehension drill
12. Completion drill
13. Situational drill

Cumulative Dialogue (or Dialogues)

Reading and Writing Exercises (in some lessons)

The micro-wave format

Basically, the micro-wave format is a text consisting of a series of cycles. Each of these cycles, which is the core of the lesson, is usually a very brief exchange of a question and an answer—the answer generally illustrating the grammatical point or pattern being taught. Each cycle is marked by a number and has two phases: an M-phase and a C-phase.

In the M-phase, the students mimic the instructor's pronunciation until he is satisfied; they learn the meaning of each sentence, and they memorize the sentences. Then they manipulate the new sentences they have learned, either in drills given in the text or in ways which the teacher may require. For example, after some basic patterns such as question, negative, and imperative patterns have been learned, the teacher may want students to transform any new sentence pattern learned into yes/no questions, imperatives and negatives, whether or not that drill is specifically called for by a given cycle. Mimicry and memorization in the M-phase can best be done with the students' books closed. They can, however, check the meanings with books open.

In the C-phase, each section of which is a very short conversation, the students use what they have learned and practiced in the M-phase to communicate in real situations. The C-phase of the cycle is communicative in the sense that it always refers to real persons, objects, and events, not to abstract or imaginary concepts.

The M-phase is usually presented in a question and answer format. In this text, to approximate the actual sequence of utterance occurrence in real life conversations, the first M-section

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is a question followed by the second M-section which is a possible answer to the question presented. In some other texts that use the micro-wave format, the sequence is reversed.

The combination of an M1 and an M2 is a communication situation indicated by C. There are as many communication situations as there are combinations of M1 and M2.

Example (An excerpt from Lesson 10)

Cycle #1: Asking for one's name.

M1 Ano ang pangalan ko? What is my name?
Ano ang pangalan mo/ What is your (singular,
ninyo? informal)/(singular, formal) name?
Ano ang pangalan What is his/her name?
niya?

M2 Mrs. Cruz (po) ang Mrs. Cruz is your (singular, formal)
pangalan ninyo. name.
Ben (po) ang Ben is my name.
pangalan ko.
Juan (po) ang John is his/her name.
pangalan niya.

Procedure for the M-phase

1. The sentences above are repeated after the instructor. One important goal is good to excellent pronunciation.

2. The instructor then gives a cue—say a proper name, and the students (and later individual students) give the whole sentence. This is the manipulative part of the cycle.

3. Next, the question is taught by the instructor. The above may follow the question if deemed desirable by the instructor.

4. Meaning may be given before or after the manipulative phase.

The possible combinations of M1 and M2 leading to the communication situation or the C-phase are as follows:

C1 Ano ang pangalan ko?
Mrs. Cruz (po) ang pangalan ninyo.

C2 Ano ang pangalan mo?

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Ben (po) ang pangalan ko.

C3 Ano (po) ang pangalan ninyo?

Mrs. Cruz ang pangalan ko.

C4 Ano ang pangalan niya?

Juan (po) ang pangalan niya.

Procedure for the C-phase

1. The instructor takes the part of the first speaker in the conversation and has students take turns as the second speaker.

2. The instructor has the students take both parts in the conversation.

3. Instructor or students may Introduce extra vocabulary if (a) the new words are of special relevance to the interests of the students; and (b) the new words fit into the substitutable parts of the C-phase.

In the C-phase, the fictitious names are replaced by the actual names of the members of the class so that genuine communication takes place. This results in a chain drill which is actually more of a conversation than a drill.

A chain drill may develop from a simple response type to a more complex one where the student first responds to a conversation initiated by another and then initiates the conversation himself with a different student.

The teacher initiates the drill by directing questions to a student who answers and continues the series of conversations by asking the student next to him the same questions the teacher asked him. This continues until the question is finally directed to the teacher thus marking the end of the chain drill.

Example

T Ano ang pangalan mo?

Ano ang pangalan niya?

S1 Juan po ang pangalan ko.

Ric po ang pangalan niya. (Directing the question to S2)

Ano ang pangalan mo?

S2 Maria, ang pangalan ko.

S1 Ano ang pangalan niya?

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S2 Ben ang pangalan niya. (Directing the question to S3) etc.

This ends the cycle. A competent instructor will present a cycle of this kind in 30 minutes.

Cycles can be independent of each other since each contains adequate material for at least one dialogue. They are sequenced grammatically from easy to difficult.

At the end of about twenty such cycles, the students should be able to participate in a longer dialogue which combines several of these two line conversations. The teacher should work toward this combination of cycles to enable the student, after 200 - 300 hours of classroom instruction, to do the following in Tagalog comfortably: to order a simple meal, ask for a room in a hotel, tell time, ask and give street directions, haggle in the market, handle travel requirements, and engage in casual conversations about work, family, and self.

The cycles alone, however, cannot lead to extended conversations. They are too brief and choppy if merely strung together. To bridge this naturalness gap, each lesson is supplemented by a cumulative dialogue(s), which is an integration of the new cycle or cycles taught with relevant cycles previously presented.

Supplementary drills and dialogues

The cycles are used to present the grammatical structures meaningfully, but beyond this, the more conventional audio-lingual techniques are used. Since the cycles cannot handle extended conversations in a given social situation, various drills and small cumulative dialogues have been added to the material. These drills are arranged from simple to expanded sentence drills. The cumulative dialogues integrate relevant learned cycles with the new ones. They are, however, not as rigidly controlled as the cycles. The cumulative dialogues are as natural as possible. They are made to approximate real life conversations.

Such supplementation allows introduction of material which a micro-wave format cannot handle adequately. It also provides the students with a change of pace and a variety of activities, and should provide a better text than one strictly following the micro-wave approach or the audio-lingual approach.

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Vocabulary list

Each lesson has its own vocabulary list of new words in addition to a cumulative glossary at the end of the language materials.

The list has two columns: Tagalog first followed by the English gloss. The Tagalog words are arranged alphabetically (following the English system) for easy reference. The glossary, however, uses the Tagalog alphabetical system i.e., k after b and ng after n.

Verb roots are separated from their affixes which are hyphenated and enclosed in parentheses, for example, (nag-su-suklay, 'combing'.

The linker -ng is separated from the base or root by a hyphen and enclosed in parentheses.

Grammar notes

Following the vocabulary list there are grammar notes for the student. The notes discuss at least each structural point presented in the lesson and supply examples from the text for verificational purposes. These notes should not be read nor discussed during language class hours. They should be read outside of class and tried out by students creating sentences and having the instructors check their constructions. These grammar notes can be discussed with a language coordinator during grammar sessions.

Cultural notes

Relevant, cultural notes are inserted to give an understanding of certain values, concepts or practices mentioned in the cumulative dialogues. Some of the cultural aspects discussed are the use of the respect particle po'; the practices of giving a 'blow out', 'haggling'; greeting people; the local system of measurement; native delicacies like balut, durian, etc.

Appendices

Seven appendices to supplement the lessons in the Text contain the following materials: Appendix I - classified supplementary vocabulary lists; Appendix II - useful expressions for various occasions; Appendix III - pronunciation drills; Appendix

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IV - four charts showing verbal aspect formations; Appendix V - worksheets for informant sessions; Appendix VI - sample oral and written tests; Appendix VII - native songs.

Each appendix is prefaced by a short description of what its contents are, how it should be used, and what its purposes are.

NOTES TO THE TEACHER

Drills provide a great part of the pedagogical core of the text. Therefore, the teacher may want a detailed exposition of the types of drills given in the text and how to go about teaching each type. It is absolutely essential to understand the scope and purpose of the drills in order to be able to teach the material effectively.

However, learning to manipulate sentences alone is not enough to achieve the goal of self-expression in Tagalog. The students must be led gradually to learn the skill of making these sentences and others like them to fit into specific situations that they meet in training and others that they will meet in the host country as they go about their daily routine.

This short teacher's guide includes how to teach the cycles, how to conduct different types of drills, how to teach pronunciation, and a sample schedule of activities.

Teaching the cycles

1. First of all, present each cycle meaningfully, without the use of translation. (The use of objects, pictures, facial expressions, and gestures or appropriate actions may convey the meaning of each cycle without the use of English.)

2. Next, model the first M about three times at a slow but normal rate of speed and have the students mimic it. Correct mispronunciations and have them repeat your model continuously until an accurate reproduction is given. Do the same for the other M or M's.

3. Manipulate the grammatical structure exemplified in the M by using the drills provided after each cycle. During this manipulation stage, start drilling on the responses first so that the responses to the questions are mastered before drilling on the question.

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3. Be enthusiastic and alert at all times. Any relaxation on your part will be reflected by the class. Every effort must be made to keep the class alert.

4. Listen carefully for errors. If any occur, give the correct answer and have the class repeat after you.

5. If in a choral drill one individual makes a mistake, try to identify him, and make him say the answer correctly before continuing.

6. Choral practice should precede individual practice.

7. In the transition from group participation to individual participation, begin with brighter students in order to afford further opportunity for the others to grasp the material.

8. In some instances, it is advisable to call on bright students before choral recitations. It is useless to expect the entire class to respond correctly the first time the drill is tried. Ask a bright student to respond, repeat the correct answer loud and clear, then have the class repeat it immediately.

9. Give clear, precise directions otherwise a lot of time will be wasted.

10. Drill techniques must be varied to prevent laziness or boredom on the part of those called upon late.

11. There should be a gradual progression of the drills from teacher-cued activities to a procedure which uses fewer or no controls at all.

12. Class discipline is important. Without the class's full attention, any drill session will be a failure.

Types of drills

1. Identification drill. The identification drill attempts to explain the situation around which the cycle or cumulative dialogue is built with the aid of visual devices. Concepts are associated with pictures, objects, gestures, etc. This drill attempts to make the presentation of new terms and concepts in the lesson meaningful without resorting to translations.

Procedure. (1) With the aid of pictures, objects, maps, flashcards, have the students repeat after you the terms, phrases, or sentences associated with the devices. (2) Check by groups,

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then individually, to see if the class has learned to associate the terms for the various stimuli given by not giving the response for them to repeat. The following will illustrate.

Repetition with stimuli

Instructions. With your teacher, point out the different places on a sketch of a barrio map as you say the following sentences.

Sa tabi ng sine ang otel dito.	The hotel (here) is beside the theatre.
Sa tapat ng simbahan ang plasa dito.	The plaza is across from the church.
Sa likod ng simbahan ang laruan dito.	The playground is behind the church.
Sa susunod na kanto ang botika dito.	The drugstore is on the next corner.
Malapit sa palengke ang bombero dito.	The fire station is near the market.
Malapit sa palengke ang estasyon ng bus dito.	The bus station is near the market.

From lesson 14

Instructions. With the aid of pictures or objects, try to associate the terms for the various colors with the objects themselves. As the teacher flashes the picture of an object, he asks a question and then gives the response. Listen carefully and repeat the response after him.

<u>Question</u>	<u>Response</u>
Ano ang kulay ng mansanas?	Pula./Pula ang kulay ng mansanas.
Ano ang kulay ng lapis?	Dilaw./Dilaw ang kulay ng lapis.
Ano ang kulay ng pisara?	Berde./Berde ang kulay ng pisara.
Ano ang kulay ng libro?	Asul./Asul ang kulay ng libro.
Ano ang kulay ng bolpen?	Itim./Itim ang kulay ng bolpen.
Ano ang kulay ng talong?	Lila./Lila ang kulay ng talong.
Ano ang kulay ng pusa'?	Puti'./Puti ang kulay ng pusa'

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Ano ang kulay ng damit?	Rosas./Rosas ang kulay ng damit.
Ano ang kulay ng pantalon?	Tsokolate./Tsokolate ang kulay ng pantalon.

Recall with stimuli (lesson 2)

Instructions. Identify the objects, cutouts or pictures that you will receive from your teacher. He will ask you, Ano iyan?

<u>Cue</u>	<u>Response</u>
school	Eskuwelahan ito.
house	Bahay ito.
table	Mesa ito.
chair	Silya ito.
bathroom	Banyo ito.
store	Tindahan ito.
beach	Tabing-dagat ito.

This drill is a good device for vocabulary learning.

2. Repetition drill. simplest of all drills. of the teacher's model. new material. The repetition drill is the The response is a repetition It is often used to present

Procedure. (1) Model the sentence pattern and have the students repeat the model. Do this about three times. (2) Then have the students repeat after the model individually. Model the sentence again for the next student. (3) Be sure to watch for mispronunciations and correct them immediately. The following will illustrate.

Repetition for purposes of pronunciation (lesson 9)

11 labing-isa	16 labing-anim
12 labindalawa	17 labimpito
13 labintatlo	18 labing-walo
14 labing-apat	19 labinsiyam
15 labinlima	

Repetition for purposes of sentence expansions (lesson 17)

Mag-aral ka.	(You) (singular) study.
Mag-aral ka ng ledsiyon.	Study the lesson.

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Mag-aral kayo.	(You) (plural) study.
Mag-aral kayo ng leksiyon.	Study the lesson.
Magbasa ka ng leksiyon.	Read the lesson.
Maglaba ka ng damit.	Wash the clothes.
Maglinis kayo ng bahay.	Clean the house.
Magluto kayo ng pagkain.	Cook some food.

Repetition drills are very useful at the beginning of lessons where the correct pronunciation habits should be set. But these drills should not be overused because they tend to be mechanical, hence boring and wasteful of effort.

3. Substitution drill. The substitution drill is more difficult than the repetition drill because the student must not only retain in his mind what has been said, but he must also insert a new word into a given "slot". A "slot" is the place of the word for which a substitution is made. In this drill, it is a "fixed" slot. Substitutions in fixed slots may be more than one as given below.

Procedure. (1) Have the students repeat the sentence pattern after you several times. (2) Give the cue word and have the class say the sentence again using the cue word in the appropriate slot. (3) Repeat the same procedure and call on individual students to complete the sentence. (4) Repeat each new sentence for the class for reinforcement and modelling purposes and then have them repeat in unison. The following illustrate.

Single word substitutions (lesson 2)

Instructions. Fill the slot in the model sentence with the cues given.

Model: Pupunta ako sa tindahan. I am going to the store.

<u>Cue</u>	<u>Response</u>	
eskuwelahan	Pupunta ako sa <u>eskuwelahan</u> .	school
opisina	Pupunta ako sa <u>opisina</u> .	office
aklatan	Pupunta ako sa <u>aklatan</u> .	library
silid-aralan	Pupunta ako sa <u>silid-aralan</u> .	classroom
oditoryum	Pupunta ako sa <u>oditoryum</u> .	auditorium
klinika	Pupunta ako sa <u>klinika</u> .	clinic
bahay	Pupunta ako sa <u>bahay</u> .	house

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banyo	Pupunta ako sa <u>banyo</u> .	bathroom
kapetirya	Pupunta ako sa <u>kapetirya</u> .	cafeteria

Double word substitutions (lesson 6)

Model: “Trainee” ba siya o “volunteer”?

<u>Cue</u>	<u>Response</u>
doktor/dentista	<u>Doktor</u> ba siya o <u>dentista</u> ?
prinsipal/guro’	<u>Prinsipal</u> ba siya o <u>guro</u> ’?
superbisor/prinsipal	<u>Superbisor</u> ba siya o <u>prinsipal</u> ?
artista/sekretarya	<u>Artista</u> ba siya o <u>sekretarya</u> ?
abogado/inhinyero	<u>Abogado</u> ba siya o <u>inhinyero</u> ?
amo/katulong	<u>Amo</u> ba siya o <u>katulong</u> ?

This drill should be utilized immediately after the presentation when the students are ready to begin to practice.

4. Moving-slot drill. The moving-slot drill is a variation of the previous drill in which the slot changes from item to item. This exercise puts a double burden on the student’s memory. He has to remember the change made in the preceding sentence and he must make a new sentence according to the cue just given him.

Procedure. (1) Have the students repeat the sentence pattern after you several times. (2) Then give the cue word and have the class say the sentence again using the cue word in the appropriate slot. (3) Repeat each new sentence rendition for the class for reinforcement and modelling purposes and then have them repeat after you in unison. (4) Give another cue word for another substitution slot and have the students complete the sentence immediately preceding with the cue just given. (5) Finally make the necessary transformations in the new sentence after the cue has been substituted, for example, aspectual changes, number or pronoun changes, etc. The following illustrate.

Model: May restawran dito sa kanto. (lesson 38)

<u>Cue</u>	<u>Response</u>
barberya	May <u>barberya</u> dito sa kanto.
diyana	May barberya <u>diyana</u> sa kanto.

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simbahan	May <u>simbahan</u> diyan sa kanto.
baryo	May simbahan diyan sa <u>baryo</u> .
Quiapo	May simbahan diyan sa <u>Quiapo</u> .
palengke	May <u>palengke</u> diyan sa Quiapo.
doon	May palengke <u>doon</u> sa Quiapo.
eskuwelahan	May <u>eskuwelahan</u> doon sa Quiapo.

Model: Pupunta ako sa Pilipinas sa a-trese ng Hunyo. (lesson 9)

<u>Cue</u>	<u>Response</u>
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Honolulu	Pupunta ako sa <u>Honolulu</u> sa a-trese ng Hunyo.
siya	Pupunta <u>siya</u> sa Honolulu sa a-trese ng Hunyo.
California	Pupunta siya sa <u>California</u> sa a-trese ng Hunyo.
Agosto	Pupunta siya sa California sa a-trese ng <u>Agosto</u> .
a-primero	Pupunta siya sa California sa <u>a-primero</u> ng Agosto.
babalik	<u>Babalik</u> siya sa California sa a-primero ng Agosto.
Amerika	Babalik siya sa <u>Amerika</u> sa a-primero ng Agosto.

The underlined words are the cues used to fill the corresponding slots in the frame sentence. Note that the substitutions are never done simultaneously and that the slots are not fixed. This is more a testing than a teaching drill.

5. Substitution-replacement drill. The substitution-replacement drill, also referred to as concord drill in the text, is more difficult than a simple substitution drill because the cue does not just fill a slot in the frame sentence but either the cue itself is changed or it forces a change elsewhere in the frame sentence.

Procedure. (1) Have the students repeat the sentence pattern after you several times. (2) Give the cue word and have the class say the sentence again using the cue word in the appropriate slot with the necessary changes. (3) Repeat the same procedure and call on individual students to complete the sentence. (4) Repeat each new sentence rendition for the class for reinforcement and modelling purposes and then have them repeat after you in unison. The following illustrate.

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With word changes (lesson 42)

Model: Magluluto siya.

<u>Cue</u>	<u>Response</u>
linis	Maglilinis siya.
aral	Mag-aaral siya.
basa	Magbabasa siya.
sulat	Magsusulat siya.
laba	Maglalaba siya.
bihis	Magbibihis siya.

With changes in aspect (lesson 33)

Model: Nagluto ang nanay ng gulay kahapon.

<u>Cue</u>	<u>Response</u>
mamaya'	Magluluto ang nanay ng gulay <u>mamaya'</u> .
bukas	Magluluto ang nanay ng gulay <u>bukas</u> .
tuwing	Nagluluto ang nanay ng gulay <u>tuwing</u>
Biyernes	<u>Biyernes</u> .
noong Linggo	Nagluto ang nanay ng gulay <u>noong Linggo</u> .
araw-araw	Nagluluto ang nanay ng gulay <u>araw-araw</u> .
pag Biyernes	Nagluluto ang nanay ng gulay <u>pag Biyernes</u> .

6. Transformation drill. The transformation drill is also referred to as conversion drill in the text. Transformation drills involve a change in the order of the sentence or a change in the type of sentence, i.e. statement, negative, question, command.

Procedure. (1) Give the model sentence. (2) Have the students perform the prelearned transformation that is necessary to convert the sentence to the desired pattern. (3) Repeat the transformed sentence for reinforcement and as model for the class to repeat. (4) For routine conversions, transform each sentence pattern presented to questions, negatives, and imperatives or commands. The following illustrate.

Changing 'Ikaw' to 'Ka' and vice versa (lesson 6)

Instructions. Convert the following sentences to their equivalent forms using a different word order.

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<u>Cue</u>	<u>Response</u>
A. Si Nina <u>ka</u> ba? Si Mario <u>ka</u> ba? Si Lucas <u>ka</u> ba? Etc.	<u>Ikaw</u> ba si Nina? <u>Ikaw</u> ba si Mario? <u>Ikaw</u> ba si Lucas? Etc.
B. <u>Ikaw</u> ba si Amor? <u>Ikaw</u> ba si Antonio? <u>Ikaw</u> ba si Lydia? Etc.	Si Amor <u>ka</u> ba? Si Antonio <u>ka</u> ba? Si Lydia <u>ka</u> ba? Etc.

Changing affirmatives to negatives (lesson 14)

Instructions. Convert the following sentences to negative statements.

<u>Positive</u>	<u>Negative</u>
Dilaw ang kulay ng lapis.	Hindi dilaw ang kulay ng lapis.
Asul ang kulay ng bahay.	Hindi asul ang kulay ng bahay.
Berde ang kulay nito.	Hindi berde ang kulay nito.
Lila ang kulay niyon.	Hindi lila ang kulay niyon.
Tsokolate ang kulay ng mata mo.	Hindi tsokolate ang kulay ng mata mo.
Itim ang kulay ng buhok niya.	Hindi itim ang kulay ng buhok niya.
Pula ang kulay niyan.	Hindi pula ang kulay niyan.

Changing statements to questions (lesson 9)

Instructions. Convert the following statements to questions.

Model: Lunes ngayon. Lunes ba ngayon?

<u>Cue</u>	<u>Response</u>
Martes bukas.	Martes <u>ba</u> bukas?
Linggo kahapon.	Linggo <u>ba</u> kahapon?
Sabado ang "picnic".	Sabado <u>ba</u> ang "picnic"?
Biyernes ang "slide show".	Biyernes <u>ba</u> ang "slide show"?
Etc.	Etc.

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Changing commands to statements with some changes (lesson 17)

Instructions. Convert the following commands to statements that say you had performed what was ordered.

<u>Cue</u>	<u>Response</u>
Magbasa ka.	Nagbasa ako.
Makinig kayo.	Nakinig kami.
Maglinis kayo ng kuwarto.	Naglinis kami ng kuwarto.
Manood kayo ng sine.	Nanood kami ng sine.
Etc.	Etc.

Changing statements to negatives to questions with some changes (lesson 17)

Instructions. Convert the sentences to negative statements and then to questions using ka for ako.

<u>Cue</u>	<u>Response</u>
Nag-aral ako.	Hindi ako nag-aral. Nag-aral ka ba?
Nag-basa ako.	Hindi ako nag-basa. Nag-basa ka ba?
Etc.	Etc.

This is one of the most important drills in the text. Transformation of sentences from statements to questions to negatives to imperatives (or in any order) is a must for each lesson even when not mentioned in the text. This manipulation of sentence types will help a student in speaking Tagalog with some facility.

7. Expansion drills. The expansion drill consists of the addition of new words or phrases to a given basic sentence.

Procedure. (1) Model the basic sentence. (2) Have the class repeat after the teacher. (3) Give the cue word or phrase for expanding the sentence. (4) Have the student give the basic sentence plus the expansion. The following will illustrate.

Instructions. Expand the model sentence by following the example given below; then answer the questions given after each expanded sentence (lesson 51).

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Model: Malaki ang bahay.

<u>Cue</u>	<u>Response</u>
bago	Malaki ang <u>bagong</u> bahay.
at mataas	Malaki <u>at mataas</u> ang bagong bahay.
at maganda	Malaki, mataas <u>at maganda</u> ang bagong bahay.
ni Aling Maria	Malaki, mataas at maganda ang bagong bahay <u>ni Aling Maria</u> .
asawa ni Mang Pedro	Malaki, mataas at maganda ang bagong bahay ni <u>Aling Mariang asawa ni Mang Pedro</u> .
magsasaka	Malaki, mataas at maganda ang bagong bahay ni <u>Aling Mariang asawa ni Mang Pedrong magsasaka</u> .

This drill is a good exercise after the basic sentence constructions have been taught. The opposite of expansion, that is, gradual deletion of words and phrases till the students get to the basic sentence, is also a good exercise.

8. Cued-response drill. A cued-response drill is a teacher-guided drill. It can be a simple substitution type of response drill where the teacher feeds the student what to insert in a specified slot of the response. The cues may be words, gestures, pictures or objects. This drill may become more complex because other processes such as replacement and/or transformation of the cues may take place. In a more advanced stage, the students, only partially guided by the teacher, substitute their own expressions in the reply.

Procedure. (1) To imitate the exercise or dialogue in question, cue the students with objects, pictures, words, flash cards, facial expressions, gestures. (2) Model the response for the class to repeat. (3) Give the cue for the next response. (4) Repeat the same procedure and call on individual students after group practice is done. The following illustrate.

Controlled responses (lesson 57)

Instructions. Use the noun cue with the question given below in its three aspects. Take turns answering with the verb cue in the corresponding contemplated, incompleting and completed aspects.

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Ano ang gagawin/ginagawa/ginawa mo sa _____?

Cue: pintura/pinta

Q: Ano ang gagawin mo sa pintura?

S1: Magpapapinta ako ng silid.

Ano ang ginagawa mo sa pintura?

S2: Nagpapapinta ako ng silid.

Ano ang ginawa mo sa pintura?

S3: Nagpapinta ako ng silid.

Cue

kawayan/bakod

bamboo/to fence

lupa'/tambak

soil/to fill up

simento/gawa'...ng bahay

cement/to build

etc.

etc.

Partially free responses (lesson 18)

Instructions. Use the following sentences as models. Formulate your own sentences substituting the underlined words with your own expressions.

Cue

Response

Gusto kong kumain ng adobo. Ayaw kong kumain ng isda!

Gusto kong uminom ng gatas. Ayaw kong uminom ng serbesa.

Gusto kong bumasa ng dyaryo. Ayaw kong bumasa ng nobela.

Etc.

Etc.

9. Chain drill. A chain drill is an activity in which several pairs of students engage in a series of interchanges, phrases according to the needs of the situation but seldom altering the structure of the dialogue or conversation. The series of dialogues are linked by the student, who first responds to a dialogue initiated by another, then initiates a dialogue himself with a third student and so on, until the chain of dialogues finally reaches the first student. This marks the end of the drill.

Procedure. (1) Initiate the dialogue (or cycle). (2) Have S1 (Student 1) continue the dialogue and initiate a dialogue himself. (3) Have S2 (Student 2) continue the dialogue until the chain ends with the instructor. The following illustrates.

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Controlled guide-word variations (lesson 16)

- S1 Pakiabot mo nga ang asin.
S2 Heto.
S1 Salamat.
S2 Walang anuman.
S2 Pakiabot mo nga ang toyo'.
Etc.

(Substitute for asin: toyo', asukal, kape, dyus, tubig, kanin.)

Controlled two-line variations (lesson 31)

- S1 Saan ka pupunta?
1
S2 Sa bayan.
S1 Bakit?
2
S2 Magsisine ako.
Etc.

Substitute as follows.

- | | | |
|----------------|------------------|---|
| | 1 | 2 |
| A. eskuwelahan | magturo ng laro' | mag-aral ng sayaw
magdala ng kawayan (to bring bamboo)
maglaro ng basketbol |
| B. simbahan | magsimba | |
| etc. | etc. | |

Cued-response variations (lesson 1)

Instructions. Do a chain drill by greeting the person next to you according to the time cues given; the person addressed responds.

- | <u>Cue</u> | <u>Response</u> |
|------------|--|
| 7:00 a.m. | S1 Magandang <u>umaga</u> , (S2's name).
S2 Magandang umaga naman, (S1's name). |

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- 8:00 p.m. S2 Magandang gabi, (S3's name).
S3 Magandang gabi naman, (S2's name).
11:00 a.m. S3 Magandang tanghali, (S4's name).
S4 Magandang tanghali naman, (S3's name).
etc. etc.

Fixed frame sentences with partially free vocabulary choice (lesson 4)

Instructions. Using the list of training staff in your syllabus as cue, have a chain drill by asking and answering questions concerning each member or each position or designation.

- S1 Sino si ____?
S2 Siya ang ____.
S2 Sino ang ____?/Sino ang ____ ng ____?
S3 Si ____ (ang ____/ang ____ ng ____/siya).
S3 Sino si ____?
S4 Siya ang ____/ang ____ ng ____.
Etc.

The chain drill is an advance over the substitution drill because it provides for easy transfer to communicative activities. The exercise simulates actual language use.

10. Question and answer drill. The question and answer drill can range from teacher-cued activities, called substitution-question and answer drill in the text, to free conversation activities where questions elicit information (unknown to the one asking) on a variety of subjects. The following procedure is meant for teaching questions and answers at the very beginning stage of language learning where the activity is mostly controlled by the teacher.

Procedure. (1) Model the question and the answer in sequence. (2) Have the class repeat the question and the answer after the model. (3) Divide the group into Groups A and B. (4) Have Group A give the question and Group B the answer to the question. (5) Reverse roles. (6) Follow the same procedure in (4) and (5) above for individual drill. (7) Develop the drill to a point where the answer to the question is only known to the one asked. The following illustrates.

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Cued-response to question and answer drill (lesson 2)

Instructions. Using the cues given in the preceding drill, have a chain drill asking and responding to the question as follows.

<u>Cue</u>		<u>Response</u>
eskuwelahan	S1 (to S2)	Saan ka pupunta?
	S2	(Diyan) sa <u>eskuwelahan</u> .
aklatan	S2 (to S3)	Saan ka pupunta?
	S3	(Diyan) sa <u>aklatan</u> .
silid-aralan	S3 (to S4)	Saan ka pupunta?
	S4	(Diyan lang) sa <u>silid-aralan</u> .
etc.	etc.	

Question and answer drill with a model response (lesson 38)

Instructions. Give a name corresponding to the title or position asked for in the question.

Model: Sino ang direktor dito?

<u>Cue</u>	<u>Question</u>	<u>Response</u>
direktor/ doon	Sino ang direktor doon?	Si ____ ang direktor doon.
pastor/diyan	Sino ang pastor diyan?	Si ____ ang pastor diyan.
pare'/doon	Sino ang pare doon?	Si ____ ang pare doon.
etc.	etc.	etc.

Question and answer drill without a model response (lesson 8)

Instructions. Answer the following questions with the correct information.

Magkasing laki ba ang Tsina at ang Rusya?
Kasing lakas ba ng North Vietnam ang South Vietnam?
Magkasing dami ba ang tao sa Amerika at sa India?
Etc.

11. Comprehension drill. The comprehension drill follows language material presented orally in class or read as an assignment. The students are asked information questions based

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on the material, like sino, 'who', ano, 'what', saan, 'where', kailan, 'when', questions, to check if they have understood the substance of the material.

Procedure. (1) Ask questions based on the dialogue or statement. (2) Have the students answer the questions either in short or long responses.

An alternate procedure is to (1) have the students formulate information questions based on the material and, (2) have the class answer the questions. The following illustrates.

Instructions. Make questions based on the sentences in the preceding substitution drill using the question words sino, ano, kailan, kanino where appropriate, and have your classmates answer them (lesson 39).

Model: Humingi si Victor ng abuloy sa mga magulang ng bata'.

1. Sino ang humingi ng abuloy sa mga magulang ng bata'?
2. Ano ang ginawa ni Victor?
3. Ano ang hiningi ni Victor?
4. Kanino siya humingi ng abuloy?

Short controlled reading exercises in the text are followed by this type of drill.

12. Completion Drill. The completion drill is commonly used for testing but can also be used where the student's response completes the sentence in terms of its meaning or according to a set pattern indicated in the directions and in the model sentence.

Procedure. (1) Give the stimulus in the form of a complete sentence, indicating the blank by a slight pause and a gesture. (2) Ask that the response be a complete sentence containing the missing word. The following illustrates.

Instructions. Complete the following sentences by naming an occasion or event (lesson 9).

Model: Miyerkoles ba ang _____? Miyerkoles ba ang "party" ng mga Tagalog?

Linggo ba ang _____?

Lunes ba ang _____?

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Martes ba ang ____?
Miyerkoles ba ang ____?
Huwebes ba ang ____?
Biyernes ba ang ____?
Sabado ba ang ____?

13. Situational drill. In the situational drill, situations rather than words become the linguistic cue. The steps, however, in getting to this type of drill are gradual—from teacher-controlled activities to free communication activities. The situational drill is more advanced than the other drills because it requires the student to communicate freely; that is, the stage when he, on his own, without any model, generates the vocabulary and the sentences he needs to express what he wishes to communicate. He is expected to use what he has learned, to improvise or create his own statements, questions or responses within the context of the situation presented to him.

The following three stages in conducting a situation drill may help in the gradual withdrawal of models leading to free communication. (1) Directed dialogue: Both participants in the dialogue are continually told what to say by the teacher. (2) Dialogue variation: Sections of an already familiar dialogue are left blank for student improvisation. (3) Dialogue improvisation: Participants are left free to create their own dialogues based upon a situation given.

Procedure. (1) Think of all possible real life situations the cycles taught could apply to. (2) Present the situations in class. (3) Assign partners or groups to take the roles in the situations. Give the participants a short time to prepare in class before role playing, or assign the situations to be made into dialogues and performed in class the next day. (4) Never assign situations that require structural patterns or vocabulary not yet introduced. (5) Insist only on sentence patterns the students have learned. Don't encourage word-for-word translations from English to Tagalog. (6) Guide the students in the composition of conversations within the context of the situation presented to them. The following will illustrate.

Dialogue improvisation (lesson 1)

Instructions. What would you say in the following situations?

A. It's 6:30 a.m. and you meet your

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- (1) friend in the corridor
 - (2) teacher
 - (3) classmate
- B. It's 12 noon and you see your
- (1) language instructor in the office
 - (2) friend
 - (3) Project Director
- C. It's 9:00 p.m. and you meet your
- (1) tech coordinator in the conference room
 - (2) roommate
 - (3) co-teacher
 - (4) pupil

Note that the situational drill above is found as early as the first lesson of the text. To avoid frustrations on the part of the students, however, this type of drill must be used sparingly during the beginning stages of language learning or else it must be tailored to suit the amount of language the students know at the moment. Remember that the student can only use what he has learned.

Teaching the cumulative dialogue

1. Presentation. (1) Model the whole dialogue (use gestures, pictures, etc.). (2) Have the class listen.
2. Comprehension drill. (1) Ask questions based on the dialogue. (2) Have the students answer the questions either in short or long responses.
3. Choral drill. Model each line and have the class repeat after you.
4. Group drill (A). Take one role and have the class take the other role.
5. Group drill (B). (1) Divide the class into two groups. (2) Have one group take one role and the other group, the other role. (3) Switch roles.
6. Individual drill (A). (1) Take one role. (2) Have a student take the other role. (3) Switch roles.

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7. Individual drill (B). (1) Call on two students to perform before the class. (2) Assign roles to each one. (3) Switch their roles.

Teaching pronunciation

Pronunciation can best be taught by constant correction and demonstration on the part of the model. Accept only a close approximation of the native speaker's pronunciation, but insist on good pronunciation from the beginning. This practice will help the student much more than his having to unlearn mispronunciations when he has reached an advanced stage in language learning.

How to teach sounds

There are sounds in the Tagalog pronunciation system that differ from those in the English system. There are sounds too which are 'almost-but-not-quite' English.

The students must first of all be trained to hear the sounds of Tagalog which give difficulties. Not until they hear and distinguish the sounds can they be expected to produce them.

In Appendix III, there are lessons in distinguishing the Tagalog sounds that are new or different to English speakers. They are called minimal pair drills. These are two words which differ only in one sound, for example, in the words bata, 'robe', and bata', 'child', the only pronunciation difference being the absence or presence of a glottal stop. This difference in sound results in a difference in meaning.

Procedure in conducting minimal pair drills

1. Model each word pair and have the class listen for the distinctive sound differences.
2. Have the class repeat the word pairs after you.
3. Have the class then individually signal their recognition of one or the other sound by saying '1' or '2', the number that represents each column.
4. Have them produce the words without the model.

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How to teach word and phrase stress

Word stress. Stress is the relative degree of loudness or force that a syllable receives when it is spoken. The syllable with the loudest stress is the only one marked in the text. Word stresses are marked in the cycles and the vocabulary lists. The stressed syllable is marked by an accent (´) placed above the vowel. The stressed vowel is lengthened in non-word final position.

Example: bú:hay ‘life’
 buháy ‘alive’

In Tagalog, every word has its own stress pattern. Often the stress is on the second to the last syllable of the word. Most Tagalog entries in this text are marked for stress. However, this is not always the case. Usually those left unmarked have been already learned by the student.

Phrase stress. A group of words spoken together in Tagalog with any kind of pause after the last word can be called a phrase group. A phrase group may be one or a few words, or it may be a sentence. Each phrase group in Tagalog usually has one primary stress. The rest of the syllables in the phrase (stressed or not) get even unstressed pronunciation.

In the text, the cumulative dialogues have phrase stress. This type of stress comes out in normal conversations. The idiolect of Belen Ongteco, a Tagalog speaker from Laguna, was used as the model for the phrase stresses of the cumulative dialogues. The following is an example.

A. Puwéde bang imbitahin ka / sa merienda mamayá?

B. Bákit, / “birthday” mo bá?

Ways of teaching stress

1. For contrastive word stress, for example, in the words á:so, ‘dog’, and asó, ‘smoke’, use the minimal pair drill procedure.

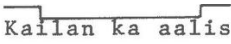
2. For phrase or sentence drills, beat or tap out the rhythm on the desk or have the class follow your hand as it goes up and down to follow the intonation contour of the sentence.

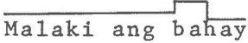
INTRODUCTION

How to teach intonation

Intonation is the tune or melody of what we say. It is the rise and fall of the voice which occurs in speaking. Except for the predictable slight rise at the end of each phrase group in normal conversations, Tagalog intonation is fairly level with a slight fall at the end of statements and a slight rise at the end of questions.

Ways of teaching intonation. (1) Have students follow your model. (2) Use gestures to guide the class in producing different intonation contours. (3) Use lines above the sentences to represent the rise and fall of the voice while speaking. Note the following.

Question:  'When are you leaving?'

Statement:  'The house is big.'

There should be flexibility in teaching intonation. If the teacher is a native speaker of Tagalog, having the class follow his/her own model is better than following lines that are contrary to the way he/she speaks. This is the main reason why the dialogues in the text have not been marked with intonation lines.

SCHEDULE OF ACTIVITIES

Each of the 56 lessons in the text can be covered in from five to six hours a day. Each cycle plus the drills that go with it can be mastered in 2 to 2 1/2 hours. The materials in this text can be covered thoroughly in 280 - 300 hours of classroom instruction. Time outside of class is assumed for memorization and practice.

Two sample daily schedules for four and six hours of classroom activities are suggested below.

Schedule A (four-hour schedule)

First hour. Pronunciation drills; introduction of a cycle and then some drills that accompany it. End the hour with meaningful communication activities using the cycle introduced.

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Second hour. Continuation of the rest of the cycles of the new lesson and the drills that go with them. End the hour with meaningful activities using recently learned cycles as well as reviewing previously presented cycles.

Third hour. Presentation and memorization of the cumulative dialogue, culminating in role playing.

Fourth hour. Various communication drills applying the new cycle(s) in different real life situations possible by integrating this new cycle with relevant cycles, dialogues, and vocabulary previously presented.

Schedule B (six-hour schedule). To the activities above, add the following.

Fifth hour. Lab work and/or guided free conversation activities; addition of controlled reading and writing activities for the reinforcement of the oral work presented after about 80 - 100 classroom contact hours.

Sixth hour. Grammar sessions and/or informant sessions.

The variety in activity from one hour to the next provides relief from fatigue and boredom. The less structured nature of the activities during the later hours allow the students to take more initiative in class, and provide them with opportunities to use the language creatively in more communication-like situations.

A last word to the instructors

It is imperative that you study each lesson at least a day before you teach it. The instructions for each lesson suggest what you should do and what devices or teaching aids you should prepare for in order to teach the lesson effectively. You may find more interesting ways of arranging the lessons, of combining the cycles into conversations, and of presenting the cycles and dialogues. "Variety is the spice of life" and this is true for language learning too. The text is not perfect and does not profess to be. You are free to introduce variety and novelty in the presentation and drill sections of the lessons. The success of these lessons depends in great part, of course, on how intelligently and imaginatively, YOU, the teacher, use the materials.

INTRODUCTION

SYMBOLS USED IN THE TEXT

In the cycles

- M1 - the first line of a two-line dialogue, usually the question
- M2 - the response to M1 illustrating the grammatical point being taught
- C - the combination of M1 and M2 which is a micro-exchange or a cycle
- C1 - first combination of M1 and M2
- C2 - second combination of M1 and M2
- C3 - third combination of M1 and M2

In the drills

- T - teacher
- C - class
- G - group (of students)
- G1 - first group
- G2 - second group
- S - student
- S1 - first student
- S2 - second student
- Q - question
- A/R - answer or response
- AR - affirmative response
- NR - negative response

In the cumulative dialogues

- A1 - first line of the first speaker
- B1 - first line of the second speaker
- A2 - second line of Participant A
- B2 - second line of Participant B

Others

- () - optional; may or may not occur. In the English translation, this means not said nor used but is an approximate equivalent.
- - when found in cycles, marks word stress; in the cumulative dialogue, this sign marks phrase stress.
- ‘ - stands for a glottal stop after words.

UNIT I
BASIC SENTENCE PATTERNS
AND THE
ANG-CONSTRUCTION

LESSON 1

Greetings (po')

Namán in responses

CYCLE #1: Greetings between an older person or a superior and a group

- | | | |
|----|-------------------------------------|--|
| M1 | Magandáng umága sa inyóng lahat. | Good morning (to all of you). |
| | Magandáng tangháli sa inyóng lahat. | (Good noon to all of you.) |
| | Magandáng hápon sa inyóng lahat. | Good afternoon. |
| | Magandáng gabí sa inyóng lahat. | Good evening. |
| M2 | Magandáng umága po namán. | Good morning (to you, too, sir/ma'am). |
| | Magandáng tangháli po namán. | (Good noon to you, too, sir/ma'am). |
| | Magandáng hápon po namán. | Good afternoon. |
| | Magandáng gabí po namán. | Good evening. |
| C1 | Magandáng umága sa inyóng lahat. | |
| | Magandáng umága po namán. | |
| C2 | Magandáng tangháli sa inyóng lahat. | |
| | Magandáng tangháli po namán. | |
| C3 | Magandáng hápon sa inyóng lahat. | |
| | Magandáng hápon po namán. | |
| C4 | Magandáng gabí sa inyóng lahat. | |
| | Magandáng gabí po namán. | |

TAGALOG FOR BEGINNERS

CHAIN DRILL

- A. Each student takes the role of the teacher, greets the class, and the class responds using the polite form. Next time around, replace umága with tang-háli', hápon and gabí.

T Magandáng umága sa inyóng laháť.

C Magandáng umága po namán.

S1 Magandáng umága sa inyóng laháť.

C Magandáng umága po namán.

S2 Magandáng umága sa inyóng laháť.

C Magandáng umága po namán.

At iba pa.

Etcetera.

- B. Teacher divides the class into various groups and greets each group; each group addressed responds accordingly. Then each student takes the role of the teacher. Again, substitute tangháli', hápon and gabí for umága.

T Magandáng umága sa inyóng laháť. (Addressing G1)

G1 Magandáng umága po namán.

T Magandáng umága sa inyóng laháť. (Addressing G2)

G2 Magandáng umága po namán.

At iba pa.

CYCLE #2: Greetings between two persons, one of whom is older or is a superior

M1 Magandáng umága po, Good morning, Miss Cruz.

Bínibíning Cruz.¹

Magandáng umága, Cárlos. Good morning, Carlos.

M2 Magandáng umága namán, Good morning (to you, too)

(Cárlos).²

(Carlos).

1 Use Ginoóng ___ for Mr. ___, Gínang ___ for Mrs. ____.

2 The name in the parenthesis is optional.

LESSON 1

Magandáng umága po Good morning (to you, too,
naman, (Bínibíning Cruz). ma'am) (Miss Cruz).

C1 Magandáng umága po, Bínibíning Cruz.
Magandáng umága namán, (Carlos).

C2 Magandáng umága, Cárlos.
Magandáng umága po namán, (Bínibíning Cruz)

CHAIN DRILL

Teacher greets each student and each student responds. Then each student greets the teacher and the teacher responds.

A. T Magandáng umága, _____ (S1).
S1 Magandáng umága po namán, (____ ____).

T Magandáng umága, _____ (S2)
S2 Magandáng umága po namán, (____ ____)-

At iba pa.

B. S1 Magandáng umága po, ____ ____ (T).
T Magandáng umága namán, (____).

S2 Magandáng umága po, ____ ____ (T).
T Magandáng umága namán, (____).

At iba pa.

CYCLE #3: Greetings between equals or peers

M1 Magandáng umága, Rosa. Good morning, Rosa.

M2 Magandáng umága namán, Good morning (to you, too)
(Cárlos). (Carlos).

C Magandáng umága, Rosa.
Magandáng umága namán, (Cárlos).

CHAIN DRILL

Each student greets another student; student addressed responds.

TAGALOG FOR BEGINNERS

S1	Magandang	umága, ____ (S2).
S2	Magandang	umága namán, (____).
S2	Magandang	tangháli, ____ (S3).
S3	Magandang	tangháli namán, (____).
S3	Magandang	hápon, ____ (S4).
S4	Magandang	hápon namán, (____).

At iba pa.

SUBSTITUTION DRILL

Modify the model sentence by using the cues given.

A. Magandang hápon sa inyóng lahat.

<u>Cue</u>	<u>Response</u>
tangháli'	Magandang <u>tangháli</u> sa inyóng lahat.
gabí	Magandang <u>gabí</u> sa inyóng lahat.
umága	Magandang <u>umága</u> sa inyóng lahat.
hápon	Magandang <u>hápon</u> sa inyóng lahat.

B. Magandang hápon, Ricardo.

<u>Cue</u>	<u>Response</u>
Juana	Magandang hápon, Juana.
Barbara	Magandang hápon, Barbara.
David	Magandang hápon, David.
Joaquin	Magandang hápon, Joaquin.
Lorenzo	Magandang hápon, Lorenzo.

C. Magandang gabí po, Bínibíning Santos.

<u>Cue</u>	<u>Response</u>
Bínibíning Espíritu	Magandang gabí po, <u>Bínibíning Espíritu</u> .
Ginoóng Dytióco	Magandang gabí po, <u>Ginoóng Dytióco</u> .

LESSON 1

Gínang Andáya	Magandáng gabí po, <u>Gínang Andáya</u> .
Bínibíning Lápid	Magandáng gabí po, <u>Bínibíning Lápid</u> .
Doktór Réyes	Magandáng gabí po, <u>Doktór Réyes</u> .
Kapitán Diégo	Magandáng gabí po, <u>Kapitán Diégo</u> .

MOVING-SLOT DRILL

Modify the model sentence by putting the cue in the appropriate slot. The revised sentence then becomes the model for the succeeding cue.

Magandáng gabí namán, Ana.

<u>Cue</u>	<u>Response</u>
7:00 a.m.	S1 Magandáng umága, ___ (S2). S2 Magandáng umága namán, ___ (S1).
8:00 p.m.	S2 Magandáng gabí, ___ (S3) S3 Magandáng gabí namán, ___ (S2).
11:00 a.m.	S3 Magandáng tangháli, ___ (S4). S4 Magandáng tangháli namán, ___ (S3).
4:00 p.m.	S4 Magandáng hápon, ___ (S5). S5 Magandáng hápon namán, ___ (S4).
9:00 a.m.	S5 Magandáng umága, ___ (S6). S6 Magandáng umága namán, ___ (S5).

CYCLE #4: Another form of greeting

M1 Kumustá kayóng lahát?	How are you (all)?
Kumustá ká?	How are you (singular)?
Kumustá po kayó?	How are you (singular, polite form)?
M2 Mabúti (po) namán.	Fine, thank you.

TAGALOG FOR BEGINNERS

- C1 Kumustá kayóng
lahát?
Mabúti (po) namán.
- C2 Kumustá ká?
Mabúti (po) namán.
- C3 Kumustá po kayó?
Mabúti (po) namán.

SITUATIONAL DRILL

What would you say in the following situations?

- A. It's 6:30 a.m. and you meet your
(1) friend in the corridor
(2) teacher
(3) classmate
- B. It's 12 noon and you see your
(1) language instructor in the office
(2) friend
(3) Project Director
- C. It's 9:00 p.m. and you meet your
(1) tech coordinator in the conference
(2) roommate
(3) co-teacher
(4) pupil

LESSON 1

CUMULATIVE DIALOGUES

1. A1 Magandáng umága, Linda. Good morning, Linda.
B1 Magandáng umága namán. Good morning.
A2 Kumústa ka? How are you?
B2 Mabúti namán. Fine. (Thank you.)

2. A1 Magandáng gabí po, Good evening, Miss
Bínibíning Ramos. Ramos.
B1 Magandáng gabí namán. Good evening. Come in.
Tuloy ká.
A2 Salamat po'. Thank you.

3. A1 Hoy, Nicolás. Anó, kumústa Hi, Nicolas. (What) How
ká? are you?
B1 Éto, mabúti namán. At (Here) Fine. And you?
ikáw?
A2 Mabúti rin. I am fine, too.

4. A1 Magandáng hápon ho, Good afternoon (sir),
Kapitan Diegó. Captain Diego.
B1 Abá, Fidel. Magandáng Oh, Fidel. Good
hápon namán. afternoon.
A2 Kumusta ho kayó? How are you (sir)?
B2 Eh, mabúti namán. Ikáw? (Well) I am fine. And you?
A3 Mabúti rin hó'. I am fine, too (sir).

VOCABULARY

abá	an exclamation of surprise, wonder or disgust
anó	what; as a greeting it means 'hello'
at	and
at ibá pa	etcetera, and so forth
Bínibíni(-ng)	Miss; abbreviated as <u>Bb</u> .
ka	you (singular)
kapitán	captain
kayó(-ng)	you (plural)
kumustá	regards; e.g. <u>Kumustá ká?</u> How are you?
din	also, too; either, neither; it occurs after a consonant; <u>rin</u> is its variant which occurs after a vowel

TAGALOG FOR BEGINNERS

doktór e/eh	doctor; the feminine form is <u>doktóra</u> particle indicating hesitation pause; used to close a sentence to reinforce disagreement, contradiction or protestation
éto	here it is; a variant form of <u>héto</u>
gabí	evening, night
Gínang	Mrs.; matron, madam; abbreviated as <u>Gng.</u>
Ginóo(-ng)	Mr.; gentleman; abbreviated as <u>G.</u>
hápon	afternoon
héto	here it is; a variant form is <u>éto</u>
ho'	colloquial form of <u>po'</u>
Hoy!	Hey! Psst! Hi!; an exclamation of warning or of calling attention
ikáw	you (singular); usually occurs initially in sentences
inyó(-ng)	you, yours (plural)
lahát	all, everyone, everything
mabúti	fine, good
Magandang gabí	Good evening
Magandang hápon	Good afternoon
Magandang tanghali'	greeting at noontime
Magandang umága	Good morning
namán	response marker; also, too, rather, again; on the other hand
po'	a form that indicates respect, politeness; sir/ ma'am
rin	see <u>din</u>
sa	locational or direction marker; to, from, in, on, etc.
salámat	thanks
tanghali'	noon, midday
tulóy	come in
umága	morning

GRAMMAR NOTES

Naman is a particle which, in the context of responses to greetings like Magandang umaga (po') naman or Mabuti (po') naman, roughly means, 'too'. In colloquial English 'too' does not occur in this context.

LESSON 1

CULTURAL NOTES

Po' is a respect particle which is roughly equivalent to 'sir' or 'ma'am' in English. It is used for older people, for one's superiors or for strangers. It is significantly absent from the speech of older people and superiors and in interchanges between equals. While obligatory in the speech of barrio folks, ho' is a less formal variant of po'.

The following summarizes the uses of po' (or ho'). The minus sign before po' means po' is omitted, and the plus sign indicates that po' is to be used.

<u>Factors Involved</u>	<u>Participant #1</u>	<u>Participant #2</u>
1. Age	Older: - <u>po'</u>	Younger: + <u>po'</u>
2. Prestige/Status	Superior: - <u>po'</u>	Inferior: + <u>po'</u>
3. Informal/Intimate, familiar situation	Equal: - <u>po'</u>	Equal: - <u>po'</u>
4. Formal	Stranger: + <u>po'</u>	Stranger: + <u>po'</u>
5. Figurative (with sarcasm)	All the - <u>po'</u> participants use <u>po'</u> .	

Po' is obligatorily accompanied by kayo (second person plural) or by what is even more respectful, sila (third person plural). Kayo and sila are used in deferential speech either in direct address or indirect.

LESSON 2

More on greetings

Ang-demonstratives: itó/iyán/iyón

Question word anó + Ang-demonstrative

CYCLE #1: Familiar greeting

- M1 Saán ka púpuntá? Where are you (singular) going?
Saán kayó púpuntá? Where are you (singular, polite form/
plural) going?
- M2 Diyán lang. Over there. (Literally: Just there).
Diyán lang sa tindáhan. To the store.
Diyán sa tindáhan. To the store.
- C1 Saán ka púpuntá?
Diyán lang (sa tindáhan).
- C2 Saán ka púpuntá?
Diyán sa tindáhan.

CYCLE #2: Another familiar greeting

- M1 Saán ka gáling? Where have you (singular) been?
Saán kayó gáling? Where have you (singular, polite
form/plural) been?
- M2 Diyán lang. Over there. (Literally: Just there).
Diyán lang sa eskuwélahán. To school. (Literally: Just there, to
school).
Diyán sa eskuwélahán. To school. (Literally: There, from
school).
- C1 Saán ka gáling?
Diyán lang (sa eskuwélahán).
- C2 Saán ka gáling?
Diyán sa eskuwélahán.

LESSON 2

SUBSTITUTION DRILL

Fill the slot in the model sentence with the cues given.

- A. Pupunta ako sa tindahan. I am going to the store.

<u>Cue</u>	<u>Response</u>
eskuwélahán	Púpuntá ako sa eskuwélahán. school
opisína	Púpuntá ako sa opisína. office
aklátan	Púpuntá ako sa aklátan. library
silíd-aralán	Púpuntá ako sa silíd-aralán. classroom
oditóryum	Púpuntá ako sa oditóryum. auditorium
klínika	Púpuntá ako sa klínika. clinic
báhay	Púpuntá ako sa báhay. house
bányo	Púpuntá ako sa bányo. bathroom
kapetírya	Púpuntá ako sa kapetírya. cafeteria

- B. Gáling ako sa tindáhan. I have been to the store./I came from the store.

<u>Cue</u>	<u>Response</u>
aklátan	Gáling ako sa aklátan. library
báhay	Gáling ako sa báhay. house
kapetírya	Gáling ako sa kapetírya. cafeteria
silíd-aralán	Gáling ako sa silíd-aralán. classroom
klínika	Gáling ako sa klínika. clinic
bányo	Gáling ako sa bányo. bathroom
opisína	Gáling ako sa opisína. office
oditóryum	Gáling ako sa oditóryum. auditorium
eskuwélahán	Gáling ako sa eskuwélahán. school

QUESTION-AND-ANSWER DRILL

Using the cues given in the preceding drill, have a chain drill asking and responding to the question as follows.

- A. S1 (to S2) Saán ka púpuntá?
S2 (Diyán) sa eskuwélahán.

TAGALOG FOR BEGINNERS

S2 (to S3) Saán ka púpuntá?
S3 (Diyán) sa aklátan.

S3 (to S4) Saán ka púpuntá?
S4 (Diyán lang) sa silíd-aralán.

At iba pa.

B. S1 (to S2) Saán ka gáling?
S2 (Diyán lang) sa oditóryum.

S2 (to S3) Saán ka gáling?
S3 (Diyán lang) sa klínika.

S3 (to S4) Saán ka gáling?
S4 (Diyán lang) sa kapetírya.

At iba pa.

CYCLE #3: Asking for Tagalog translations or equivalents.

M1 Anó sa Tagálog ang What is language in
“language”? Tagalog?
Anó sa Tagálog ang What is director in
“director”? Tagalog?

M2 Wíka'. Director, too/also.
Patnúgot./Direktór din.

C1 Anó sa Tagálog ang “language”?
Wíka'.

C2 Anó sa Tagálog ang “director”?
Direktór din.

SUBSTITUTION DRILL

Modify the model question by using some of the Philippine languages as cues.

Model: Ano sa Tagalog ang “good morning”?

Cue Response

LESSON 2

Ilokáno	Ano sa Ilokano ang “good morning”?
Cebuáno	Ano sa Cebuano ang “good morning”?
Hiligaynón	Ano sa Hiligaynon ang “good morning”?
Bíkol	Ano sa Bikol ang “good morning”?
Pampángo	Ano sa Pampango ang “good morning”?
Pangasinán	Ano sa Pangasinan ang “good morning”?
Chabacáno	Ano sa Chabacano ang “good morning”?
Ibatán	Ano sa Ibatan ang “good morning”?
Maranáo	Ano sa Maranao ang “good morning”?
Tausúg	Ano sa Tausug ang “good morning”?

TRANSFORMATION DRILL

Convert the following sentences to their equivalent forms. Note the reordering of the phrases.

Example

Ano ang “office” sa Tagalog? Ano sa Tagalog ang “office”?

Cue

Response

Ano sa Tagalog ang “good afternoon”?	Ano ang “good afternoon” sa Tagalog?
Ano sa Tagalog ang “school”?	Ano ang “school” sa Tagalog?
Ano sa Inggles ang salamat?	Ano ang salamat sa Inggles?
Ano sa Inggles ang mabuti?	Ano ang mabuti sa Inggles?
Ano sa Inggles ang bahay?	Ano ang bahay sa Inggles?
Ano sa Tagalog ang “Mister”?	Ano ang “Mister” sa Tagalog?
Ano sa Tagalog ang “Miss”?	Ano ang “Miss” sa Tagalog?
Ano sa Tagalog ang “bathroom”?	Ano ang “bathroom” sa Tagalog?
Ano sa Inggles ang din?	Ano ang din sa Inggles?

QUESTION-AND-ANSWER DRILL

- A. Go over the building sketch of your site and ask for the Tagalog equivalents of the different parts. Repeat the answers and list them down.
- B. Look around the classroom. Formulate questions that ask for the Tagalog equivalents of the objects that you see. Repeat the answers and write them down.

TAGALOG FOR BEGINNERS

Examples

<u>Question</u>	<u>Response</u>
Ano sa Tagalog ang "blackboard"?	Pisára
Ano sa Tagalog ang "chair"?	Sílya.
Ano sa Tagalog ang "table"?	Mésa.
Ano sa Tagalog ang "pencil"?	Lápis.
Ano sa Tagalog ang "paper"?	Papél.
Ano sa Tagalog ang "book"?	Libró.

At iba pa.

C. Have a chain drill asking for the Tagalog equivalents of vocabulary thus far introduced.

S1 (to S2) Ano sa Tagalog ang "classroom"?
S2 Silid-aralan.

S2 (to S3) Ano sa Tagalog ang "going"?
S3 Pupunta.

S3 (to S4) Ano ang "noon" sa Tagalog?
S4 Tanghali'.

At iba pa.

CYCLE #4: Identifying Objects

M1 Anó itó? What is this?
Anó iyán? What is that?
Anó iyón? What is that over there (yonder)?

M2 Lápis iyán. That is a pencil.
Mésa itó. This is a table.
Báhay iyón. That over there (yonder) is a house.

C1 Anó itó?
Lápis iyán.

C2 Anó iyán?
Mésa itó./Mésa iyán.

C3 Anó iyón?

LESSON 2

Báhay iyón.

IDENTIFICATION DRILL

A. Identify the objects, cut-outs or pictures that you will receive from your teacher. He will ask you, Ano iyan?

<u>Cue</u>	<u>Response</u>
school	Eskuwelahan ito.
house	Bahay ito.
table	Mesa ito.
chair	Silya ito.
bathroom	Banyo ito.
store	Tindahan ito.
beach	Tabíng-dágat ito.

B. Now, identify the objects, cut-outs or pictures that your teacher will point to as he says, Ano ito?

<u>Cue</u>	<u>Response</u>
office	Opisina iyan.
beach	Tabíng-dagat iyan.
cafeteria	Kapetirya iyan.
paper	Papel iyan.
blackboard	Pisara iyan.
book	Libro iyan.

At iba pa.

C. Point to something yonder and ask your teacher what it is by saying, Ano po iyon? The class repeats the teacher's response.

<u>Cue</u>	<u>Response</u>
tree	Púno iyón.
car	Kótse iyón.
street	Daán iyón.
house	Báhay iyón.
bus	Bus iyón.
airplane	Eropláno iyón.

TAGALOG FOR BEGINNERS

QUESTION-AND-ANSWER DRILL

Using the objects you have or those in and out of your classroom, ask ano questions with itó, iyán or iyón according to their relative distance from you and/or your listener. The student asked will respond by identifying the object and using the appropriate demonstrative.

S1 Ano ito? (Holding a pencil)

S2 Lapis iyan.

S2 Ano iyan? (Pointing to S3's book)

S3 Libro ito.

S3 Ano iyon? (Pointing to the tree outside)

S4 Puno iyon.

S4 Ano iyan? (Pointing to the desk in the corner of the room).

S5 Mesa iyan.

At iba pa.

GUESSING GAME

A student takes an object from the collection of objects (or pictures of objects) on the teacher's table. He hides it behind him and then calls on his classmates to guess what he has. The student who gives the right answer then gets the chance to do the same. If after three guesses the answer is still wrong, the object is shown to the class and the response is elicited.

Example

S1 Ano ito?

What is this?

S2 Kotse iyan.

That is a car.

S1 Hindi'.

No (it is not).

S3 Lapis iyan.

That is a pencil.

S1 Hindi rin.

No, it's not that either.

S4 Alám ko na. Bus iyan.

Now I know it. That is a bus.

S1 Táma'. Ikaw naman.

Right. It is your turn now.

CUMULATIVE DIALOGUES

A. A1 Hoy, Juaníta. Saán ka pupunta?

Hi, Juanita. Where are you going?

LESSON 2

- B1 Diyán lang sa aklátan. To the library. Where are you
Ikáw, saán ka pupuntá? going?
- A2 Diyán sa kapetírya. To the cafeteria.
- B. A1 Magandang hápon ho, Good afternoon, Mr. Santos.
Ginoóng Sántos.
- B1 Oy, ikáw palá Jaime. Oh, (so) it is you, Jaime.
- A2 Saán kayó gáling? Where have you been(sir)?
- B2 Diyán lang sa barberyá. To the barbershop. And you,
Ikáw, saán ka pupuntá? where are you going?
- A3 Sa eskuwélahan ho'. To school (sir). I am going
Diyán na kayó. now (sir). (Lit. You be there).
- C. A1 Anó, Córa, kumustá ka? Hi, Cora, how are you?
- B1 Mabúti namán. Saán ka Fine. Where have you been?
gáling?
- A2 Sa tindáhan. Ikáw, saán To the store. Where are you
ka pupuntá? going?
- B2 Sa tindáhan din. Anó To the store, too. What is
iyán? that? (What do you have
there?)
- A3 "Coke" at "cookies". Coke and cookies.

INFORMANT WORK

Elicit from your informant/instructor the vocabulary items which you feel you need to learn immediately. Make a systematic listing of these items and their corresponding meanings. You can use the questions you have mastered, e.g. Anó itó/iyán/iyón? Anó sa Tagálog ang...?

VOCABULARY

aklát	book
aklátan	library
akó	I, me
alám	know, has knowledge of
báhay	house
bányo	bathroom, shower room
barberyá	barbershop
bus	bus
kapetírya	cafeteria
klínika	clinic
kótse	car, automobile

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daán	street, road, way
direktór	director
diyán	there, over there
eropláno	airplane
eskuwélahán	school
gáling	come from, been
hindi'	no, not; negative particle
Ingglés/ Inglés	English
itó	this, this one here
iyán	that, that one there
iyón	that over there, that yonder
lang	only, just, representing little value; shortened form of <u>lámang</u>
lápís	pencil
libró	book
mésa	table
oditóryum	auditorium
opisína	office
palá	so, as in <u>ikáw palá</u> 'so it is you'; an exclamation of surprise
papél	paper
patnúgot	director, head of office
pisára	blackboard, chalkboard
púno'	tree, tree trunk
(pu-)punta	will go
saán	where, in what place
silíd-aralán	classroom, study room
silya	chair
tabíng-dáगत	beach, seashore
táma'	right, correct
tindáhan	store
wíka'	language

GRAMMAR NOTES

1. The demonstrative pronouns indicate the relative distances of objects from the speaker and the listener. The following demonstrative pronouns are identified as the Ang-demonstratives.

Itó 'this' indicates that the referent (object referred to) is nearer the speaker than the listener, or near both.

LESSON 2

Iyan ‘that’ indicates that the object spoken about is either near the listener and far from the speaker or a short distance away from both.

Iyon ‘that yonder’ indicates that the object is far from both or farther away than that indicated by iyan.

2. The particle sa often marks a locative phrase. The noun that comes after sa is a place word. Note that sa can mean ‘to’, ‘from’, or ‘at’ in English.

Examples

sa tindahan	to the store
sa eskuwelahan	from the school
sa opisina	at the office
sa aklatan	at the library

Note that in the following examples, as used in this lesson, sa is used differently. It is translated as ‘in’ in English.

Ano sa Tagalog...?	What...in Tagalog?
Ano sa Ilokano...?	What...in Ilocano?
Ano sa Inggles...?	What...in English?

Sa in these examples is more of a definite marker like ‘the’ in English rather than a preposition. This sa does not occur as frequently in the language as the locative marker sa.

3. The English verb “be” (is, am, was, were, etc.) is not present in Tagalog sentences. The literal translation of Ano ka? is ‘what you’; Puno iyon is ‘Tree that (over there)’.

CULTURAL NOTES

1. A very common greeting in Tagalog is Saan ka pupunta? ‘Where are you going?’ or Saan ka galing? ‘Where have you been?’ This may be interpreted by foreigners as being a nosy question, but it is actually a very informal greeting equivalent to ‘hello’ or ‘how are you’ in English. The response to this greeting need not be the exact place where the addressee is going to or came from. A vague expression diyan lang ‘Over there/Just there’ will suffice.

TAGALOG FOR BEGINNERS

2. Hoy is a very familiar greeting which can be translated in English as 'Hi!' It is also used as an attention getter like the English word "Hey!". In this sense, like in English, the word is never used in situations requiring respect for the one spoken to.

LESSON 3

Making introductions (po')

Si + personal proper noun

Ang-pronouns: akó/ka/siyá

Question word síno + ang-pronoun

CYCLE #1: Introductions between a teacher and a student

- | | | |
|----|--|---|
| M1 | Si Binibíning Galléga akó.
Si Miguél po akó.
Si Catalína po siyá. | I am Miss Gallega.
I am Michael, ma'am.
She is Cathy. |
| M2 | Síno ka?
Síno siyá?
Síno akó? | Who are you?
Who is he/she?
Who am I? |
| C1 | Si Binibíning Galléga akó.
Síno ka?
Si Miguél po (namán) akó. | I am Miss Gallega.
Who are you?
I am Michael, ma'am. |
| C2 | Si Binibíning Galléga akó.
Si Miguél ka. Síno siyá?
Si Catalína po (namán) siyá. | I am Miss Gallega.
You are Michael. Who is she?
She is Cathy. |

QUESTION-AND-ANSWER DRILL

A. Teacher asks each student who he/she is.

- | | |
|----|----------------------------|
| T | Síno ka? |
| S1 | Si Ernesto Galang po akó. |
| T | Síno ka? |
| S2 | Si Roberto Johnson po akó. |
| T | Síno ka? |
| S3 | Si Elisea Peterson po akó. |

At iba pa.

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B. Teacher says his/her name and then asks each student who he/she (the teacher) is.

T Si Binibining Berdin ako. Sino ako?

S1 Si Binibining Berdin po kayo.

T Si Binibining Berdin ako. Sino ako?

S2 Si Binibining Berdin po kayo.

At iba pa.

C. Teacher asks each student the following.

T Síno ka?

S1 Si Lita po akó.

T Lita, síno siyá?

S1 Si Cora po siyá.

T Síno ka?

S2 Si Mario po akó.

T Mario, síno siya?

S2 Si Belen po siyá.

At iba pa.

D. Teacher introduces herself and asks the student who he is.

T Si Ginang Cuento akó. Síno ka?

S1 Si Ben po naman ako.

T A, si Ben ka pala.

T Si Ginang Cuento ako. Síno ka?

S2 Si Ronaldo po naman ako.

T A, si Ronaldo ka pala.

At iba pa.

E. Have the students take turns in doing the role of the teacher in each of the preceding exercises.

CYCLE #2: Introductions between classmates

LESSON 3

- M1 Si Ricardo Payne akó. I am Richard Payne.
Si Ricardo Payne ako at si Juan Crooks naman siya. I am Richard Payne and he is John Crooks.
- M2 Si Rosita Rand naman ako. I am Rosie Rand.
- C1 Si Ricardo Payne ako.
Si Rosita Rand naman ako.
- C2 Si Ricardo Payne ako at si Juan Crooks naman siya.
Si Rosita Rand naman ako.

CHAIN DRILL

Each student introduces himself to another.

- S1 Si Bill Valentine akó.
S2 Si Cirila Warren naman ako.
- S2 Si Cirila Warren akó.
S3 Si Sara Dey naman ako.

At iba pa.

QUESTION-AND-ANSWER DRILL

Teacher introduces himself and asks for the names of each of his students. Each student then takes the part of the teacher.

- T Magandang umaga sa inyong lahat.
C Magandang umaga po naman.
T Si Ginoong Castillo ako. Sino ka? (to S1)
S1 Si David Kidd po ako.
T Sino ka? (to S2)
S2 Si Denise Harvey po. (naman) ako.
T Sino ka? (to S3)
S3 Si Isidro Hubbard po ako.

At iba pa.

IDENTIFICATION DRILL

The following are appellation terms for addressing or referring to certain persons.

TAGALOG FOR BEGINNERS

<u>Cue</u>	<u>Response</u>
1. An old, old man Si <u>In</u> gkóng Pédro itó. Síno itó?	Si Ingkóng Pédro iyán./ Iyán si Ingkóng Pédro.
2. An old, old woman Si <u>Imp</u> óng Séla itó. Síno itó?	Si Impóng Séla iyán./ Iyán si Impóng Séla.
3. A middle-aged man Si <u>Mang</u> Daniél itó. Síno itó?	Si Mang Daniél iyán./ Iyán si Mang Daniél.
4. A middle-aged woman Si <u>Áling</u> Émma itó. Síno itó?	Si Áling Émma iyán./ Iyán si Áling Émma.
5. A little boy Si <u>Tótoy</u> itó. Síno itó?	Si Tótoy iyán./ Iyán si Tótoy.
6. A little girl Si <u>Néne</u> itó. Síno itó?	Si Néne iyán. Iyán si Nene'.

TRANSFORMATION DRILL

Convert the following sentences to their equivalent forms. Observe the position of the particle po' or ho'

Example: Si Tino ako.	Ako si Tino.
A. Si Nena ako. Si Rogelio Anderson po ako. Si Ginoong Soriano ako. Si Ginang Bernabe naman ako. Si Leonora po naman ako.	Ako si Nena. Ako po si Rogelio Anderson. Ako si Ginoong Soriano. Ako naman si Ginang Bernabe. Ako po naman si Leonora.
B. Si Alberto siya. Si Kapitan Tiago siya. Si Elena Molitor po siya. Si Lorenzo Tama ho siya.	Siya si Alberto. Siya si Kapitan Tiago. Siya po si Elena Molitor. Siya ho si Lorenzo Tama.

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- | | |
|--|--|
| Si Arturo Reyes po naman siya. | Siya po naman si Arturo Reyes. |
| C. Si Patricio Perry ho ito. | Ito ho si Patricio Perry. |
| Si Juan Wennstrom ho naman ito. | Ito ho naman si Juan Wennstrom. |
| Si Marina ito. | Ito se Marina. |
| Si Lorenzo Herst iyan. | Iyan si Lorenzo Herst. |
| Si Meyor Villegas ho iyan. | Iyan ho si Meyor Villegas. |
| Si Gobernador Rodriguez naman ho iyan. | Iyan ho naman si Gobernador Rodriguez. |

ROLE PLAYING

Pretend that you are introducing a friend to any one of the characters presented in the IDENTIFICATION DRILL using the new appellation terms for referring to or addressing certain persons. Can you differentiate the situations in the examples below?

- | | |
|---------------|------------------------------------|
| A. Student 1 | Magandang umaga po, Ingkong Pedro. |
| Ingkong Pedro | Magandang umaga naman. |
| Student 1 | Ingkong Pedro, ito po si Gregorio. |
| | Gregorio, ito si Ingkong Pedro. |
| Gregorio | Kumusta po kayo? |
| Ingkong Pedro | Mabuti naman. |
| B. Student 2 | Oy, Nene'. Saan ka pupunta? |
| Nene' | Diyang lang ho sa tindahan. |
| Student 2 | Nene', si Godofredo ito. |
| | Godofredo, ito naman si Nene'. |

CUMULATIVE DIALOGUES

1. A PCV visits a teacher or an elder in the barrio

- | | |
|---|--|
| A1 Magandang gabí po'. | Good evening. |
| B1 Magandang gabí namán. Tulóy ka. | Good evening. Come in. |
| A2 Akó po si Don Good. "Peace Corps Volunteer" po akó. | I am Don Good. I am a Peace Corps Volunteer. |
| B2 A, ganoón ba? Akó namán si Gínang Pascuál. Kumustá ka? | Oh, is that right? I am Mrs. Pascual. How are you? |
| A3 Mabúti po namán. | Fine. |
| B3 Umupó ka. | Please sit down. |

TAGALOG FOR BEGINNERS

A4 Salámat po'. Thank you.

2. A PCV visits a home. He is received by a person of his age.
(Note the use of the plural form kayó for strangers instead of the singular form ka.)

A1 Magandang hapon hó'.	Good afternoon.
B1 Magandang hapon ho namán. Tuloy ho kayo.	Good afternoon. Please come in.
A2 Ako hó si David Alt. "Peace Corps Volunteer" ho akó.	I am David Alt. I am a Peace Corps Volunteer.
B2 Ako ho naman si Criselda Rós. Umupo ho kayó.	I am Criselda Ros. Please sit down.
A3 Salamat hó'.	Thank you.
(Mrs. Ros comes in and the PCV is introduced to her.)	
B3 Ináy, ito ho si David Ált. "Péace Corps Volunteer" daw ho siyá.	Mother, this is David Alt. He is a Peace Corps Volunteer (so he says).
C1 Á, ganoon bá?	Oh, is that right?
A4 Kumusta po kayó?	How are you?
C2 Mabuti namán. Umupó ka.	Fine. Please sit down.

VOCABULARY

a	particle of exclamation expressing sudden recollection
áling	a title of familiar respect used with the first name of a woman; when the name is not appended, the form is <u>ále</u>
daw	so (somebody) said, so (they) say, it is said that; occurs after a consonant; <u>raw</u> is its variant form which occurs after a vowel
ganoón	like that; <u>ganoon bá?</u> means 'is that right?'/ 'is that so?'/ 'is that the way it is?'
impóng	a title for an old woman used with a given name, used in direct address or in reference to an old woman, grandmother; when the name is not appended, the form is <u>impó</u>
Ináy	Mother; used when calling for one's mother
ingkong	a title for an old man used with or without a given name, used in direct address or in reference to an old man, grandfather; when the name is not appended, the form is <u>ingko</u>

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mang	a title of familiar respect used with the first name of a man; contracted form of <u>mama'</u> 'mister', e.g. <u>Mámang Pédro</u> becomes <u>Mang Pedro</u>
néne'	appellation for a small girl
raw	see <u>daw</u>
si	a particle used before names of persons (before nouns that are not names of persons, <u>ang</u> is used)
síno	who
síya	he/she
tótoy	appellation for a small boy
(um-)upó'	to sit down

GRAMMAR NOTES

1. Si is a substitute for ang preceding personal names.

Examples

si Binibining Gallega
si Miguel
si Ernesto Galang

2. Sino is an interrogative word which means 'who' It is followed either by an ang-phrase or an ang-pronoun.

Examples

sino siya?
sino ang direktor?

3. The ang-pronouns introduced in this lesson are the following.

<u>Ang-pronoun</u>	<u>Person</u>	<u>Gloss</u>
ako	1st	I
ka; kayo	2nd	you
siya	3rd	he/she

Kayo means 'you (plural)', but it is also used, as in this lesson, to refer to 'you (singular)' to show respect.

4. Note the use of the linker -ng after titles when followed by personal names.

Ale Ali-ng Maria

TAGALOG FOR BEGINNERS

Ingko Ingko-ng Pedro
Impo Impo-ng Rosa

5. Daw, 'they say, he said, it is said that', is a particle which marks the whole utterance as not having originated from the speaker. When added to the basic sentence, it signals a form of an indirect quote, i.e., the speaker is quoting something. If daw occurs after a vowel, the form is raw.

LESSON 4

Question word sino + si _____/ang _____

Ang-pronouns: táyo/kamí/kayó/silá

Question word sínu-síno and plural
personal proper noun marker siná

CYCLE #1: Who question - individual identification

- M1 Sino si Dick McGinn? Who is Dick McGinn?
- M2 Si Dick McGinn ang "Country Director". Dick McGinn is the Country Director.
Siyá ang "Country Director". He is the Country Director.
- C1 Sino si Dick McGinn?
Si Dick McGinn ang "Country Director".
- C2 Sino si Dick McGinn?
Siyá ang "Country Director".

QUESTION-AND-ANSWER DRILL

Conduct a chain drill asking and answering the question who the members of the staff are. (Use the form Siya ang (...) the next time around.)

Question

Response

- Sino si Charlie Rech? Si Charlie Rech ang "Site Director".
Sino si Terry Ramos? Si Terry Ramos ang "Language Coordinator".
Sino si Maria Gonzalez? Si Maria Gonzalez ang "AAP Coordinator".
Sino si Patsy Lacsamana? Si Patsy Lacsamana ang "Math Coordinator".
Sino si Veny Lomibao? Si Veny Lomibao ang "Science Coordinator".
Sino si Sue Neyer? Si Sue Neyer ang "TESL Coordinator".
Sino si Ed Dreyfus? Si Ed Dreyfus ang "Field Assessment Officer".

TAGALOG FOR BEGINNERS

At iba pa.

CYCLE #2: Who question - staff identification

- M1 Sino ang "Site Director"? Who is the Site Director?
Sino ang direktor ng "site"?
- M2 Si Charlie Rech (ang "Site Director"/ang direktor ng "site"). Charlie Rech is the Site Director.
Si Charlie Rech (siyá). (He is) Charlie Rech.
- C1 Sino ang "Site Director"/direktor ng "site"?
Si Charlie Rech (ang "Site Director"/ang direktor ng "site").
- C2 Sino ang "Site Director"/direktor ng "site"?
Si Charlie Rech (siyá).

TRANSFORMATION DRILL

Convert the following sentences into their equivalent forms.

- A. Si Charlie Rech ang "Site Director". Si Charlie Rech ang direktor ng "site".
Si Terry Ramos ang "Language Coordinator". Si Terry Ramos ang "coordinator" ng wika'.
Si Maria Gonzalez ang "AAP Coordinator". Si Maria Gonzalez ang "coordinator" ng "AAP".
Si Patsy Lacsamana ang "Math Coordinator". Si Patsy Lacsamana ang "coordinator" ng "Math".

At iba pa.

- B. Sino ang "Center Director"? Sino ang direktor ng "center"?
Sino ang "Project Director"? Sino ang direktor ng "project"?
Sino ang "Programs Director"? Sino ang direktor ng "programs"?
Sino ang "TESL Coordinator"? Sino ang "coordinator" ng "TESL"?

LESSON 4

Sino ang “Assistant
Language Coordinator”?

Sino ang “assistant
coordinator” ng wika’?

At iba pa.

QUESTION-AND-ANSWER DRILL

Using the list of staff members in your training session as cues, ask and answer questions about each member or position.

S1 Sino si ___?

S2 Siya ang ___.

S2 Sino ang ___?/Sino ang ___ng ___?

S3 Si ___ (ang ___/ang ___ ng ___/siya).

S3 Sino si ___?

S4 Siya ang ___/ang ___ng ___.

At iba pa.

CYCLE #3: Who question - group identification

- | | | |
|----|--|---|
| M1 | Sínu-sínu táyo?
Sínu-sínu kamí?
Sínu-sínu kayó?
Sínu-sínu silá?
Sínu-sínu ang mga gúro sa
Tagalog? | Who are we (inclusive)?
Who are we (exclusive)?
Who are you (plural)?
Who are they?
Who are the teachers of
Tagalog? |
| M2 | Siná Bérto, Rosíta at Donáto
táyo.
Siná Vicky, Élsa at Bérto
kayó.
Siná Jorge, Belén at Gérry
kamí.
Siná Évelyn, Gínny, Précý,
Fe, Tóni at Ángel (ang mga
gúro sa Tagalog/silá). | We (incl.) are Bert, Rose and
Don.
You are Vicky, Elsa and Bert.
We (excl.) are George, Belen
and Gerry.
The teachers of Tagalog/
They are Evelyn, Ginny,
Precy, Fe, Toni and Angel. |
| C1 | Sínu-sínu táyo?
Siná Bérto, Rosíta at Donáto táyo. | |
| C2 | Sínu-sínu kamí? | |

TAGALOG FOR BEGINNERS

Siná Vicky, Élsa at Bérto kayó.

C3 Sínu-sino kayó?
Siná Jorge, Belén at Gérry kami.

C4 Sínu-sino ang mga guro sa Tagalog?
Siná Evelyn, Gínny, Précy, Fe, Tóni at Ángel silá.

SUBSTITUTION DRILL

(a) Sinu-sino ang mga guro sa Tagalog?

<u>Cue</u>	<u>Response</u>
guro sa "Math"	Sinu-sino ang mga guro sa "Math"?
guro sa "TESL"	Sinu-sino ang mga guro sa "TESL"?
guro sa "Science"	Sinu-sino ang mga guro sa "Science"?
estudyante sa "Math"	Sinu-sino ang mga estudyante sa "Math"?
estudyante sa "Science"	Sinu-sino ang mga estudyante sa "Science"?
lider sa "HR groups"	Sinu-sino ang mga lider sa "HR groups"?
kandidato sa presidente	Sinu-sino ang mga kandidato sa presidente?
guro sa Ilokano	Sinu-sino ang mga guro sa Ilokano?
estudyante sa Cebuano	Sinu-sino ang mga estudyante sa Cebuano?

(b) Sinu-sino tayo?

<u>Cue</u>	<u>Response</u>
kami	Sinu-sino kami?
kayo	Sinu-sino kayo?
silá	Sinu-sino silá?
ito	Sinu-sino ito?
iyán	Sinu-sino iyan?
iyón	Sinu-sino iyon?

QUESTION-AND-ANSWER DRILL

Answer the questions introduced in the preceding SUBSTITUTION DRILL.

LESSON 4

Examples

Sinu-sino ang mga guro sa “Math”?	Sina Judy, Skip at Blanche sila.
Sinu-sino ang mga kandidato sa presidente?	Sina Joaquin, Roberto at Godofredo.

CYCLE #4: Question with “what”

M1 Anó ka?	What (nationality) are you?
Anó siyá?	What is he/she?
Anó akó?	What am I?
Anó kamí?	What are we (excl.)?
M2 Amerikáno (po) akó.	I am an American.
Amerikáno (po) siyá.	He/She is an American.
Pilipíno po kayó./Pilipíno ka.	You are a Filipino.
Pilipíno (po) kayó.	You (pl.) are Filipinos.
C1 Anó ka?	
Amerikáno (po) akó.	
C2 Anó siyá?	
Amerikáno (po) siyá.	
C3 Anó kamí?	
Pilipíno (po) kayó.	

SUBSTITUTION DRILL

Fill in the slot in the model sentence with the given cue.

Amerikano ako.

<u>Cue</u>	<u>Response</u>
“Trainee”	“Trainee” ako.
“Peace Corps” estudyante	“Peace Corps” ako. Estudyante ako.
guro’	Guro ako.
Pilipino	Pilipino ako.
Tagalog	Tagalog ako.
Ilokano	Ilokano ako.
direktor	Direktor ako.

TAGALOG FOR BEGINNERS

presidente Presidente ako.
lider Lider ako.

MOVING-SLOT DRILL

Modify the model sentence by using the cue in the appropriate slot. The revised sentence then becomes the model for the succeeding cue.

Amerikano ako.

<u>Cue</u>	<u>Response</u>
siya	Amerikano <u>siya</u> .
Pilipino	<u>Pilipino</u> siya.
ka	Pilipino <u>ka</u> .
kayo	Pilipino <u>kayo</u> .
guro'	<u>Guro</u> kayo.
tayo	Guro <u>tayo</u> .
"Peace Corps"	" <u>Peace Corps</u> " tayo.
ako	"Peace Corps" <u>ako</u> .
"Trainee"	" <u>Trainee</u> " ako.
kami	"Trainee" <u>kami</u> .
estudyante	<u>Estudyante</u> kami.

QUESTION-AND-ANSWER DRILL

Conduct a chain drill using the different question forms for identifying and describing people, e.g. Sino si (...)?, Sino ang (...)?, Sinu-sino ang (...)?, Anó si (...)?

Example

- S1 Sino si A1 White?
S2 Si A1 White ang direktor ng "Center".
S1 Ano siya?
S2 Amerikano siya.
S2 Sino siya? (Pointing to Veny Lomibao)
S3 Si Veny Lomibao siya.
S2 Ano siya?
S3 "Science Coordinator" siya. Pilipino siya.
S3 Sinu-sino sila? (Pointing to a group of teachers)
S4 Sina Luz, Fe at Minda sila.
S3 Ano sila?
S4 Guro sila. Guro sila sa Tagalog.

LESSON 4

At iba pa.

IDENTIFICATION DRILL

Identify the pictures of popular characters that your teacher shows you, e.g. comic characters, political candidates, stage or movie personalities, figures in literature, music and art, etc.

CUMULATIVE DIALOGUES

- | | | |
|----|--|---|
| A1 | Ronáldo, síno ba ang direktór ng “Center”? | Ron, who (emphasis) is the Center Director? |
| B1 | Si A1 White. Bákit? | A1 White. Why (do you ask)? |
| A2 | Walá namán. Nakalimútan ko lang. | Nothing really. I just forgot. |
| B2 | Síno ba ang gúro sa Wíka’? | Who is the teacher in Language? |
| A3 | Si Ginoóng Cruz. Bákit? | Mr. Cruz. Why? |
| B3 | Walá namán. Magalíng siyá, anó? | Nothing. He is good, isn't he? |
| A4 | Abá, oó. | Oh, yes indeed. |

- | | | |
|----|---|--|
| A1 | Oy, Susaná. Saan ka pupuntá? | Hi, Susana. Where are you going? |
| B1 | Sa tabing-dágat. Tená, sumama ká. | To the beach. Come and join us. |
| A2 | Sínu-sino kayó? | Who are going? (Literally: Who are you all?) |
| B2 | Sina Jaime, Bárbara, Pédro at akó. Tena ná. | Jaime, Barbara, Peter and me. Let's go. |
| A3 | O síge. | Okay. |

- | | | |
|---|--|--|
| A | PCV introduces himself to a group, e.g. at a teachers' meeting. | |
| | Magandang umága po sa inyong lahát. Ako po si Roberto Cowell. “Péace Corps Volunteer” po akó. Gúro po ako sa Ingglés. Salámat po’. | Good morning (to you all). I am Robert Cowell. I am a Peace Corps Volunteer. I'm an English teacher./I am a teacher of English. Thank you. |

TAGALOG FOR BEGINNERS

VOCABULARY

Amerikáno	American
ang	particle that marks the topic of the sentence
bákit	why
estudyánte	student
gúro'	teacher, tutor
kamí	we (exclusive, I and others)
kandidáto	candidate
líder	leader
magalíng	good; capable
mga	plural noun marker, e.g. <u>mga gúro'</u> means
(pronounced	'teachers'
<u>manga</u>)	
(naka-)limút(-an)	forgot; derived from the root word <u>límot'</u> forget, miss'
ng (pronounced	a noun marker; particle that marks an
<u>nang</u>)	attribute, e.g. <u>direktór ng "site"</u> means 'director of the site'; used with common nouns
o	particle used either as a sentence opener or closer which means 'now, see, please, okay'; see also <u>a</u>
oo	yes
Pilipíno	Filipino
presidénte	president
síge	go on, proceed, continue; <u>o síge</u> 'okay, then, well'; <u>sige ná</u> 'come on'
silá	they
siná	plural form of the marker <u>si</u> used before names of persons
sínu-síno	who (plural)
táyo	we (inclusive, you and I; or you, I and others)
téna	an expression which means 'let's go' or 'come on'; a contraction of <u>táyo na</u>
walá'	there is none, nothing none

LESSON 4

GRAMMAR NOTES

1. One basic type of sentence in Tagalog is called the identificational sentence. It consists of a Topic and a Comment in the order given. Both the Topic (subject) and the Comment (predicate) are marked by the definite particle ang before common nouns or si/sina before personal proper nouns.

Topic

Si Charlie Rech

Comment

ang direktor ng 'site'.

ang 'site director'.

2. Sino 'who' is an interrogative word that is answered by a si or an ang phrase in an identificational sentence. Its plural form is sinu-sino.

Example

a. Sino + si

Question: Sino si Dick McGinn?

Answer:

Topic

Si Dick McGinn

Comment

() ang "Country Director".

Siya

b. Sino + ang

Question: Sino ang "Country Director"?

Answer: Si Dick McGinn (ang "Country Director").

Usually, the answer does not repeat the information supplied by the question. Hence, in the preceding examples the parts that can be omitted are enclosed in parentheses.

3. A question with the sinu-sino interrogative word is answered by the plural particle sina, followed by a series of names, the last name being preceded by the conjunction at 'and'.

Example

Question: Sinu-sino ang mga guro sa Tagalog?

Answer: Sina Berto, Rosita, at Donato (ang mga guro sa Tagalog).

4. The plural forms of the ang-pronouns introduced in this lesson are the following.

TAGALOG FOR BEGINNERS

<u>Ang-pronoun</u>	<u>Person</u>	<u>Gloss</u>
kami	1st (exclusive)	we (I and others)
tayo	1st (inclusive)	we (You, I and others)
kayo	2nd	you (plural)
silá	3rd	they

Note the English translation ‘we’ for both the first person exclusive kami and the first person inclusive tayo. Kami refers to the speaker and others, excluding the person spoken to. Tayo refers to everybody —you, I, and others.

CULTURAL NOTES

Most Filipino names are now either Spanish or American. Very few names are truly native.

LESSON 5

Review: Ang-pronouns and si/siná markers

Ba question marker

Óo/hindí' responses

Positive and negative statements

CYCLE #1: Asking questions that can be answered by either Yes or No

- | | | |
|----|--|--|
| M1 | Amerikáno ba kayó?
Pilipíno ka ba? | Are you Americans?
Are you a Filipino? |
| M2 | Ópo'. (Amerikáno po kamí).
Óo. (Amerikáno kamí).
Hindí po'. (Hindí po akó
Pilipíno).
Hindí'. (Hindí akó Pilipíno). | Yes, sir. (We are
Americans).
Yes. (We are Americans).
No, sir. (I am not a
Filipino).
No. (I am not a Filipino). |
| C1 | Amerikáno ba kayó?
Óo. (Amerikáno kamí). | |
| C2 | Pilipíno ka ba?
Hindí'. (Hindí akó Pilipíno). | |

SUBSTITUTION DRILL

A. Amerikano ba tayo?

<u>Cue</u>	<u>Response</u>
Kami	Amerikano ba kami?
kayo	Amerikano ba kayo?
silá	Amerikano ba silá?
siya	Amerikano ba siya?
ako	Amerikano ba ako?
ka	Amerikano ka ba?
tayo	Amerikano ba tayo?
Evelyn	Amerikano ba si Evelyn?
Peter Weisbrod	Amerikano ba si Peter Weisbrod?

TAGALOG FOR BEGINNERS

Mozart Amerikano ba si Mozart?

B. "Peace Corps" ka ba?

<u>Cue</u>	<u>Response</u>
"trainee"	"Trainee" ka ba?
guro'	Guro ka ba?
estudyante	Estudyante ka ba?
Hapón	Hapon ka ba? (Japanese)
Intsik	Intsik ka ba? (Chinese)
Ilokáno	Ilokano ka ba?
may asáwa	May asawa ka ba? (married)
bináta'	Binata ka ba? (unmarried man)
dalága	Dalaga ka ba? (unmarried woman)
guro sa Inggles	Guro ka ba sa Inggles?

TRANSFORMATION DRILL

A. Convert the following statements to questions.

<u>Cue</u>	<u>Response</u>
Amerikano ako.	Amerikano ba ako?
Pilipino ka.	Pilipino ka ba?
Guro siya.	Guro ba siya?
Ilokano ka.	Ilokano ka ba?
Estudyante kami.	Estudyante ba kami?
Guro kayo sa Inggles.	Guro ba kayo sa Inggles?
Binata siya.	Binata ba siya?
May asawa siya.	May asawa ba siya?
Dalaga si Ana.	Dalaga ba si Ana?
Si Mario siya.	Si Mario ba siya?

B. Convert the following positive statements to negative ones.

<u>Cue</u>	<u>Response</u>
1. Pilipino sila.	Hindi sila Pilipino.
Amerikano kami.	Hindi kami Amerikano.
Guro tayo.	Hindi tayo guro'.
Estudyante kayo.	Hindi kayo estudyante.
Direktor siya.	Hindi siya direktor.
Binata sila.	Hindi sila binata'.

LESSON 5

- | | |
|--|--|
| Hapon siya.
"Peace Corps Volunteer"
kayo. | Hindi siya Hapon.
Hindi kayo "Peace Corps
Volunteer". |
| 2. Si Linda ako.
Si Patricio siya.
Si Dorina ka.
Si Estela siya. | Hindi ako si Linda.
Hindi siya si Patricio.
Hindi ka si Dorina.
Hindi siya si Estela. |
| 3. Amerikano si Jorge.
Pilipino si Art.
Guro si Judy sa "Math".
Direktor ng "site" si Jerry.

Guro sa Tagalog sina Cres
at Dina.
Lider sina Joaquin, Lorenzo
at Marta. | Hindi Amerikano si Jorge.
Hindi Pilipino si Art.
Hindi guro si Judy sa "Math".
Hindi direktor ng "site" si
Jerry.
Hindi guro sa Tagalog sina
Cres at Dina.
Hindi lider sina Joaquin,
Lorenzo at Marta. |

QUESTION-AND-ANSWER DRILL

Conduct a chain drill asking and answering the questions introduced previously in the SUBSTITUTION DRILL.

Example

- S1 Amerikano ba tayo?
S2 Oo. Amerikano tayo.
S2 Amerikano ba siya? (Pointing to the teacher)
S3 Hindi'. Hindi siya Amerikano.
S3 Amerikano ba si Evelyn?
S4 Oo. Amerikano siya.

At iba pa.

CYCLE #2: Long and short negative responses

- | | |
|--|--|
| M1 Si Berto ka ba?
Intsik ba siya?
Guro ba sila sa Agham?

"Trainee" ba si Tomás at si
Karen? | Are you Bert?
Is he/she Chinese?
Are they the Science
teachers?
Are Tom and Karen
trainees? |
|--|--|

TAGALOG FOR BEGINNERS

- M2 Hindi'. (Hindi akó si Bérto). No. (I am not Bert).
Si José akó.
- C1 Si Bérto ka ba?
Hindi'. (Hindi akó si Bérto).
Si José akó.
- C2 Intsík ba siyá?
Hindi'. (Hindi siyá Intsík).
Hapón siyá.
- C3 Gúro ba silá sa Aghám?
Hindi'. (Hindi silá gúro sa Aghám).
Gúro silá sa "Math".
- C4 "Trainee" ba si Tomás at si Káren?
Hindi'. (Hindi silá "trainee".)
Gúro silá.

QUESTION-AND-ANSWER DRILL

Listen to the questions and answer them giving the full negative responses as cued. Next time around, give the short answers.

<u>Question and cue</u>	<u>Response</u>
A. Si Carlos ka ba? Erny. Si Lita ba siya? Mirla. Si Ginoong Lopez ba siya? Ginoong Ortega. Si Mang Pablo po ba kayo? Mang Tonio. Si Doming ba iyan? Manuel.	Hindi'. Hindi ako si Carlos. Si Erny ako. Hindi'. Hindi siya si Lita. Si Mirla siya. Hindi'. Hindi siya si Ginoong Lopez. Si Ginoong Ortega siya. Hindi'. Hindi ako si Mang Pablo. Si Mang Tonio ako. Hindi'. Hindi ito si Doming. Si Manuel ito.
B. Amerikano ba sila? Pilipino. Mestro ba sila? Estudyante. Ilokano ba sila? Bikolano.	Hindi'. Hindi sila Amerikano. Pilipino sila. Hindi'. Hindi sila mestro. Estudyante sila. Hindi'. Hindi sila Ilokano. Bikolano sila.

LESSON 5

Barbero ba siya? Hindi'. Hindi siya barbero.
Tindero. Tindero siya.
Prinsipal ba siya? Titser. Hindi'. Hindi siya prinsipal. Titser
siya.

QUESTION-AND-ANSWER DRILL

Conduct a chain drill asking yes-no questions on personal information that you can handle and answering them with either long or short negative responses.

Example

S1 Si Guillermo ka ba?
S2 Hindi'. Si Gregorio ako. Ikaw, sino ka?
S1 Si Lety naman ako.
S2 Guro ka ba sa "TESL"?
S3 Hindi'. Hindi ako guro sa "TESL". Guro ako sa Agham.
S3 "Peace Corps trainee" ba si Pablo?
S4 Hindi'. "Staff" siya.

At iba pa.

PANTOMIMING

Pantomime a well-known character and have the class guess who you are.

Example

S1 (Pantomimes a staff member) Sino ako?
S2 Si Ginoong Dytioco ka ba?
S1 Hindi'. Hindi ako si Ginoong Dytioco.
S3 Si Ginoong Aportadera ka ba?
S1 Hindi rin. Hindi ako si Ginoong Aportadera.
S4 Si George Ricketts ka ba?
S1 Oo. Si George Ricketts ako.

CUMULATIVE DIALOGUES

1. A PCV visits the barrio captain for the first time.

A1 Táo po'. Magandáng áraw po'. (Literally: There is a person here.) Good day.

TAGALOG FOR BEGINNERS

- | | |
|--|--|
| <p>B1 Magandang áraw namán.
Tuloy ka. "Peace Corps" ka ba?</p> <p>A2 Ópo'. Si John Smith po akó.
Guro po akó sa Inggles.</p> <p>B2 Akó namán si Mang Andoy.
Umupó ka.</p> <p>A3 Salámat ho'.</p> | <p>Good day. Come in. Are you a Peace Corps Volunteer?</p> <p>Yes, sir. I am John Smith.
I'm an English teacher.</p> <p>I am Mang Andoy. Sit down.</p> <p>Thank you.</p> |
|--|--|

2. A PCV meets a laborer on the street.

- | | |
|--|--|
| <p>A1 Magandang tanghali ho'.
B1 Magandang tanghali namán. "Peace Corps" ka ba?</p> <p>A2 Óho'. Méstro ho akó sa "Math".</p> <p>B2 Saán?</p> <p>A3 Diyán ho sa Malabon Elementary School.</p> <p>B3 Saán ka pupuntá ngayón?</p> <p>A4 Sa báhay ho'. Diyán na kayó.</p> | <p>(Good noon.) Hello.
(Good noon.) Hello. Are you a Peace Corps Volunteer?</p> <p>Yes. I am a Math teacher.</p> <p>Where? (in what school?)
At the Malabon Elementary School.</p> <p>Where are you going now?
To the house/Home. I'll see you. (Literally: You be there.)</p> |
|--|--|

VOCABULARY

aghám	science
asáwa	spouse
ba	question marker
barbéro	barber
Bikoláno	a person from the Bikol region
bináta'	unmarried man; bachelor
dalága	unmarried woman
Hapón	Japanese, Japan
Ilokáno	a person from the Ilocos region
Intsik	Chinese
Magandang áraw	Good day; a greeting during daytime
may	have, there is/are, possess
méstro/ maéstro	teacher, tutor (borrowed from Spanish); the feminine form is <u>méstra/máestra</u>
ngayón	now, today, e.g. <u>ngayóng hápon</u> 'this afternoon'

LESSON 5

ópo'	yes (polite form); consists of <u>oo</u> + <u>po</u> ; the more colloquial or a little less formal form, although not less respectful, is <u>óho'</u>
prinsipál	school principal
Táo po'!	a phrase used by a caller to announce his presence at the entrance of a home; (Literally: There is a person here!)
tindéro	storekeeper, shopowner, sales clerk; the feminine form is <u>tindéra</u>
títser	teacher

GRAMMAR NOTES

The basic predicative sentence patterns in Tagalog are the following.

1. Statement Pattern

a. Affirmative statement

<u>Comment</u>	+	<u>Topic</u>
Amerikano		si Jorge

This is a common type of sentence in Tagalog. It is known as a Predicational sentence. The Comment can be a noun, an adjective or a verb. Note the absence of the copulative verb "be" in the sample sentence above. Unlike the Comment of an identificational sentence, this comment is unmarked by the definite article ang. The comment also follows the topic in an identificational sentence.

b. Negative statement

Hindi	+	<u>Comment</u>	+	<u>Topic</u>
Hindi		Pilipino		si Jorge.

Hindi, a negative particle, is placed before the basic sentence to make it negative. When the topic is a pronoun, however, the Topic precedes the Comment and, follows hindi immediately.

Hindi	+	<u>Pronoun</u>	+	<u>Comment</u>
Hindi		siya		Pilipino
Hindi		ka		Amerikano

2. Question Pattern

a. Yes-no question

<u>Comment</u>	+	ba	+	<u>Topic</u>
Amerikano		ba		si Jorge?
Pilipino		ba		siya?

Ba is a question marker that usually follows the first word of a sentence. If, however, the topic is the pronoun ka, ba is placed after it.

Pilipino ka.
Pilipino ka ba?

b. Negative question

Hindi	ba	+	<u>Comment</u>	+	<u>Topic</u>
Hindi	ba		Pilipino		si Jorge?

As stated above, ba usually follows the first word of the sentence. When the topic is a pronoun, there is a shift in word order of Comment-Topic to Topic-Comment with ba remaining in the same position. When the pronoun is ka, however, ba follows ka.

Hindi ba Pilipino si Jorge?
Hindi ba siya Pilipino?
Hindi ka ba Pilipino?

3. Response Patterns to Yes-No Questions

a. Affirmative response

Oo	+	<u>Comment</u>	+	<u>Topic</u>
Oo,		Amerikano		si Jorge.
Oo,		Pilipino		siya.

Plain oo 'yes' can stand for the whole affirmative response.

b. Negative response

In contrast to a negative sentence, the negative response has two hindi's.

Hindi, hindi siya Pilipino.
Hindi, hindi Pilipino si Jorge.

LESSON 5

Another type of negative response is a combination of a negative statement and an affirmative one. Note the occurrence of only one hindi in this type of response. The pause after hindi is significant in this response because what follows is the true information about the topic. This type of response is illustrated in the following.

Question: Pilipino ba si Jorge?

Response: Hindi, Amerikano siya.

(Hindi...comes from the negative statement Hindi Pilipino si Jorge and ...Amerikano siya from the affirmative statement Amerikano si Jorge.)

4. Po in the basic sentence patterns

Po is inserted right after the first full word of each sentence.

Amerikano	po		si Jorge.
Pilipino	po	ba	siya?
Hindi	po		siya Pilipino.
Hindi	po	ba	siya Pilipino?

In negative responses where hindi is repeated, po follows the second.

Hindi, hindi po siya Amerikano.

In a deferential affirmative response po is suffixed to the affirmative particle oo with the second o dropped.

Opo, Amerikano siya.

Hindi po is the equivalent for Opo. Both forms occur alone as responses.

LESSON 6

More on affirmative and negative responses

Ikáw

More equational sentences

Alternate marker o

Particles nga' and lang

Tag question hindí bá

CYCLE #1: Ikáw as a variant form of ka

- | | | |
|----|---|--------------------------------------|
| M1 | Si Pédro ka ba?
Are you Pedro? | Ikáw ba si Pédro? |
| M2 | Óo. Si Pédro akó.
Hindí'. Si Nónong akó. | Yes. I am Pedro.
No. I am Nonong. |
| C1 | Ikáw ba si Pédro?
Óo. Si Pédro akó. | |
| C2 | Ikáw ba si Pédro?
Hindí'. Si Nónong akó. | |

TRANSFORMATION DRILL

Transformations of ka and Ikáw.

- | | | |
|----|--|---|
| A. | Si Nina ka ba?
Si Mario ka ba?
Si Lucas ka ba?
Si Marcia ka ba?
Si Arturo ka ba?
Si Rodolfo ka ba? | Ikaw ba si Nina?
Ikaw ba si Mario?
Ikaw ba si Lucas?
Ikaw ba si Marcia?
Ikaw ba si Arturo?
Ikaw ba si Rodolfo? |
| B. | Ikaw ba si Amor?
Ikaw ba si Antonio?
Ikaw ba si Lydia?
Ikaw ba si Teodoro?
Ikaw ba si Marinela?
Ikaw ba si Alfredo? | Si Amor ka ba?
Si Antonio ka ba?
Si Lydia ka ba?
Si Teodoro ka ba?
Si Marinela ka ba?
Si Alfredo ka ba? |

LESSON 6

C. "Trainee" ka ba?	Ikaw ba "trainee"?
Ikaw ba Amerikano?	Amerikano ka ba?
Barbero ka ba?	Ikaw ba barbero?
Ikaw ba guro sa "Math"?	Guro ka ba sa "Math"?
Guro ka ba sa Agham?	Ikaw ba guro sa Agham?
Ikaw ba "B.A." sa "Psychology"?	"B.A." ka ba sa "Psychology"?
Lider ka ba sa "P.E."?	Ikaw ba lider sa "P.E."?
Ikaw ba estudyante sa Tagalog?	Estudyante ka ba sa Tagalog?

RESPONSE DRILL

Answer the restated questions in the preceding drill with affirmative or negative responses.

Examples

Question

Response

Ikaw ba si Nina?

Oo, si Nina ako./

Hindi', si Lucrecia ako.

Ikaw ba "B.A." sa
"Philosophy"?

Oo, "B.A." ako sa "Philosophy."/

Hindi', "B.A." ako sa
"Psychology."

CYCLE #2: Definiteness in the predicate

M1	Si Juaníta ba ang líder? Ikáw ba ang líder? Ang Amerikáno ba ang líder?	Is Juanita the leader? Are you the leader? Is the American the leader?
M2	Óo, si Juaníta ang líder. katúlong Ang babae ba ang katulong?	Yes, Juanita is the leader. helper/maid
bisíta manidyer	Ang babae ba ang bisíta? Ang babae ba ang manidyer?	guest/visitor manager/employer

TAGALOG FOR BEGINNERS

RESPONSE DRILL

Answer the questions in the preceding drill alternating affirmative and negative responses.

CYCLE #3: Alternate marker o

- | | | |
|----|--|--|
| M1 | Si Nicolás ka ba o si
Ronáldo?
"Trainee" ka ba o
"volunteer"? | Are you Nicholas or Ronald?
Are you a trainee or a
volunteer? |
| | Babáe ba siyá o laláki? | Is he/she a male or a female? |
| M2 | Si Nicolás akó.
"Trainee" (lang) akó.
Laláki siya. | I am Nicholas.
I am (just/only) a trainee.
He is a man (male). |
| C1 | Si Nicolás ka ba o si Ronáldo?
Si Nicolás akó. | |
| C2 | "Trainee" ka ba o "volunteer" ?
"Trainee" (lang) akó. | |
| C3 | Babáe ba siyá o laláki?
Laláki siyá. | |

SUBSTITUTION DRILL

A. "Trainee" ba siya o "volunteer"?

- | <u>Cue</u> | <u>Response</u> |
|------------------------------|--|
| doktor/dentista | Doktor ba siya o dentista? |
| Hindí', si Mário ang líder. | No, Mario is the leader. |
| Óo, akó ang líder. | Yes, I am the leader. |
| Hindí', ang Hapón ang líder. | No, the Japanese is the leader. |
| C1 | Si Juanita ba ang lider?
Oo, si Juanita ang lider.
Hindi', si Mario ang lider. |
| C2 | Ikaw ba ang lider?
Oo, ako ang lider. |

LESSON 6

C3 Ang Amerikano ba ang lider?
Hindi', ang Hapon ang lider.

SUBSTITUTION DRILL

A. Ang Amerikano ba ang guro'?

<u>Cue</u>	<u>Response</u>	
Pilipíno	Ang Pilipino ba ang guro'?	
Hapón	Ang Hapon ba ang guro'?	
Koreáno	Ang Koreano ba ang guro'?	Korean
babáe	Ang babae ba ang guro'?	woman/female
laláki	Ang lalaki ba ang guro'?	man/male
bináta'	Ang binata ba ang guro'?	
dalága	Ang dalaga ba ang guro'?	
báta'	Ang bata ba ang guro'?	young one
matandá'	Ang matanda ba ang guro'?	old one

B. Ang babae ba ang presidente?

<u>Cue</u>	<u>Response</u>	
doktor	Ang babae ba ang doktor?	doctor/physician
prinsipál	Ang babae ba ang prinsipal?	
superbisór	Ang babae ba ang superbisor?	supervisor
artísta	Ang babae ba ang artista?	actress/actor
dentísta	Ang babae ba ang dentista?	dentist
ámo	Ang babae ba ang amo?	boss/master/ employer
prinsipal/guro'	Prinsipal ba siya o guro'?	
superbisor/ prinsipal	Superbisor ba siya o prinsipal?	
artista/ sekretarya	Artista ba siya o sekretarya?	
abogado/ inhinyero	Abogado ba siya o inhinyero?	
amo/katulong	Amo ba siya o katulong?	

TAGALOG FOR BEGINNERS

B. Amerikano ba kayo o Kastila'?

<u>Cue</u>	<u>Response</u>
turo'/estudyante	Guro ba kayo o estudyante?
sundalo/marino	Sundalo ba kayo o marino?
lider/katulong	Lider ba kayo o katulong?
Tagalog/Bikol	Tagalog ba kayo o Bikol?
Guro sa Agham/guro sa "Math"	Guro ba kayo sa Agham o (guro) sa "Math"?
"B.A." sa Inggles/"B.A." sa "Political Science"	"B.A." ba kayo sa Inggles o sa "Political Science"?

CYCLE #4: Tag question hindi ba

M1	Si Senén ka, hindi ba? Pilipíno ka, hindi ba? Si Márcos ang Presidénte ng Pilipínas, hindi ba?	You are Senen, aren't you? You are a Filipino, aren't you? Marcos is the President of the Philippines, isn't he?
M2	Óo, si Senén (nga') akó. Hindí', Intsík akó. Óo, si Márcos (nga') ang Presidénte ng Pilipínas.	Yes, (you're right), I am Senen. No, I am Chinese. Yes, (you're right), Marcos is the President of the Philippines.
C1	Si Senén ka, hindi ba? Óo, si Senén nga akó.	
C2	Si López ang Presidénte ng Pilipínas, hindi ba? Hindí', si Márcos (ang Presidénte ng Pilipínas). Hindí', Bise-presidénte si Lopez.	No, Lopez is the Vice-President.

QUESTION-AND-ANSWER DRILL

A. Ask the following questions and answer them affirmatively with the particle nga' to express confirmation.

<u>Question</u>	<u>Response</u>
Artista siya, hindi ba?	Oo, artista nga siya.

LESSON 6

Inhinyero si Berto, hindi ba?	Oo, inhinyero nga siya.
“Peace Corps” kayo, hindi ba?	Oo, “Peace Corps” nga kami.
Estudyante kayo sa Tagalog, hindi ba?	Oo, estudyante nga kami sa Tagalog.
Si Nixon ang Presidente ng Amerika, hindi ba?	Oo, si Nixon nga ang Presidente ng Amerika.
Si Ginoong San Juan ang prinsipal ng eskuwelahan, hindi ba?	Oo, si Ginoong San Juan nga ang prinsipal ng eskuwelahan.
Mga guro kayo, hindi ba?	Oo, mga guro nga kami.
Mga boluntaryo kayo, hindi ba?	Oo, mga boluntaryo nga kami.

B. Listen to the following questions and answer them correctly. Observe the correct use of lang.

<u>Question</u>	<u>Response</u>
“Peace Corps Volunteer” ka, hindi ba?	Hindi’, “Peace Corps Trainee” lang ako.
Prinsipal ka, hindi ba?	Hindi’, guro lang ako.
Amo siya sa opisina, hindi ba?	Hindi’, sekretarya lang siya.
Abogado si Dencio, hindi ba?	Hindi’, tsuper lang siya.
Doktora si Rebecca, hindi ba?	Hindi’, nars lang siya.
Nars si Fe, hindi ba?	Hindi’, guro siya.
Dentista si Benjamin, hindi ba?	Hindi’, “accountant” siya.
Tindero si Mang Badong, hindi ba?	Hindi’, barbero siya.

CUMULATIVE DIALOGUES

1. Calling up a friend over the telephone

A1 “Hello”. Nandiyán ba si Cecile?	Hello. Is Cecile there?
B1 Walá’. Pumuntá siyá sa Maynilá’.	No, she isn’t. She went to Manila.
A2 A, ganoón ba? Si Senén itó. Si Míla ka ba?	Oh, is that so? This is Senen. Are you Mila?
B2 Óo.	Yes.
A3 Anóng óras kayá siyá dárating?	What time (do you think) is she coming back?
B3 Baká alás saís. Tumáwag ka ulí’.	About six. Call again.

TAGALOG FOR BEGINNERS

A4 O, siges, ha? Bay. Okay. Goodbye.

2. Asking about activities in the training site

- A1 “Group discussion” táyo ngayón, hindi ba? We are having group discussions today, aren’t we?
B1 Óo. Sino ba ang líder natin? Yes. Who is our leader?
A2 Sino nga ba? Si Jaime ba o si Carlos? Who is it (now I can’t remember)? Is it Jim or Charlie?
B2 A, alam ko na. Si Carlos. Oh, I know (now) who it is. It’s Charlie.

3. Talking about political candidates

- A1 Sino ang kandidato mo? Si Villégas ba o si Aquino? Who is your candidate? Is it Villegas or Aquino?
B1 Siyempre namán si Villégas. Liberál yáta akó. Of course, it is Villegas. I am a Liberal, you know.
A2 Magalíng ba siyá? Is he good?
B2 Abá, óo. Ikáw, Liberál ka rin ba? Definitely. What about you? Are you a Liberal, too?
A3 Walá akóng partido. Liberál o Nasyonalísta, parého. Bastá magalíng ang kandidato, ibobóto ko. I do not belong to any party. To me, the Liberal Party and the Nacionalista Party are alike. As long as the candidate is good, I will vote for him.

WRITTEN EXERCISE

A. Write a few sentences on the following topics.

1. Yourself
2. Your classmate or your best friend
3. A staff member or a trainee

Ask the following questions as a guide.

Sino ka/siya/sila?

Ano ka/siya/sila?

LESSON 6

B. Say something about your political candidate, e.g. president, governor or mayor.

VOCABULARY

abogado	lawyer, attorney-at-law
alas saís	six o'clock
ámo	boss, master, employer, manager.
artista	actor/actress (of the movies, stage, television, etc.)
babáe	woman; female
baká	possibly, perhaps, maybe, might
bastá	enough, just; an interjection meaning 'enough, just, as long as'
báta'	child; young
bise-presidénte	vice-president
bisíta	guest, visitor
boluntáryo	volunteer
(dá-)datíng	will arrive, will come
dentísta	dentist
hindí bá?	tag question, roughly equivalent to 'isn't it?, aren't they?, did he?' etc.
(i-bo-)bóto	will vote for (something/someone)
inhinyéro	engineer
katúlong	maid, helper
kayá'	perhaps, maybe; so, that's why
ko	I/me, mine; belongs to the <u>Ng</u> -pronoun set
Koreáno	Korean
laláki	man; male
Liberál	Liberal Party (a major political party in the Philippines)
mánidyer	manager, employer, boss
maríno	serviceman in the navy or the marines
matandá'	old; an old person
mo	you/your (singular); belongs to the <u>Ng</u> -pronoun set
nandiyán/ nariyán	it is there, there
nars	nurse
Nasyonalísta	Nacionalista Party (the rival of the Liberal Party in the Philippines)
nátin	our (inclusive), as in <u>líder nátin</u> 'our leader'; belongs to the <u>Ng</u> -pronoun set

TAGALOG FOR BEGINNERS

-ng	linker, as in <u>walá akóng partido</u> 'I don't side with any party' -ng links <u>akó</u> to the following noun <u>partido</u> ; its variant form after a consonant is <u>na</u>
nga'	emphatic particle, expresses confirmation; truly, really, certainly
o	alternate marker, or, e.g. <u>Matandá ba siyá o báta</u> ?' 'Is he old or young?'
óras	time, hour
parého	similar, the same, identical, equal
Pilipínas	the Philippines
sekretárya	secretary
siyémpre	of course, surely, naturally
superbísor	supervisor
tsupér	driver of a motor vehicle, chauffeur
t(-um-)áwag	to call
ulí'/ulít	again, once more
yáta'	maybe, it seems, perhaps; in emphatic form, it connotes definiteness, as in <u>Johnson yáta iyán</u> 'It's Johnson (brand name) so it definitely is good)'

GRAMMAR NOTES

1. Ikaw 'you (singular)' is a variant form of ka. It usually occurs initially.

Ikaw ba si Pedro?
Si Pedro ka ba?

In negative sentences, ikaw occurs after hindi and in negative questions, after hindi ba.

Hindi ikaw si Pedro.
Hindi ba ikaw si Pedro?

2. Q'or' is used in alternative questions or statements.

Question 1

Doktor ba siya
Si Nicolas ka ba
Guro ba kayo sa Agham

o Question 2

o dentista (ba siya)?
o si Ronaldo?
o sa "math"?

LESSON 6

Note that the personal proper noun marker, si, also occurs after o. Like English, redundant parts of the sentence are dropped.

3. Particles

Nga', as used in this lesson, expresses confirmation, assertion, or emphasis. Literally, it means 'really', 'certainly' or 'truly'. Like man it is found in responses rather than in initial sentences.

Lang means 'only' or 'just'. It usually has a belittling connotation.

Sekretarya	lang siya (as compared to <u>amo</u>).
Tsuper	lang siya (as compared to <u>abogado</u>).
Nars	lang siya (as compared to <u>doktor</u>).

4. Hindi ba is a negative tag question in Tagalog. In rapid speech it is reduced to di ba. Unlike in English, however, there is no affirmative tag question.

Artista siya, <u>hindi ba</u> ?	He's an artist, <u>isn't he</u> ?
Nars si Fe, <u>hindi ba</u> ?	Fe is a nurse, <u>isn't she</u> ?
Si Senen ka, <u>di ba</u> ?	You are Senen, <u>aren't you</u> ?
Hindi inhinyero si Berto, <u>di ba</u> ?	Berto is not an engineer, <u>isn't he</u> ?

CULTURAL NOTES

The particle lang is often used to depreciate oneself or one's accomplishments so as not to be branded hambog or mayabang 'boastful; a show-off'. The following is an example.

Guro lang ako.	I'm only a teacher.
----------------	---------------------

A common expression is tsamba lang iyon 'It's just plain luck or good fortune' when one gets a promotion or tops an examination.

LESSON 7

Introduction of the Um-verbs

Introduction of the Ng-pronouns: ko/mo/niyá

Review: Greetings, introductions, leave-taking and other courteous expressions

CYCLE #1: Giving and following commands

M1 Tumayó ka (You, singular) stand up.
Umupó kayó. (You, plural) sit down.

M2 (Student/students act out the command).

C1 Tumayó ka.
(The student stands up).

C2 Umupó kayó.
(The students sit down).

IDENTIFICATION DRILL

Using pictures of stick figures in action as cues, the teacher gives the following commands, first to one student then to the class. Repeat the commands after the teacher.

<u>Cue</u>	<u>Command</u>	
sitting	Umupó ka.	Umupó kayó.
standing	Tumayó ka.	Tumayó kayó.
walking	Lumákad ka.	Lumákad kayó.
running	Tumakbó ka.	Tumakbó kayó.
jumping	Tumalón ka.	Tumalón kayó.
singing	Kumantá ka.	Kumantá kayó.
dancing	Sumayáw ka.	Sumayáw kayó.
reading	Bumása ka.	Bumása kayó.
writing	Sumúlat ka.	Sumúlat kayó.
leaving	Umalís ka.	Umalís kayó.

LESSON 7

SUBSTITUTION DRILL

Modify the model question by using the given root words as cues. If the word begins with a consonant put the affix -um- after the first consonant and if the word begins with a vowel put it before.

A. Kumanta ka ba?

<u>Cue</u>	<u>Response</u>
sayaw	<u>S</u> umayaw ka ba?
basa	<u>B</u> umasa ka ba?
takbo	<u>T</u> umakbo ka ba?
upo'	<u>U</u> mupo ka ba?
alis	<u>U</u> malis ka ba?
sulat	<u>S</u> umulat ka ba?

B. Tumalon ba kayo?

<u>Cue</u>	<u>Response</u>
lakad	Lumakad ba kayo?
sayaw	Sumayaw ba kayo?
takbo	Tumakbo ba kayo?
kanta	Kumanta ba kayo?
basa	Bumasa ba kayo?
upo'	Umupo ba kayo?

QUESTION-AND-ANSWER DRILL

Conduct a chain drill. Ask questions similar to those in the preceding exercise and answer them with an affirmative or negative response following the teacher's cue. The teacher will give a nod for an affirmative answer and a shake of the head for a negative one.

Example

- S1 Sumayaw ba kayo?
T (nods her head)
S2 Oo, sumayaw kami.
- S2 Bumasa ka ba?
T (shakes her head)

TAGALOG FOR BEGINNERS

S3 Hindi'. Hindi kami bumasa./
Hindi', sumulat kami.

CYCLE #2: Asking what one did

- | | |
|---------------------------------|---|
| M1 Anó ang ginawá ko? | What did I do? |
| Anó ang ginawá mo? | What did you (singular) do? |
|
 | |
| Anó ang ginawá niyá? | What did he/she do? |
| Anó ang ginawá ni Célo? | What did Celo do? |
| Anó ang ginawá ng báta'? | What did the child do? |
|
 | |
| M2 Kumantá ka./Kumantá po kayó. | You sang./You (singular, polite form) sang. |
| Bumása akó. | I sat down. |
| Sumúlat siyá. | He wrote (something). |
| Umalís siyá. | He left. |
|
 | |
| C1 Anó ang ginawá mo? | |
| Kumantá (po) akó. | |
|
 | |
| C2 Anó ang ginawá ng báta'? | |
| Sumayáw ang báta/siyá. | The child/He danced. |
|
 | |
| C3 Anó ang ginawá ni Álma? | |
| Tumakbó si Álma/siyá. | Alma/She ran (away). |

SUBSTITUTION DRILL

Teacher points to the corresponding persons or gestures to indicate the meaning of the pronoun cues given.

Ano ang ginawa mo?

<u>Cue</u>	<u>Response</u>
ko	Ano ang ginawa ko?
niya	Ano ang ginawa niya?
mo	Ano ang ginawa mo?
ni Carolina	Ano ang ginawa ni Carolina?
ni Luis	Ano ang ginawa ni Luis?
ng tsupér	Ano ang ginawa ng tsupér?

LESSON 7

ng pulís	Ano ang ginawa ng pulís?
niya	Ano ang ginawa niya?
mo	Ano ang ginawa mo?

QUESTION-AND-ANSWER DRILL

The teacher gives a command and the student performs it. Then the student is asked by another student what he did, and he replies.

Example

T	Bumasa ka, ____ (S1).
S1	(Reads)
S2	Ano ang ginawa mo?
S1	Bumasa ako.

CUED-RESPONSE DRILL

A. Answer the teacher's questions according to the picture cues shown. Note the pronoun or ng-phrase used in the question and respond accordingly.

<u>Question</u>	<u>Cue</u>	<u>Response</u>
Ano ang ginawa mo?	[dancing]	Sumayaw ako.
Ano ang ginawa ni Ben?	[writing]	Sumulat si Ben./Sumulat siya.
Ano ang ginawa ko?	[walking]	Lumakad ka./Lumakad po kayo.
Ano ang ginawa niya?	[standing]	Tumayo siya.
Ano ang ginawa ni Roy?	[singing]	Kumanta si Roy./Kumanta siya.
Ano ang ginawa ng guro'?	[leaving]	Umalis siya.
Ano ang ginawa ng bisita?	[sitting]	Umupo siya.

B. Each student takes the role of the teacher and asks the question using the picture cues.

CUMULATIVE DIALOGUES

1. Formal introduction

TAGALOG FOR BEGINNERS

- | | | |
|---------|--|---|
| A1 | Magandang hápon po, Ginoóng Réyes. | Good afternoon, Mayor Reyes. |
| B1 | Magandang hápon namán, Bínibíning Sántos. | Good afternoon, Miss Santos. |
| A2 | Itó po, Méyor, si John Brown. PCV po siyá sa páaralán námin. Siyá po ang “co-teacher” ko sa Ingglés.

John, silá namán si Ginoóng Réyes, ang méyor ng Navótas. | Mayor, this is John Brown. He is a PCV in our school. He is my co-teacher in English.
John, this is Mr. Reyes, the mayor of Navotas. |
| B2 | Kumustá ka? | How do you do? |
| C1 | Ikinagágalak ko po kayóng makilála. | I am very pleased to meet you. |
| B3 | Upó kayó. | Please sit down. |
| A/
C | Salámat po’. | Thank you. |

Comprehension Questions

- Sino si John Brown?
- Ano si Ginoong Reyes?
- Sino ang “co-teacher” ni John?
- Guro ba sa Inggles si Binibining Santos?
- Umupo kaya si Binibining Santos at si John?
- Sino ang bisita, sina John at Binibining Santos ba o si Ginoong Reyes?

2. Informal introduction

- | | | |
|----|-------------------------------|------------------------|
| A1 | Oy, Alex, kumustá ka? | Hi, Alex. How are you? |
| B1 | Mabúti namán sa áwa ng Diyós. | Fine (by God’s grace). |
| A2 | Saán ka pupuntá? | Where are you going? |

LESSON 7

- B2 Diyán sa eskuwélahán. Téka, magkakilála na ba kayó? To school. By the way, have you (two) met?/Do you know each other already?
- A3 Hindí pa. Not yet.
- B3 Buéno, Tony, itó si Rico. Then, Tony, this is Rico.
- A4 Kumustá ka, Tony? How are you, Tony?
- C1 Mabúti namán. Fine (thank you).
- A5 PCV ka ba? Are you a PCV?
- C2 Oo, diyán sa páaralán ng Tanong. Ikáw? Yes, at Tanong Elementary School. And you?
- A6 Empleádo akó sa bángko. I am an employee at the bank./I work at the bank.
- B4 O síge, Rico. Lalákad na kamí. Okay, Rico. We'll be going now.

Comprehension Questions

- a. Ano si Tony?
- b. Ano si Rico?
- c. Sino si Alex?
- d. Magkakilala ba si Alex at si Rico?
- e. Magkakilala ba si Rico at si Tony?
- f. Saan pupunta sina Alex at Tony?

ROLE PLAYING

Pretend that you are introducing a Filipino friend or another PCV to the following.

1. your landlady
2. your co-teacher
3. the principal
4. another friend at the barbershop
5. a teenage son of your foster family

TAGALOG FOR BEGINNERS

VOCABULARY

áwa'	grace, pity
bángko	bank
buéno	if that is so, in that case, well, then (Spanish loanword)
b(-um-)ása	to read, read
Diyós	God
empleádo	employee
g(-in-)awá'	did (something)
(ikinagá-)galák	is pleased, is happy
k(-um-)antá	to sing, sang
(la-)lákad	will be going, will walk, will leave
l(-um-)ákad	to walk, to leave on a trip, to set out for, walked
(magka-)kilála	acquainted with one another, knowing each other
(ma-)kilála	to happen to know, to happen to meet, to (unintentionally) become acquainted with; <u>ma-</u> expresses an involuntary act
méyor	mayor of a city or town
námin	we/our (exclusive, i.e. not including the person spoken to)
ni	a particle used before names of persons in a <u>Ng</u> phrase; (before common nouns <u>ng</u> is used)
niyá	he/she, his, hers, her
pa	yet, still, as yet; more, another
páaralan	school
pulís	police, policeman
s(-um-)ayáw	to dance, danced
s(-um-)úlat	to write, wrote
téka	an expression which means 'just a minute', or 'by the way'; derived from <u>hintáy ka</u>
t(-um-)akbó	to run, ran
t(-um-)alón	to jump, jumped
t(-um-)ayó	to stand up, stood
(um-)alís	to leave, to depart, to go away, left

GRAMMAR NOTES

1. The Um-verb

LESSON 7

A Tagalog verb usually contains a root or base and an affix. The base provides the meaning of the verb whereas the affix shows the relation of the topic to the verb as well as the character of the action.

The um- affix, usually intransitive, indicates spontaneous, non-deliberate action (usually in contrast to the mag- affix which will be taken up in Lesson 16).

Um- is infixed when the base starts with a consonant and prefixed when the base begins with a vowel. The following examples illustrate.

Prefixed: um- + upo' = umupo'
Infixed: um- + tayo' = tumayo'

Give the base forms of the following verbs: tumúlong, lumabás, tumalón, tumakbó, lumákad.

Give the um- forms of the following verb bases: sayáw, kantá, alís, bása, súlat.

Unlike the other kinds of verbs, the um- verbs have the same form (the infinitive form) to express both a command and the completed aspect. This is illustrated in the following examples.

Command: Umupo ka. (You) sit down.
Completed aspect: Umupo siya. He/she sat down.

2. The Ng- pronouns

The following gives a list of singular Ng- pronouns.

<u>Person</u>	<u>Singular</u>	<u>Gloss</u>
1st	ko	I
2nd	mo	you
3rd	niya	he/she

Notice that the Ng- pronouns have the same gloss as the ang pronouns. However, the Ng- pronouns occur as actor with in- verbs. Ang- pronouns, on the other hand, occur with um- verbs. The following illustrates.

Um- Verbs + Ang- Pronouns In- Verbs + Ng- Pronouns

TAGALOG FOR BEGINNERS

<u>Um</u> upo	<u>ka</u> .	Ano ang <u>gin</u> awa <u>mo</u> ?
<u>Sum</u> ayaw	ba <u>kayo</u> ?	Ano ang <u>gin</u> awa <u>ni</u> Luis?
		Ano ang <u>gin</u> awa <u>ng</u> pulis?

The markers of Ng phrases are ng before common nouns and ni before personal proper nouns.

3. Verb roots may also be used in commands. The following examples illustrate.

<u>Tayó</u> kayo.	(You pl.) stand up.
<u>Upó</u> kayo.	(You pl.) sit down.

LESSON 8

Question words tagá-saán and saán

Sa + location

May/wala constructions

CYCLE #1: Asking where one is from

- | | | |
|----|---|---|
| M1 | Tagá-saán ka?
Tagá-saán si Ámy?
Tagá-saán ang gobernador? | Where are you from?
Where is Amy from?
Where is the governor from? |
| M2 | Tagá-Pilipínas akó.

Tagá-Ilócos si Ámy./Tagá-Ilócos siyá.
Tagá-Rizál ang gobernador./Tagá-Rizál siyá. | I am from the Philippines.
Amy/She is from Ilocos.

The governor/He is from Rizal. |
| C | Tagá-saán ka?
Tagá-Amérika akó. | |

CYCLE #2: Specifying the location

- | | | |
|----|---|---|
| M1 | Saán (ka) sa Pilipínas?

Saán (si Dick) sa Michigan?
Saán (ang gobernador) sa Rizál? | Where in the Philippines (are you from)?

Where in Michigan (is Dick from)?
Where in Rizal (is the governor from)? |
| M2 | Sa Lagúna.
Sa Grand Rápids.
Sa Mandalúyong. | Laguna.
Grand Rapids.
Mandaluyong. |
| C1 | Saán ka sa Amérika?
Sa New York City. | |
| C2 | Saán sa New York City?
Sa Bronx. | |

TAGALOG FOR BEGINNERS

QUESTION-AND-ANSWER DRILL

- A. Conduct a chain drill asking where one is from and responding with the name of the state one comes from. Next time around, ask the same question and after the answer is given, ask for the specific place in the location that was given.

Example

- T Taga-saan ka?
S1 Taga-California (po) ako.
T Saan sa California?
S1 Sa San Francisco (po').
- S1 Taga-saan ka?
S2 Taga-Arizona ako.
S1 Saan sa Arizona?
S2 Sa Phoenix.

At iba pa.

- B. Ask where somebody is from. Use a name from the following groups of persons. Where possible, ask for the more specific place, too.

1. Names of classmates or peers and staff

Example

- Taga-saan si Jaime?
Taga-saan si Ginang Andaya?

2. Names of leading international figures

Example

- Taga-saan si Khrushchev?
Taga-saan si U Thant?

3. Names of other popular figures in sports, literature, art, etc.

CYCLE #3: Asking where one lives or resides

- | | |
|------------------------------------|---|
| M1 Saán ka nakatirá? | Where do you live?/Where are you staying? |
| Saán nakatirá si Mélba? | Where does Melba live? |
| Saán nakatirá ang superintindénte? | Where does the superintendent live? |

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- M2 (Nakatirá akó) sa Pepeekéo. I live in Pepeekéo.
(Nakatirá si Mélba/siyá) sa Melba/She lives in Cebu.
Cebú.
(Nakatirá ang The superintendent/He
superintindénte/siyá) sa San lives in San Juan.
Juán.
- C1 Saán ka nakatirá?
(Nakatirá akó) sa Pepeekéo.
- C2 Saán nakatirá ang mga gúro’?
(Nakatirá silá) sa klínika ng Pepeekéo.

SUBSTITUTION DRILL

- A. Replace the underlined word in the model sentence with the cues. Note the occurrence of noun markers before all nouns, common or proper.

Nakatira ako sa eskuwelahan.

Cue Response

- tayo Nakatira tayo sa eskuwelahan.
ka Nakatira ka sa eskuwelahan.
“trainee” Nakatira ang “trainee” sa eskuwelahan.
direktor Nakatira ang direktor sa eskuwelahan.
kami Nakatira kami sa eskuwelahan.
Fina Nakatira si Fina sa eskuwelahan.
Bill Nakatira si Bill sa eskuwelahan.
Lu at Nakatira si Lu at si Marcia sa eskuwelahan./Nakatira
Marcia sina Lu at Marcia sa eskuwelahan.
“FAO” Nakatira ang “FAO” sa eskuwelahan.
diyánitor Nakatira ang diyánitor sa eskuwelahan.

- B. Using the following cues, modify the model question below. Observe the difference in the positions that pronouns and nouns take in the sentence. Be sure to use the correct markers before the nouns.

Saan ka nakatira?

Cue Response

TAGALOG FOR BEGINNERS

tayo	Saan tayo nakatira?
superintendente	Saan nakatira ang superintendente?
direktor	Saan nakatira ang direktor?
kayo	Saan kayo nakatira?
diyanitor	Saan nakatira ang diyanitor?
Tracey	Saan nakatira si Tracey?
nars	Saan nakatira ang nars?
mga guro'	Saan nakatira ang mga guro'?
silá	Saan silá nakatira?
Doktor Cruz	Saan nakatira si Doktor Cruz?
siya	Saan siya nakatira?

CYCLE #4: Asking for one's birthplace

- M1 Saán ka ipinanganák? Where were you born?
Saán ipinanganák si Lincoln? Where was Lincoln born?
Saán ipinanganák ang Presidénte ng Pilipínas? Where was the President of the Philippines born?
- M2 (Ipinanganák akó) sa Memphis, Tennessee. I was born in Memphis, Tennessee.
Ipinanganák si Lincoln/siyá sa Illinois. Lincoln/He was born in Illinois.
Ipinanganák ang Presidénte ng Pilipínas sa Ilócos Nórte. The President of the Philippines was born in Ilocos Norte.
- C1 Saán ka ipinanganák? (Ipinanganák akó) sa Memphis, Tennessee.
- C2 Saán ipinanganák si Lincoln? (Ipinanganák si Lincoln/siyá) sa Illinois.

QUESTION-AND-ANSWER DRILL

Conduct a chain drill asking and answering where each student was born.

Example

- A. T Saan ka ipinanganak?
S1 Ipinanganak ako sa Springfield, Virginia. Saan ka ipinanganak?

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S2 Ipinanganak ako sa Brooklyn, New York. Saan ka ipinanganak?

At iba pa.

B. T Saan ipinanganak si ____ (S2)?
S1 Ipinanganak siya sa ____.
(to S2) Saan ipinanganak si ____ (S3)?

S2 Ipinanganak siya sa ____.
(to S3) Saan ipinanganak si ____ (S4)?

At iba pa.

CUMULATIVE DIALOGUE

A PCV is interviewed by a member of the Barrio Council

- A1 Magandang hápon. Good afternoon.
- B1 Magandang hápon ho namán. Good afternoon
- A2 Akó si Alfredo Gabriel, ang "Press Relations Officer" ng "Barrio Council."
Ikáw ang PCV dito, hindi ba? I am Alfredo Gabriel, the Press Relations Officer of the Barrio Council.
You are the PCV (assigned) here, aren't you?
- B2 Akó nga ho'. Paul Murphy ho ang pangálan ko. Kumustá kayó? Yes, I am, My name is Paul Murphy.
How do you do?
- A3 Mabúti namán. Tagásaán ka, Paul? Fine, thank you. Where are you from, Paul?
- B3 Tagá-California ho'. From California.
- A4 Saán sa California? Where in California?
- B4 Sa Los Angeles. Los Angeles.
- A5 Saán ka nakatirá ngayón? Where are you staying now?

TAGALOG FOR BEGINNERS

- | | | |
|-----|--|---|
| B5 | Diyán ho sa Bárrio Nárra. | In Barrio Narra. |
| A6 | Síno ang mga magúlang mo? | Who are your parents? |
| B6 | Siná Kenneth at Patricia Murphy ho’. | Kenneth and Patricia Murphy. |
| A7 | May mga kapatíd ka ba? | Do you have any brothers and sisters (siblings)? |
| B7 | Óho’. Isáng babáe. | Yes, a sister. |
| A8 | May asáwa ka na ba? | Are you married? (Lit.: Do you have a spouse?) |
| B8 | Walá pa ho’.

Bináta akó. | No, I’m not. (Lit.: ‘None yet’ meaning ‘I do not have any spouse yet’.)

I am a bachelor. |
| A9 | Anú-anó namán ang ginágawá mo dito sa Pilipínas? | And what (things) do you do here in the Philippines? |
| B9 | Tumutúlong ho akó sa pagtutúro’. Nagaáral din ho akó ng ugáling Pilipíno. | I help in teaching. I also study (learn) Filipino ways. |
| A10 | Magalíng kung ganoón. Bumisíta ka namán sa ámin pára makilála mo ang pamílya ko. | Oh, that’s good. Do come and visit us, so you can meet my family. |
| B10 | Maaasáhan ho ninyó. | I would be glad to. (Lit.: You can count on that). |
| A11 | O siyá, aalís na akó. Maráming salámat. | I’ll be seeing you then. (Lit.: Okay then, I will leave now). Thank you very much. |
| B11 | Walá hong anumán. | Not at all. (Lit.: There is nothing to it). |

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Adiyós ho’.

Goodbye. (Lit.: God be with you).

CUMULATIVE EXERCISE

Answer the following questions. (This may be an oral or written exercise).

1. Sino ka? (Si Susana Martin ako./Ako si Susana Martin).
2. Ano ka?/Ano ang trabaho mo? (“Peace Corps Volunteer” ako. Sekretarya ako sa opisina ng “Peace Corps”.)
3. Taga-saan ka? (Taga-Indiana ako).
4. Saan ka nakatira ngayon? (Sa Iloilo City./Nakatira ako ngayon sa Iloilo City).
5. Saan ka nag-“training”? (Sa Hawaii./Nag-“training” ako sa Hawaii).
6. Sino ang guro mo sa “Tech”? (Si Marlina Martin./Si Marlina Martin ang guro ko sa “Tech”.)
7. Sino ang guro mo sa Tagalog? (Si Binibining de Guzman ang guro ko sa Tagalog./Si Binibining de Guzman).
8. Sino ang mga magulang mo? (Sina George at Jane Martin ang mga magulang ko./Sina George at Jane Martin).
9. May mga kapatid ka ba? (Oo, apat ang kapatid ko).
10. May asawa ka ba? (Wala’. Dalaga ako).
11. Saan ka nag-aral? (Sa San Francisco State College./Nag-aral ako sa San Francisco State College.)

TAGALOG FOR BEGINNERS

12. Ano ang natapos mo? (“B.A.” sa Inggles./Nagtapos ako ng “B.A.” sa Inggles.)
13. Kailan ka nagtapos? (Noong 1967./Nagtapos ako noong 1967.)

WRITTEN EXERCISES

A. Fill in the blanks with the appropriate words.

Ako si David Bryant. “Peace Corps trainee” _____.
Estudyante ako sa Malaria at sa Tagalog. _____
Binibining Gallega at Ginoong Dytioco ang mga
guro ko sa Tagalog. Ipinanganak ako _____ Grand
Rapids sa Michigan. _____ James at Helen Bryant
_____ mga magulang ko. Abogado _____ tatay ko at
taong-bahay ang _____ ko. Tatlo ang kapatid _____.
Nakatira _____ ngayon sa Maynila’. Kasama ng
“Malaria Spray Team”. Babalik ako _____ Amerika
sa 1970.

B. Write a similar introduction of yourself.

VOCABULARY

ámin	our, ours, us (excluding the person spoken to); (<u>Pumuntá ka sa ámin</u> means ‘Go to our place’.)
anú-anó	plural form of the question word <u>anó</u> meaning ‘what’
anumán	whatsoever; usually occurs with <u>waláng</u> , as in <u>waláng anumán</u> to mean ‘not at all’, or ‘there is nothing to it’
b(-um-)isíta	to visit, visited
díto	here, in this place
diyánitor	janitor
(gina-)gawá’	is doing
(ipináng-)aná	was born
isá(-ng)	one
kapatíd	brother/sister, sibling
(ma-a-)asá(-han)	can hope for (something), can count on (something)
magúlang	parent

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marámi(-ng)	many, much, lots of, plenteous
(naka-)tirá	staying at, residing in
(nag-a-)áral	is studying
o, siyá	an expression meaning 'okay, all right, well,' etc.
(pag-tu-)túro	teaching
pamílya	family
pangálan	name
pára	occurring before <u>sa-</u> phrase to mean 'so that', 'in order to'
superintindénte	superintendent
tagá-	from, of a place
tagá-saán	from where, from what place
(tumu-)túlong	is helping
ugáli(-ng)	ways, customs

GRAMMAR NOTES

1. Taga-saan means 'from where or from what place'. The response to this question word contains taga- plus a place word meaning 'from _____'.

2. Saan sa 'where in/at' is always followed by place names. The response is usually a Sa- phrase or what is known as a locative phrase indicating place or location. A pronoun or a noun phrase can occur as a topic (subject) between saan and sa.

Examples

Saan <u>ka</u> sa Pilipinas?	Where in the Philippines are you from?
Saan <u>si Dick</u> sa Washington?	Where in Washington is Dick from?

3. Saan not followed by sa is the interrogative question 'where'.

4. May (an existential particle meaning 'have') + Noun occurs as a predicate in existential construction. It is treated in fuller detail in Unit III.

Examples

May asawa ka ba?	Are you married? (Lit.: Do you have a spouse?)
------------------	--

TAGALOG FOR BEGINNERS

May mga kapatid ka Do you have any brothers and sisters
ba? (siblings)?'

5. Wala means 'none, nothing or non-existence of'. It is the negative counterpart of may.

LESSON 9

Question word anó (-ng) + time expression; kailan

Time expressions: áraw/buwán/pétsa

Numeral marker: a-/ika-

CYCLE #1: Asking what day it is

- | | | |
|----|--|--|
| M1 | Anóng áraw ngayón?
Anóng áraw búkas?
Anóng áraw kahápon? | What day is today?
What day is tomorrow?
What day was yesterday? |
| M2 | Lúnes ngayón.
Martés búkas.
Linggó kahápon. | Today is Monday.
Tomorrow is Tuesday.
Yesterday was Sunday. |
| C1 | Anóng áraw ngayón?
Lúnes (ngayón). | |
| C2 | Anóng áraw búkas?
Martés (búkas). | |
| C3 | Anóng áraw kahápon?
Linggó (kahápon). | |

TRANSFORMATION DRILL

Convert the following statements to questions.

Example

Lúnes ngayon.

Lunes ba ngayon?

Cue

Response

Martés bukas.

Martes ba bukas?

Linggó kahapon.

Linggo ba kahapon?

Sábado ang “picnic”.

Sabado ba ang “picnic”?

Biyérnes ang “slide show”.

Biyernes ba ang “slide show”?

Miyérkoles kahapon.

Miyerkoles ba kahapon?

Huwébes ngayon.

Huwebes ba ngayon?

TAGALOG FOR BEGINNERS

Biyérnes bukas.

Biyernes ba bukas?

COMPLETION DRILL

Complete the following sentences by naming an occasion or event.

Example

Miyerkoles ba ang ___?

Miyerkoles ba ang “party” ng mga Tagalog?

Linggo ba ang ___?

Lunes ba ang ___?

Martes ba ang ___?

Miyerkoles ba ang ___?

Huwebes ba ang ___?

Biyernes ba ang ___?

Sabado ba ang ___?

QUESTION-AND-ANSWER DRILL

Conduct a chain drill asking and answering the questions in the preceding exercise.

Example

Miyerkoles ba ang “party” ng mga Tagalog?

Oo, Miyerkoles nga’./Hindi’.
Sabado.

CYCLE #2: Asking what month it is

M1 Anóng buwán ngayón?
Anóng buwán ang Paskó?

What month is it?
What month is Christmas?

M2 Abril (ngayón).
Buwán ng Abril.
Disyembre ang Paskó.

It’s April.
It’s the month of April.
Christmas is in December.

C1 Anóng buwán ngayón?
Abril (ngayón).
Buwán ng Abril (ngayón)

C2 Anóng buwán ang Paskó?

LESSON 9

Disyembre (ang Paskó).

TRANSFORMATION DRILL

Convert the following affirmative sentences to their negative equivalents.

Example

Enéro ngayón.

Hindi Enero ngayon.

Positive

Negative

Pebrero ang kaarawán ko.

Hindi Pebrero ang kaarawan ko.

Márso ang “Heroes Day”.

Hindi Marso ang “Heroes Day”.

Máyo ang santacrúzan.

Hindi Mayo ang santacruzán.

Húnyo ang pistá ng báyan.

Hindi Hunyo ang pista ng bayan.

Húlyo ang “Independence Day”.

Hindi Hulyo ang “Independence Day”.

Agósto ang bakasyón.

Hindi Agosto ang bakasyon.

Nobyembre ang “Thanksgiving”.

Hindi Nobyembre ang “Thanksgiving”.

QUESTION-AND-ANSWER DRILL

Ask in what month a national event occurs. Give the response.

Example

S1 Anong buwan ang “Labor Day”?

S2 Mayo ang “Labor Day”.

Anong buwan ang eleksiyón?

S3 Nobyembre ang eleksiyón.

CYCLE #3: Asking for the exact date

M1 Anóng pétsa ngayón?

What date is today?

Anóng pétsa ang “Valentine’s Day”?

What date is Valentine’s Day?

M2 A-beýnte ng Húlyo (ngayón).

The twentieth of July./July 20.

A-katórse ng Pebrero (ang “Valentine’s Day”).

Valentine’s Day is on the 14th of February.

TAGALOG FOR BEGINNERS

- C1 Anóng pética ngayón?
A-beýnte ng Húlyo (ngayón).
- C2 Anóng pética ang “Valentine’s Day”?
A-katórse ng Pebréro (ang “Valentine’s Day”).

SUBSTITUTION DRILL

Model: Anong petsa ngayon?

<u>Cue</u>	<u>Response</u>
kahapon	Anong petsa kahapon?
bukas	Anong petsa bukas?
ang Pasko	Anong petsa ang Pasko?
ang “Labor Day”	Anong petsa ang “Labor Day”?
ang pista ng bayan	Anong petsa ang pista ng bayan?
ang “Veterans Day”	Anong petsa ang “Veterans Day”?
ang “Easter”	Anong petsa ang “Easter”?
ang eleksiyon	Anong petsa ang eleksiyon?
ang kaarawan mo	Anong petsa ang kaarawan mo?

CYCLE #4: Asking the date of an affair

- M1 Kailán ang ‘párty’? When is the party?
- M2 Sa a-síngko (ng buwán). On the fifth (of the month).
- C Kailán ang ‘párty’?
Sa a-síngko (ng buwán).

MOVING-SLOT DRILL

Modify the model sentence by using the cue in the appropriate slot. The revised sentence then becomes the model for the succeeding cue.

A. A-beýnte-síngko ng Disyembre ang Pasko.

<u>Cue</u>	<u>Response</u>
pistá	A-beynte-singko ng Disyembre ang <u>pista</u> .

LESSON 9

Septiyembre	A-beynte-singko ng <u>Septiyembre</u> ang pista.
A-priméro	<u>A-primero</u> ng Septiyembre ang pista.
Húlyo	A-primero ng <u>Hulyo</u> ang pista.
A-kuwátro	<u>A-kuwatro</u> ng Hulyo ang pista.
“Phil-American Friendship Day”	A-kuwatro ng Hulyo ang “Phil-American Friendship Day”.
kaarawan niya	A-kuwatro ng Hulyo ang <u>kaarawan niya</u> .

B. Pupunta ako sa Pilipinas sa a-trese ng Hunyo.

<u>Cue</u>	<u>Response</u>
Honolulu siya	Pupunta ako sa <u>Honolulu</u> sa a-trese ng Hunyo. Pupunta <u>siya</u> sa Honolulu sa a-trese ng Hunyo.
California	Pupunta siya sa <u>California</u> sa a-trese ng Hunyo.
Agosto	Pupunta siya sa California sa a-trese ng <u>Agosto</u> .
a-primero	Pupunta siya sa California sa <u>a-primero</u> ng Agosto.
babalik	<u>Babalik</u> siya sa California sa a-primero ng Agosto.
Amerika	Babalik siya sa <u>Amerika</u> sa a-primero ng Agosto.

CUMULATIVE DIALOGUES

1. A1 Gregorio, may súlat ka ba? Greg, did you get any mail?
 B1 Walá'. Susúlat nga akó sa No, that is why I have to
 magúlang ko, eh. write my parents.
 Anóng pétsa na ba ngayón? What date is it today?
 A2 A-treýnta na. The 30th.
 B2 Tatlong linggó na akóng I have not written in three
 hindi sumusúlat. weeks.

2. A1 Kumbidádo táyo sa We are invited to a
 “birthday party”. birthday party.
 B1 Saán? Where?
 A2 Diyan sa báyan. In town.
 Sa bahay ng Kapitan del At the barrio captain’s
 Báryo. house.
 B2 Kailan ang “párty”? When is the party?
 A3 Sa a-síngko. On the 5th.
 Puwede ka bá? Can you make it?
 B3 Anong áraw ba iyon? What day is that?
 A4 Linggó. Alas kuwatro ng Sunday. At four in the
 hápon. afternoon.

TAGALOG FOR BEGINNERS

B4 O síge. Pumunta táyo.

Okay. Why don't we go then.

VOCABULARY

a-béynte	the twentieth (of the month)
a-katórse	the fourteenth (of the month)
a-kuwátro	the fourth (of the month)
a-priméro	the first (of the month)
a-síngko	the fifth (of the month)
a-tréynta	the thirtieth (of the month)
Abríl	April
Agósto	August
alas	four o'clock
kuwátro	
áraw	day; sun
bakasyón	vacation
báyan	town; country, nation
Biyérnes	Friday
búkas	tomorrow
buwán	month; moon
Disyembre	December
eleksiyón	election, voting
Enéro/Inéro	January
Húlyo	July
Húnyo	June
Huwébes	Thursday
kaarawán	birthday
kahápon	yesterday
kailán	when
Kapitan del	barrio captain, head of a section of a town
Báryo	
Linggó	Sunday
linggó	week
Lúnes	Monday
Márso	March
Mártés	Tuesday
Máyo	May
Miyérkoles	Wednesday
Nobyembre	November
Oktúbre	October
Paskó	Christmas
Pebrero	February
pétsa	date (of the calendar)

LESSON 9

pistá	fiesta, feast day, an annual celebration in a town in honor of the patron saint
puwéde	can, may; means 'possibility'
Sábado	Saturday
santacrúzan	May flower festival
Septiyembre	September
súlat	letter

GRAMMAR NOTES

1. Ano which means 'what' when followed by a noun is always linked to that noun by the linker -ng.

Examples

Anong araw ngayon?
Anong buwan ang Pasko?
Anong petsa sa Linggo?

2. Observe the structure of the following sentences.

<u>Comment</u> (Noun)	<u>Topic</u> (<u>Ang</u> -phrase)
Pebrero	ang kaarawan ko
Nobyembre	ang Araw ng mga Bayani
Hunyo	ang pista ng bayan
Mayo	ang bakasyon

The above sentences belong to the non-verbal type of predicative sentences. The Comment is a noun and the Topic is an Ang-phrase. This construction is similar to that introduced in Lesson 5, e.g. Amerikano si Jorge.

3. Some sentences in Tagalog may be viewed as topicless.

Examples

Lunes ngayon.
Martes bukas.
Linggo kahapon.
Biyernes ba bukas?

Notice the absence of an ang-phrase for the topic.

TAGALOG FOR BEGINNERS

4. Kailan 'when' questions are answered by dates marked with sa.

Examples

sa <u>a</u> -singko...	on the 5th...
sa <u>a</u> -beynte...	on the 20th...
sa <u>a</u> -katorse...	on the 14th...

A- prefixed to a number word is a borrowing from Spanish, hence, no Tagalog number word occurs after this prefix. Expressing dates in this manner is more common than using the Tagalog counterpart which is marked by the prefix ika-.

Examples

sa <u>ika</u> -lima...	on the 15th...
sa <u>ika</u> -dalawampu'...	on the 20th...
sa <u>ika</u> -labing-apat...	on the 14th...

UNIT II
THE NG-CONSTRUCTION

LESSON 10

Review: Question word anó

Ng-pronouns: ko, mo/ninyó, niyá

Noun phrase marker ng

Personal proper noun marker ni

CYCLE #1: Asking for one's name

- M1 Anó ang pangálan ko? What is my name?
Anó ang pangálan mo/ What is your (singular)/(singular,
ninyó? formal) name?
Anó ang pangálan niyá? What is his/her name?
- M2 Mrs. Cruz (po) ang Mrs. Cruz is your name.
pangálan ninyó.
Ben (po) ang pangálan Ben is my name.
ko.
Juan (po) ang pangálan John is his/her name.
niyá.
- C1 Anó ang pangálan ko?
Mrs. Cruz (po) ang pangálan ninyó.
- C2 Anó ang pangálan mo?
Ben (po) ang pangálan ko.
- C3 Anó ang pangálan ninyo?
Mrs. Cruz ang pangalan ko.
- C4 Anó ang pangálan niyá?
Juan (po) ang pangálan niyá.

QUESTION-AND-ANSWER DRILL

Answer the questions the teacher asks.

Question

Response

Ano ang pangalan mo?

S1 Juan ang pangalan ko.

Ano ang pangalan niya?

S2 Juan ang pangalan niya.

TAGALOG FOR BEGINNERS

Ano ang pangalan mo? Ric ang pangalan ko.
Ano ang pangalan niya? S3 Ric ang pangalan niya.
Ano ang pangalan mo? Maria ang pangalan ko.
Ano ang pangalan niya? S4 Maria ang pangalan niya.
At iba pa.

CHAIN DRILL

Say your name, the name of the person you are talking to, and the name of a third person.

Example

Miguel ang pangalan ko.
Rosita ang pangalan mo.
David ang pangalan niya.

TRANSFORMATION DRILL

Convert the following sentences into questions.

Jaime ang pangalan mo.	Jaime ba ang pangalan mo?
Laura ang pangalan mo.	Laura ba ang pangalan mo?
Lita ang pangalan niya.	Lita ba ang pangalan niya?
Ginoong Ruiz ang pangalan niya.	Ginoong Ruiz ba ang pangalan niya?
Lorenzo ang pangalan mo.	Lorenzo ba ang pangalan mo?
Eva ang pangalan niya.	Eva ba ang pangalan niya?
Elena ang pangalan ko.	Elena ba ang pangalan ko?
Antonio ang pangalan niya.	Antonio ba ang pangalan niya?

CYCLE #2: More on names

- M1 Anó ang pangálan ng báta'?' What is the child's name?
- M2 Nína ang pangálan ng báta'. The child's name is Nina.
Nína ang pangálan niyá. Her name is Nina.
- C1 Anó ang pangálan ng báta'?'
Nína ang pangálan ng báta'.
- C2 Anó ang pangálan ng báta'?'
Nína ang pangálan niyá.

LESSON 10

SUBSTITUTION DRILL

Ano ang pangalan ng bata'?

<u>Cue</u>	<u>Response</u>
babae	Ano ang pangalan ng babae?
lalaki	Ano ang pangalan ng lalaki?
estudyante	Ano ang pangalan ng estudyante?
doktor	Ano ang pangalan ng doktor?
diyanitor	Ano ang pangalan ng diyanitor?
nars	Ano ang pangalan ng nars?
prinsipal	Ano ang pangalan ng prinsipal?
superbisor	Ano ang pangalan ng superbisor?
Kapitan del Barrio	Ano ang pangalan ng Kapitan del Barrio?
superintendente	Ano ang pangalan ng superintendente?
meyor	Ano ang pangalan ng meyor?
arbuláryo	Ano ang pangalan ng arbuláryo?

QUESTION-AND-ANSWER DRILL

Conduct a chain drill asking the questions from the preceding substitution drill and responding to them with a name.

Example

Ano ang pangalan ng babae? Silvia ang pangalan ng babae.

CYCLE #3: More questions with Ano

- M1 Anó ang tátay ni Ródy? What does Rody's father do?/What is Ródy's father('s occupation?)
Anó ang apelyído ni Térry? What is Terry's surname?
Anó ang paláyaw ni Susána? What is Susana's nickname?
- M2 Pulís ang tátay ni Ródy. Rody's father is a policeman.
Rámos ang apelyído ni Térry. Terry's surname is Ramos.
Sue ang paláyaw ni Susána. Susana's nickname is Sue.
- C1 Anó ang tátay ni Ródy?

TAGALOG FOR BEGINNERS

Pulís ang tátay ni Ródy/niyá.

- C2 Anó ang apelyído ni Térry?
Rámos (ang apelyído ni Térry/niyá).

MOVING-SLOT DRILL

Ano ang pangalan ng bata'?

<u>Cue</u>	<u>Response</u>
palayaw	Ano ang <u>palayaw</u> ng bata'?
niya	Ano ang palayaw <u>niya</u> ?
apelyido	Ano ang <u>apelyido</u> niya?
ni Gimo	Ano ang apelyido <u>ni Gimo</u> ?
ni Mang Miguel	Ano ang apelyido <u>ni Mang Miguel</u> ?
trabaho	Ano ang <u>trabaho</u> ni Mang Miguel?
mo	Ano ang trabaho <u>mo</u> ?
bayan	Ano ang <u>bayan</u> mo?
ni Cao Ky	Ano ang bayan <u>ni Cao Ky</u> ?

CUMULATIVE DIALOGUES

1. A PCV interviews a pupil.

A1 Anó ang pangálan mo?	What is your name?
B1 Benito po'.	Benito, sir.
A2 Anó ang apelyído mo?	What is your last name?
B2 Sántos po'.	Santos, sir.
A3 Anó ang tátay at nánay mo?	What do your father and mother do?
B3 Magsasaká po ang tátay ko at táong-báhay ang nánay ko.	My father is a farmer and my mother is a housekeeper.
A4 O síge. Salámat. Umupó ka na.	Okay. Thank you. You may sit down.

2. Talking about your pet

A1 Ámy, anó ba iyón?	Amy, what's that?
B1 Itó ang bágong púsa ko. Magandá, anó?	This is my new cat. Pretty, isn't it?
A2 Óo nga'. Saán gáling iyán?	Oh yes. Where did it come from?

LESSON 10

B2	Diyán sa kápit-báhay námin.	From our neighbor.
A3	Anó ang pangálan niyá?	What is its name?
B3	Poofy Lou. Magandá ba?	Poofy Lou. Isn't it pretty?
A4	Pangálan ba ng laláke iyán o ng babáe?	Is that a male or female name?
B4	Puwéde sa laláki, puwéde rin sa babáe.	It can be either a male or a female (name).

VOCABULARY

apelyído	surname; last name
arbuláryo/ herboláryo	a “quack” doctor who usually uses herbs for treating any kind of ailment
bágo(-ng)	new
kápit-báhay	neighbor; next-door neighbor
magandá	pretty; beautiful; nice
magsasaká	farmer
nánay	mother
ninyó	you; your (plural); (when used in the singular sense, it indicates a formal or polite form)
paláyaw	nickname
púsa'	cat
táong-báhay	housekeeper; housewife
tátay	father
trabáho	work; job; occupation

GRAMMAR NOTES

1. In the ano questions below, the Ng phrases and the Ng pronouns have a possessive function. They follow immediately the nouns they modify.

<u>Interrogative word</u>	<u>Ang-Phrase</u>	+ <u>Ng-phrase</u> (Possessive)
Ano	ang pangalan	ng babae woman's
Ano	ang trabaho	ni Gimo Gimo's
Ano	ang pangalan	ko my
		mo your
		niya his/her
		ninyo your (plural)

TAGALOG FOR BEGINNERS

The Ng pronouns in the above sentences differ in function from the homophonous forms used in the construction ano ang ginawa mo. Here they function as the actor or doer of the action.

In general Ng marks the phrase or pronoun as the actor, the object, or the instrument of the action not in focus, or as the possessor of a noun. Focus is discussed in subsequent lessons.

2. A common alternative for the tag question hindi ba is the word ano. Notice this use of ano in utterance B1 of Cumulative Dialogue 2.

Maganda, ano?

Pretty, isn't it?

3. Notice that a word like maganda can stand for a whole clause in anaphoric or elliptical statements.

Maganda (ang bagong pusa), ano?

As such it also occurs as a question with the question marker ba added after it.

Maganda ba?

Is it pretty?

In English, however, the copulative verb to be and the expletive it are generally required—"Pretty isn't it?"

4. The conjunction at is used to combine two parallel clauses as in the following examples.

Question: Ano ang tatay (mo) at (ano ang) nanay mo?

Response: Magsasaka po ang tatay ko at taong-bahay ang nanay ko.

Note that the redundant elements in the question enclosed in parentheses may be deleted from either of the clauses.

LESSON 11

Review: Ng-pronouns: ko/mo/niyá
Ang-demonstratives: itó/iyán/iyón
Ng-phrases in expanded topic

CYCLE #1: Identifying the members of a family (Use a picture of a family)

- M1 Síno iyán? Who is that?
Síno itó? Who is this?
- M2 Itó ang tátay ko. This is my father.
Iyán ang pangánay námin. That is our (exclusive) eldest.
- C1 Síno iyán?
Itó ang tátay ko.
- C2 Síno itó?
Iyán ang pangánay námin.

SUBSTITUTION DRILL

Pointing to a member of the family in the picture, the teacher identifies him/her with the corresponding Tagalog term. Substitute the word given in the frame below.

Ito ang tatay.

<u>Cue</u>	<u>Response</u>	
nanay	Ito ang nanay.	
lolo	Ito ang lolo.	grandfather
lola	Ito ang lola.	grandmother
mga anak	Ito ang mga anak.	children
pangánay	Itó ang pangánay.	eldest
bunsó'	Itó ang bunsó'.	youngest
áte ko	Itó ang áte ko.	my eldest sister
kúya ko	Itó ang kúya ko.	my eldest brother

TAGALOG FOR BEGINNERS

QUESTION-AND-ANSWER DRILL

A. Ask your teacher the following questions. He will point to the member of the family referred to while giving the response.

<u>Question</u>	<u>Response</u>
Ano ang tatay mo?	Abogado ang tatay ko.
Ano ang nanay mo?	Taong-bahay ang nanay ko.
Ano ang panganay ninyo?	Inhinyero ang panganay namin.
Ano ang bunso ninyo?	Estudyante ang bunso namin.
Ano ang ate mo?	Nars ang ate ko.
Ano ang kuya mo?	Inhinyero ang kuya ko.

B. Conduct a chain drill similar to drill A above.

CYCLE #2: Expanded topic

M1 Anó ang trabáho ng tátay mo?	What does your father do?/What is your father's occupation?
Anó ang trabáho ng tátay ni Cárlos?	What does Carlos' father do?
Anó ang trabáho ng tátay ng estudyánte?	What does the student's father do?
M2 Doktór (siyá).	He's a doctor.
C Anó ang trabáho ng tátay mo? Doktór (siyá).	

CUMULATIVE EXERCISES

A. Bring a picture of your family and identify each member.

Example

Ito ang tatay ko.	
Ito ang nanay ko.	
Ito ang kapatid kong babae.	sister
Ito ang kapatid kong lalaki.	brother
Ito ang tiya ko.	aunt
Ito ang tiyo ko.	uncle.

LESSON 11

B. Talk about each member of your family.

Examples

1. Ito ang tatay ko.
Luis ang pangalan niya.
Abogado siya.
2. Ito ang nanay ko.
Titser siya.
Guro siya sa "Bonifacio Elementary School".
3. Ito si Maria.
Kapatid ko siya.
Sekretarya siya.
4. Ito ang nanay ko.
Taong-bahay siya.
Wala siyang trabaho.

QUESTION-AND-ANSWER DRILL

Ask questions based on the preceding CUMULATIVE EXERCISES and answer them according to the information given.

Example

- S1 Luis ba ang pangalan ng tatay ni Jaime?
S2 Oo, Luis nga ang pangalan ng tatay ni Jaime.
Abogado ba ang tatay ni Jaime?
S3 Oo, abogado ang tatay ni Jaime.
Nars ba ang nanay ni Jaime?
S4 Hindi'. Guro ang nanay niya.
At iba pa.

TRANSFORMATION DRILL

Convert the following statements to questions.

- | | |
|-------------------------------|----------------------------------|
| Abogádo ang tátay niyá. | Abogádo ba ang tátay niyá? |
| Mángangalakál ang kapatíd mo? | Mángangalakál ba ang kapatíd mo? |
| Dentísta ang nánay mo. | Dentísta ba ang nánay mo? |
| Táong-báhay ang asáwa niyá. | Táong-báhay ba ang asáwa niyá? |

TAGALOG FOR BEGINNERS

Títser ang kapatíd niyá.	Títser ba ang kapatíd niyá?
Empleádo ang kúya ni Tomás.	Empleádo ba ang kúya ni Tomás?
Tsupér ang kapatíd ni Pacíng?	Tsupér ba ang kapatíd ni Pacíng?

CUED-RESPONSE DRILL

Respond to the question according to the information given in the sentence cue preceding. Supply the appropriate word in each blank.

<u>Cue</u>	<u>Response</u>
A. Doktor ang tatay ko. Ano ang tatay mo?	___ ang tatay ko.
Titser ang nanay ko. Ano ang nanay mo?	___ ang nanay ko.
Abogado ang kapatid ko. Ano ang kapatid mo?	___ ang kapatid ko.
Taong-bahay ang lola ko. Ano ang lola mo?	___ ang lola ko.
Magsasaka ang lolo ko. Ano ang lolo mo?	___ ang lolo ko.
Doktor ang tatay ko at titser ang nanay ko. Ano ang tatay at nanay mo?	___ ang tatay ko at ___ ang nanay ko.
B. Supply appropriate names for the blanks.	
Si ___ ang tatay ko.	Si ___ ang tatay ko.
Sino ang tatay mo?	Si ___ ang tatay ko.
Si ___ ang nanay ko.	Si ___ ang nanay ko.
Sino ang nanay mo?	Si ___ ang nanay ko.
Si ___ ang kapatid ko.	Si ___ ang kapatid ko.
Sino ang kapatid mo?	Si ___ ang kapatid ko.
Si ___ ang lola ko.	Si ___ ang lola ko.
Sino ang lola mo?	Si ___ ang lola ko.
Si ___ ang lolo ko.	Si ___ ang lolo ko.
Sino ang lolo mo?	Si ___ ang lolo ko.
Si ___ ang tatay ko at si ___ ang nanay ko.	Si ___ ang tatay ko at si ___ ang nanay ko.
Sino ang tatay at nanay mo?	Si ___ ang tatay ko at si ___ ang nanay ko.

LESSON 11

Sina _____, _____ at _____ ang mga kapatid ko.

Sinu-sino ang mga kapatid mo?

Sina _____, _____ at _____ ang mga kapatid ko.

MOVING-SLOT DRILL

Modify the model sentence by using the cue in the appropriate slot. The revised sentence then becomes the model for the succeeding cue.

Model: Ano ang nanay mo?

<u>Cue</u>	<u>Response</u>
tatay	Ano ang <u>tatay</u> mo?
niya	Ano ang tatay <u>niya</u> ?
lolo	Ano ang <u>lolo</u> niya?
kapatid	Ano ang <u>kapatid</u> niya?
sino	<u>Sino</u> ang kapatid niya?
ni Donaldo	Sino ang kapatid <u>ni Donaldo</u> ?
ng bata'	Sino ang kapatid <u>ng bata'</u> ?
mga magulang	Sino ang <u>mga magulang</u> ng bata'?

CUMULATIVE DIALOGUE

A1 Hoy, anó iyáng dalá mo?	Hey, what is that? (What is that you are carrying?)
B1 Litráto ng pamílya ko.	A picture of my family.
A2 Patingín nga? Síno itó?	May I see it? Who is this?
B2 Iyán ang nánay ko.	That's my mother.
A3 Doktóra siyá, hindi ba?	She is a doctor, isn't she?
B3 Hindí', títser siyá.	No, she is a teacher.
A4 Itó ba ang tátay mo? Anó siyá?	Is this your father? What does he do? (What is he?)
B4 Óo, iyán nga. Mángangalakál siyá.	Yes, that's him. He is a businessman.

CYCLE #3: Identifying parts of the body

M1 Anó itó?	What's this?
Anó iyán?	What's that?
M2 Úlo iyán.	That is the head. (It's a head.)

TAGALOG FOR BEGINNERS

Itó ang úlo ko. This is my head.

C1 Anó itó?
Úlo iyán.

C2 Anó iyán?
Itó ang úlo ko.

QUESTION-AND-ANSWER DRILL

Conduct a chain drill identifying the following parts of the body.

úlo	'head'	ilóng	'nose'
ténga	'ear'	bibíg	'mouth'
mukhá'	'face'	ngípin	'tooth'
matá	'eye'	katawán	'body'
dibdíb	'chest'	dalíri'	'finger'
tiyán	'stomach'	bintí'	'leg'
kamáy	'hand'	paá	'foot'

VOCABULARY

anák	child; offspring
áte	appellation for an elder sister; used with or without a proper name
bibíg	mouth
bintí'	leg
bunsó'	youngest child in the family
dalíri'	finger; also used for toe(s)
dibdíb	chest; breast
ilóng	nose
kamáy	hand
katawán	body
kúya	appellation for an elder brother; used with or without the proper name
litráto	picture
lóla	grandmother
lóló	grandfather
mángangalakál	businessman
matá	eye
mukhá'	face
ngípin	tooth
nilá	they; their
paá	foot

LESSON 11

pangánay	eldest child in the family
(pa-)tingín	request form of <u>tingin</u> 'to see'
ténga	ear; originally pronounced <u>taínga</u> or <u>tayngá</u>
tiyá	aunt
tiyán	stomach
tiyó	uncle
úlo	head

GRAMMAR NOTES

1. Namin 'we (not you)' is the Ng equivalent of the plural Ang pronoun kami. As introduced in this lesson, however, it functions as a possessive.

...ang panganay namin our (exclusive) eldest

2. Ninyo 'you (plural)' is the Ng equivalent of the plural Ang pronoun kayo.

...ang panganay ninyo your (plural) eldest
...ang bunso ninyo your (plural) youngest

3. The Ng constructions following the topic may be expanded.

Interrogative Word Topic

		(<u>Ang</u> phrase)	(<u>Ng</u> phrase) + (Expansion)
			[Possessive]
Ano	ang trabaho	ng tatay	mo? ni Carlos? ng estudyante?

4. Note the use of the linker -ng between the pronoun and the noun.

...ang kapatid ko-ng babae
...ang kapatid ko-ng lalaki

The linker marks modification constructions and occurs between the modifier and its head or the head and its modifier.

TAGALOG FOR BEGINNERS

There are two forms of the linker, na and -ng. Na is used when the word preceding it ends in a consonant and -ng when the word ends in a vowel or -n.

Damit na maganda

beautiful dress

Maganda -ng damit

LESSON 12

Question word ilán

Counting System

Review: Question word anó with parts of the body

CYCLE #1: Asking 'How many...'

M1 Ilán ang kapatíd How many brothers and sisters do
mo? you have?

M2 Dalawá ang kapatíd I have two.
ko.

C Ilán ang kapatíd mo?
Dalawá ang kapatíd ko.

SUBSTITUTION DRILL

Model: Dalawá ang kapatid ko.

Cue

Response

Isá	1	Isa ang kapatid ko.
Dalawá	2	Dalawa ang kapatid ko.
Tatlo	3	Tatlo ang kapatid ko.
Ápat	4	Apat ang kapatid ko.
Limá	5	Lima ang kapatid ko.
Ánim	6	Anim ang kapatid ko.
Pitó	7	Pito ang kapatid ko.
Waló	8	Walo ang kapatid ko.
Siyám	9	Siyam ang kapatid ko.
Sampú'	10	Sampu ang kapatid ko.
Walá'	0/none	Wala akong kapatid.

QUESTION-AND-ANSWER DRILL

Ask the following questions. The responses can be patterned after the sample answers given in the right column.

1. Ilan ang kapatid mo? Tatlo ang kapatid ko.

TAGALOG FOR BEGINNERS

- | | |
|------------------------------------|-------------------------------------|
| Ilan ang kapatid mong babae? | Dalawa ang kapatid kong babae. |
| Ilan ang kapatid mong lalaki? | Isa ang kapatid kong lalaki. |
| 2. Ilan ang kapatid niya? | Tatlo ang kapatid niya. |
| Ilan ang babae? | Dalawa ang babae. |
| Ilan ang lalaki? | Isa ang lalaki. |
| 3. Ilan ang kapatid niya? | Tatlo ang kapatid niya. |
| Ilan ang babae at ilan ang lalaki? | Dalawa ang babae at isa ang lalaki. |
| 4. Ilan tayo/kami/kayo/sila? | Pito tayo/kayo/kami/sila. |

SUBSTITUTION DRILL

A. Ilan ang lapis mo?

<u>Cue</u>	<u>Response</u>
libro	Ilan ang libro mo?
kaibigan	Ilan ang kaibigan mo?
guro'	Ilan ang guro mo?
guro mong babae	Ilan ang guro mong babae?
guro mong lalake	Ilan ang guro mong lalaki?

B. Ilan ang mesa sa silid?

<u>Cue</u>	<u>Response</u>
silya	Ilan ang silya sa silid?
pinto'	Ilan ang pinto sa silid?
bintana	Ilan ang bintana sa silid?
estudyante	Ilan ang estudyante sa silid?
lalaki	Ilan ang lalaki sa silid?
babae	Ilan ang babae sa silid?
Amerikano	Ilan ang Amerikano sa silid?
Pilipino	Ilan ang Pilipino sa silid?

REPETITION DRILL (Counting)

- | | |
|------------------|----------------|
| A. 11 labíng-isá | 16 labíng-ánim |
| 12 labíndalawá | 17 labímpitó |

LESSON 12

13	labíntatló	18	labíng-waló
14	labíng-ápat	19	labínsiyám
15	labínlimá		
B.	10 sampú'	60	ánim na pú'
	20 dalawampú'	70	pitumpú'
	30 tatlumpú'	80	walumpú'
	40 ápat na pú'	90	siyám na pú'
	50 limampú'		
C.	21 dalawampú't isá	65	ánim na pú't limá
	32 tatlumpú't dalawá	76	pitumpú't ánim
	43 ápat na pú't tatló	87	walumpú't pitó
	54 limampú't ápat	98	siyám na pú't waló
D.	100 isáng daán	600	ánim na raán
	200 dalawáng daán	700	pitóng daán
	300 tatlóng daán	800	walóng daán
	400 ápat na raán	900	siyám na raán
	500 limáng daán	1,000	isáng líbo
E.	150 isáng daán at limampú		
	326 tatlóng daán at dalawampu't ánim		
	509 limáng daán at siyám		
	995 siyám na raán at siyám na pú't limá		
	240 dalawáng daán at ápat na pú'		
F.	100,000	isáng yúta'/isáng daáng líbo	
	1,000,000	isáng milyón/isáng angaw	
	1,000,000,000	isáng bilyón/isáng líbong angaw	

QUESTION-AND-ANSWER DRILL

Ask about the different parts of the body.

A. (Use a picture of a person)

Ilan ang mata natin?

Ilan ang tenga natin?

Ilan ang kamay natin?

Ilan ang daliri natin?

Ilan ang daliri sa paa natin?

TAGALOG FOR BEGINNERS

Ilan ang ilong natin?

Ilan ang ulo natin?

Ilan ang paa natin?

B. (Use a picture of a monster)

Ilan ang mata niya?

Ilan ang ilong niya?

Ilan ang tenga niya?

Ilan ang kamay niya?

Ilan ang ulo niya?

Ilan ang binti niya?

CYCLE #2: Asking for one's age

M1 Iláng taón ka na? How old are you?

M2 Dalawampung taón po'. Twenty.

C Iláng taón ka na?
Dalawampung taón po'.

CONVERSION DRILL

Use the following numbers in the context of giving one's age.
Note the occurrence of the linker after the numeral.

Dalawampu'	Dalawampung taon po'.
Dalawampu't isa	Dalawampu't isang taon po'.
Dalawampu't dalawa	Dalawampu't dalawang taon po'.
Dalawampu't tatlo	Dalawampu't tatlong taon po'.
Dalawampu't apat	Dalawampu't apat na taon po'.
Dalawampu't lima	Dalawampu't limang taon po'.
Dalawampu't anim	Dalawampu't anim na taon po'.
Dalawampu't pito	Dalawampu't pitong taon po'.
Dalawampu't walo	Dalawampu't walong taon po'.
Dalawampu't siyam	Dalawampu't siyam na taon po'.
Tatlumpu'	Tatlumpung taon po'.

LESSON 12

MOVING-SLOT DRILL

Model: Dalawampung taon po ako.

<u>Cue</u>	<u>Response</u>
Dalawampu't dalawa siya	<u>Dalawampu't dalawang</u> taon po ako. Dalawampu't dalawang taon po <u>siya</u> .
Dalawampu't lima si Maria	<u>Dalawampu't limang</u> taon po siya. Dalawampu't limang taon po <u>si Maria</u> .
ang babae	Dalawampu't limang taon po <u>ang babae</u> .
ang guro ko	Dalawampu't limang taon po <u>ang guro ko</u> .
Apat na pu'	<u>Apat na pung</u> taon po ang guro ko.
ang tatay ko	Apat na <u>pung</u> taon po <u>ang tatay ko</u> .

SUBSTITUTION—QUESTION-AND-ANSWER DRILL

Change the model question according to the cue given. Give an appropriate response.

Model: Ilang taon ka na? Dalawampu't isang taon po ako.

<u>Cue</u>	<u>Response</u>
na siya	Dalawampu't tatlong taon na (po) siya.
na ako	Tatlumpung taon na kayo.
ang bata'	Sampung taon na ang bata'.
si Direktor McGinn	Dalawampu't walong taon na si Direktor McGinn.
ang kapatid mo	Labindalawang taon na ang kapatid ko.
ang kapatid mong babae	Labintatlong taon na ang kapatid kong babae.
ang kapatid mong lalaki	Labinlimang taon na ang kapatid kong lalaki.

RHYMES

1. Isá, dalawá, halíka
Tatló, ápat, lumákad
Limá, ánim, tumingín
Pitó, waló, tumakbó
Siyám, sampú, umupó'.
2. Isá, dalawá, tatló
Uná-unahán táyo

TAGALOG FOR BEGINNERS

Ápat, limá, ánim
Sa balóng malálim
Pitó, waló, siyám
Takbóng párang langgám
Sa bílang na sampú'
Táyo ay umupó'.

SONG

Sampúng mga dalíri
Kamáy at paá
Dalawáng matá
Dalawáng ténga
Ilóng na magandá
Magandang mga ngípin
Masaráp ikáin;
Isáng bibíg nagsasábing
Huwág magsísinungaling.

CUMULATIVE DIALOGUE

A PCT talks to his Filipino host family about Peace Corps training in Pepeekeo.

- | | |
|--|---|
| A1 Kumustá namán ang “training” ninyó? | How’s your training |
| B1 Mabúti po namán. | Fine. |
| A2 Ilán kayóng “trainees”? | How many trainees are there all together? |
| B2 Isáng daán at dalawampú’t dalawá po kamí. | 122. |
| A3 Gúro ba kayóng lahá? | Are you all teachers? |
| B3 Ópo’. 42 po ang gúro sa “Math”. 52 po ang gúro sa Aghám. 58 po ang gúro sa Ingglés. | Yes, 42 are Math teachers, 52 are Science teachers and 28 are English teachers. |
| A4 Ah, ganoón ba? | Really/Is that so? |

VOCABULARY

ánim	six
ápat	four
balón	a well; a deep hole in the ground
bílang	number

LESSON 12

daán	hundreds
dalawá	two
halíka	(You) come here
(i-)káin	to eat with
huwág	don't
ilán	how many
líbo	thousands
labi(-ng)	over ten; derived from <u>labis</u> meaning 'in excess of; more than; over'
langgám	ant
limá	five
(mag-)sinungaling	to (tell a) lie
malálim	deep
masaráp	good; delicious
(nagsa-)sábi(-ng)	telling; saying
pára(-ng)	like that of; in the manner of
pitó	seven
pu'	tens
sampú'	ten; derived from <u>isang pu'</u> 'one ten'
salíd	room; bedroom
siyám	nine
taón	year
tatló	three
t(-um-)ingín	to look (at)
uná-unahán	to compete for first place
waló	eight

GRAMMAR NOTES

1. The linker na/-ng connects the cardinal numerals in higher denomination numbers, i.e. ten and above. Remember that na occurs after consonants and -ng after vowels. In number constructions the -ng also assimilates to the consonant sound following. Thus it becomes (1) n before d, t, s or l, and (2) m before p. The following examples illustrate.

labing-isa	11
labin-dalawa	12
labin-tatlo	13
labin-lima	15
labim-pito	17
labin-siyam	19
dalawam-pu'	20
walum-pu'	80

isan-daan

100

2. Labi- is derived from labis which means 'in excess of; more or over'; here, labing-isa comes from labis ng isa which means 'in excess of one'. Labi is prefixed to the cardinal numerals from isa to siyam and denotes the numerals 11 to 19, respectively.

3. Pu' when suffixed to numerals isa to siyam '1 to 9' means 'a group or groups of tens'. For instance, tatlumpu' means 'three tens or thirty'.

4. Daan means 'a unit of one hundred'. Its variant form is raan which occurs after a vowel.

5. Libo means 'a unit of one thousand'.

6. Milyon means 'a unit of one million'.

7. The conjunction at 'and' is used to connect two numeral units to form a higher denomination number. When preceded by a vowel, at is contracted to 't.

Examples

dalawampu $\left[\begin{array}{c} \text{'t} \\ \text{at} \end{array} \right]$ isa '21'

Siyam na raan at siyam na pu't lima '995'

8. Ilan 'how many' occurs before count nouns (things that can be counted).

<u>Interrogative word</u>	<u>Ang</u>	+	<u>Count Noun</u>
Ilan	ang		babae?
	ang		Amerikano
	ang		guro

LESSON 13

Sentence inversion with the particle ay

Review: Negative statements and questions

CYCLE #1: Inverting the word order in positive sentences

- | | | |
|----|---|--|
| M1 | Anó itó?
Síno siyá?
Síno ang Presidénté ng Amérika?
Tagá-saán ka?
Anóng áraw ngayón? | What is this?
Who is he/she?
Who is the President of the United States?
Where are you from?
What day is today? |
| M2 | Iyán ay lápís.
Siyá ay si Carole Goss.
Ang Presidénté ng Amérika ay si Nixon.
Akó ay tagá-Ohio.
Ngayón ay Mártes. | That is a pencil.
She is Carole Goss.
The President of the united States is Nixon.
I am from Ohio.
Today is Tuesday. |
| C1 | Anó itó?
Iyan ay lápís. | |
| C2 | Síno siyá?
Siyá ay si Carole Goss. | Siyá ay Amerikána. |

TRANSFORMATION DRILL

Convert the following cue sentences into their inverted forms using the particle ay.

<u>Cue</u>	<u>Response</u>
Eskuwelahan ito.	Ito ay eskuwelahan.
Amerikano kami.	Kami ay Amerikano.
Pilipina ka.	Ikaw ay Pilipina.
Mestro si Ginoong Peterson.	Si Ginoong Peterson ay mestro.
Karpintero si Mang Sebío.	Si Mang Sebío ay karpintero.
Mga guro tayo.	Tayo ay mga guro.

TAGALOG FOR BEGINNERS

Estudyante po kami sa Tagalog.	Kami po ay estudyante sa Tagalog.
Guro po kami sa “Math”.	Kami po ay guro sa “Math”.
Bumasa ka.	Ikaw ay bumasa.
Kumanta kami sa paaralan.	Kami ay kumanta sa paaralan.
Babalik sila sa Amerika sa isang taon.	Sila ay babalik sa Amerika sa isang taon.
Pumunta si Lina sa Maynila kahapon.	Si Lina ay pumunta sa Maynila kahapon.

CYCLE #2: Inverting the word order in negative sentences

M1	Amerikáno ba siyá? Linggó ba ngayón? Umalís ba si Móna?	Is he/she an American? Is today Sunday? Did Mona leave?
M2	Siyá ay hindi Amerikáno. Ngayón ay hindi Linggó. Si Móna ay hindi umalís.	He/She is not an American. Today is not Sunday. Mona did not leave.
C1	Amerikáno ba siyá? Siyá ay hindi Amerikáno.	Siyá ay Pilipíno.
C2	Linggó ba ngayón? Ngayón ay hindi Linggó.	Ngayón ay Biyérnes.
C3	Umalís ba si Móna? Si Móna ay hindi umalís.	Siyá ay natúlog sa silíd.

TRANSFORMATION DRILL

Express the following sentences in the inverted form using ay.

Hindi guro si Daniel.	Si Daniel ay hindi guro’.
Hindi PCV si Caren Cho.	Si Caren Cho ay hindi PCV.
Hindi tayo mga sundalo.	Tayo ay hindi mga sundalo.
Hindi rin tayo mga pulis.	Tayo ay hindi rin mga pulis.
Hindi abogado ang tatay ko.	Ang tatay ko ay hindi abogado.
Hindi magsasaka ang tiyo ni Mario.	Ang tiyo ni Mario ay hindi magsasaka.
Hindi gobernador ang lolo ni Clara.	Ang lolo ni Clara ay hindi gobernador.

LESSON 13

Hindi pupunta sa programa ang meyor ng San Carlos.	Ang meyor ng San Carlos ay hindi pupunta sa programa.
Hindi aalis ang mga bisita mamayang gabi.	Ang mga bisita ay hindi aalis mamayang gabi.
Hindi a-beynte ng Agosto ang pista ng bayan	Ang pista ng bayan ay hindi a-beynte ng Agosto.
Hindi a-treynta ng Oktubre ang alis namin.	Ang alis namin ay hindi a-treynta ng Oktubre.

CYCLE #3:

M1 Hindi Amerikáno si Art Dionson, ano?	Art Dionson isn't an American, is he?
M2 Óo, hindi siyá Amerikáno. Óo, (hindi siyá Amerikáno.) Pilipíno siyá.	(Yes). He is not an American. (Yes), (he is not an American.) He's a Filipino.
C Hindi Amerikáno si Art Dionson, ano? Óo, (hindi siyá Amerikáno.)	Siyá ay Pilipíno.

TRANSFORMATION DRILL

Change the following sentences to questions, using the negative hindi and the question indicator ba.

<u>Cue</u>	<u>Response</u>
Si Lucio ang lider ng Liberal.	Hindi ba si Lucio ang lider ng Liberal?
Si Jose Rizal ang pangunahing bayani ng Pilipinas.	Hindi ba si Jose Rizal ang pangunahing bayani ng Pilipinas?
Nobyembre ang eleksiyon.	Hindi ba Nobyembre ang eleksiyon?
Sila ang mga magulang ni Precy.	Hindi ba sila ang mga magulang ni Precy?
Taga-Vietnam si Jack.	Hindi ba taga-Vietnam si Jack?
A-beynte-singko ng Abril ang tapos ng klase.	Hindi ba a-beynte-singko ng Abril ang tapos ng klase?
Mayo at Hunyo ang bakasyon.	Hindi ba Mayo at Hunyo ang bakasyon?

TAGALOG FOR BEGINNERS

QUESTION-AND-ANSWER DRILL

Answer the questions in the preceding drill with óo meaning 'yes it isn't so' or 'yes, it is so'.

Question

Response

Hindi si Lucio ang lider ng Liberal, ano?

Oo, hindi si Lucio ang lider ng Liberal. Si Tonio.

Oo, si Lucio nga (ang lider ng Liberal).

Hindi Nobyembre ang eleksiyon, ano?

Oo, hindi Nobyembre ang eleksiyon. Disyembre.

Oo, Nobyembre nga (ang eleksiyon).

CUMULATIVE DIALOGUE

A PCV looks for a good tailor.

A1 Páre, saán ba ang mahúsay na sástre?

Friend, where do you think I can find a good tailor?

B1 Diyán sa báyan. Sa 'Elegant Tailor Shop'.

In town. At the Elegant Tailor Shop.

A2 Síno ba ang sástre roón?

Who is the tailor there?

B2 Tiyo ni Isabél.

Isabel's uncle.

A3 Síno bang Isabél?

(Isabel who?) Which Isabel?

B3 Eh, iyóng "co-teacher" mo.

Your co-teacher.

A4 Ah, ganoón ba? Talagá bang mahúsay tumahí iyón?

Oh, is that right? Is he really good?

B4 Abá, óo. At múra pa.

Oh yes. And reasonable, too. (And cheap, too).

A5 Hindí kayá matagál bágo mayári'?

Does he work fast? (Doesn't it take long to have something made?)

B5 Iyón lang, mga dalawáng linggó bágo mo makúha.

That's the trouble. It takes about two weeks before you can get anything done.

LESSON 13

DIALOGUE VARIATION

Modify the preceding dialogue by substituting appropriate expressions to suit the modified topic.

A PCV (girl) looks for a good dress shop

A1 (Omit Paré). modísta for sástre

B1 Estoy's Creations for Elegant Tailor Shop

B2 Kapatíd for tiyó

VOCABULARY

alís	departure
ay	particle which connects the topic of the sentence and the predicate when the sentence is given in the reverse order. Example: <u>Umalís siyá</u> — <u>Siyá ay umalís</u> 'He left'.
bágo	before
bayáni	hero
doón	over there; that place over there
karpintéro	carpenter
kláse	class
mahúsay	skillful; good
(ma-)kúha	to be able to get
mámaya'	later, as in <u>mámayang gabí</u> 'later this evening'
matagál	take-a-long-time
mayári'	to be finished; to be made
modísta	dressmaker; seamstress
múra	cheap
(na-)túlog	slept
pangunáhin(-g)	leading; first; foremost
páre	appellation for a male friend; derived from <u>kumpáre</u> or <u>compádre</u> ; the feminine form is <u>máre</u>
sastré	tailor
tápos	ending
t(-um-)ahí'	to sew

GRAMMAR NOTES

1. Inversion in statements

TAGALOG FOR BEGINNERS

The following illustrate inversions in affirmative and negative sentences.

a. Inversion in affirmative statements

(1) Simple statements

Basic Order

<u>Comment</u>	+	<u>Topic</u>
Eskuwelahan		(po) ito.
Amerikano		(po) kami.
Pilipino		ka.
Maestro		(po) si Ginoong Peterson.

Inverted Order

<u>Topic</u>	+	<u>ay</u>	+	<u>Comment</u>
Ito (po)		ay		eskuwelahan.
Kami (po)		ay		Amerikano.
Ikaw		ay		Pilipino.*
Si Ginoong Peterson (po)		ay		maestro.

*Note the use of ikaw for ka in sentence initial position. Ka never occurs in this position.

(2) Statements with discontinuous Comments

Basic Order

<u>Comment</u>	+	<u>Topic</u>	+	<u>Comment</u>
Kumanta (po)		kami		sa paaralan.

Inverted Order

<u>Topic</u>	+	<u>ay</u>	+	<u>Comment</u>
kami (po)		ay		kumanta sa paaralan.

(3) Statements with po'

Basic Order

LESSON 13

Comment + po' + Topic + Comment
 Guro po [kami
si Miss Cruz
ang babae] sa "math".

Inverted Order (po' follows the Topic, then ay)

Topic + po' + ay + Comment
 [Kami
Si Miss Cruz
Ang babae] po ay guro sa "math".

b. Inversion in negative statements

The position of hindi' in the basic order is always sentence initial. It is followed by the Comment and then the Topic. When po' is used, it occurs right after hindi'.

In the inverted order, the Topic is proposed to initial position followed by the marker ay. After ay the negative particle hindi' and the Comment occur with hindi' immediately preceding the Comment.

Basic Order

Hindi' + Comment + Topic
 Hindi (po) [umalis
guro sa "math"] si Mona

Hindi' + Topic + Comment
 Hindi (po) siya [umalis.
guro sa "math"].

Inverted Order

Topic + ay + hindi' + Comment
 [Si Mona (po)
Siya (po)] ay hindi [umalis.
guro sa "math"].

2. Inversion in questions

a. Inversion in affirmative questions

The topic is immediately followed by the ba question marker instead of the ay inversion marker. If po' is used it precedes the ba. The following examples illustrate.

TAGALOG FOR BEGINNERS

Basic Order

<u>Comment</u>	+	<u>ba</u>	+	<u>Topic</u>
Eskuwelahan (po)		ba		ito?
Bibili (po)		ba		kayo?
Amerikano		ka		ba?

Inverted Order

<u>Topic</u>	+	<u>ba</u>	+	<u>ay</u>	+	<u>Comment</u>
Ito (po)		ba		ay		eskuwelahan?
Kayo (po)		ba		ay		bibili?
Ikaw		ba		ay		Amerikano?

b. Inversion in negative questions

In the following examples, observe that the order of the peripheral elements hindi, po, and ba is not changed when the sentence is inverted. Observe again that in the negative construction, when the topic is a pronoun, that pronoun precedes the Comment. Also, note the position of the topic ka before ba in the basic order and the obligatory use of ikaw in the corresponding sentence in the inverted order. The inverted order has two options. In the first, the whole sentence is negated while in the second just the Comment is negated.

Basic Order

<u>Hindi'</u>	+	<u>ba</u>	+	<u>Comment</u>	+	<u>Topic</u>
Hindi (po)		ba		guro sa "math"		si Miss Cruz?
<u>Hindi'</u>	+	<u>ba</u>		<u>Topic</u>	+	<u>Comment</u>
Hindi (po)		ba		kayo		guro sa "math"?
Hindi		ka		ba		Pilipino?

Inverted Order

(1)	<u>Hindi'</u>	+	<u>ba</u>	+	<u>Topic</u>	+	<u>ay</u>	+	<u>Comment</u>
	Hindi (po)		ba		si Miss Cruz		ay		guro sa "math"?
	Hindi (po)		ba		kayo		ay		guro sa "math"?
	Hindi		ba		ikaw		ay		Pilipino
(2)	<u>Topic</u>	+	<u>ba</u>	+	<u>ay</u>	+	<u>hindi'</u>	+	<u>Comment</u>

LESSON 13

Si Miss Cruz (po)	ba	ay	hindi	guro sa “math”?
Kayo (po)	ba	ay	hindi	guro sa “math”?
Ikaw	ba	ay	hindi	Pilipino?

3. Inversion in topicless sentences

In topicless sentences, the second element or content word is shifted to the beginning of the sentence and immediately followed by ay. Question patterns follow the same order discussed in the preceding section, i.e. po’ and ba preceding ay. The negative marker hindi’ occurs after ay in the inverted order of a negative statement.

Basic Order

<u>Linggo</u>		+		<u>ngayon</u>
Linggo (po) ba				ngayon?
Hindi (po) ba Linggo				ngayon?
Hindi (po) Linggo				ngayon.

Inverted Order

<u>Ngayon</u>		+	<u>ay</u>	+	<u>Linggo</u>
Ngayon (po) ba			ay		Linggo?
Hindi (po) ba ngayon			ay		Linggo?
Ngayon (po) ba			ay hindi		Linggo?
Ngayon (po)			ay hindi		Linggo.

4. In Tagalog, it is common to agree to a negative comment by saying oo followed by the negative statement.

Question: Hindi Amerikano si Art, ano?	‘Art isn’t American, is he?’
Response: Oo, hindi siya Amerikano.	‘(Yes.) He’s not American.’

(In English, on the other hand, one reinforces a negative response by another negative expression, e.g. ‘No, he isn’t American.’)

LESSON 14

Ng-demonstratives: nitó/niyán/
 niyón or noón

Review: Ng-phrases
 Question words ilán and anó
 ay

CYCLE #1: Knowing the colors

- M1 Anó ang kúlay ng What is the color of the drinking
 b́aso? glass?
 Anó ang kúlay nitó? What is the color of this?
 Anó ang kúlay niyán? What is the color of that?
 Anó ang kúlay niyón/
 noón? What is the color of that over
 there?
- M2 Putí' (ang kúlay ng (The color of the glass is) white.
 b́aso).
 Pulá ang kúlay niyán. The color of that (one) is red.
 Bérde ang kúlay nitó. The color of that (one) is green.
 Asúl ang kúlay niyón/
 noon. The color of that (one) yonder is
 blue.
- C1 Anó ang kúlay ng b́aso?
 Putí' (ang kúlay ng b́aso).
- C2 Anó ang kúlay nitó?
 Pulá (ang kúlay niyán).
- C3 Anó ang kúlay niyán?
 Bérde (ang kúlay nitó).
- C4 Anó ang kúlay niyón/noón?
 Asúl (ang kúlay niyón/noón).

IDENTIFICATION DRILL

Using pictures of objects, associate the color terms with the objects. As the teacher shows a picture/object, he will ask the question then give the response. Repeat the response after him.

LESSON 14

Question

Response

Ano ang kulay ng mansanas?	Pula./Pula ang kulay ng mansanas.
Ano ang kulay ng lapis?	Diláw./Diláw ang kulay ng lapis.
Ano ang kulay ng pisara?	Berde./Berde ang kulay ng pisara.
Ano ang kulay ng libro?	Asul./Asul ang kulay ng libro.
Ano ang kulay ng bolpen?	Itím./Itim ang kulay ng bolpen.
Ano ang kulay ng talóng?	Líla./Líla ang kulay ng talóng.
Ano ang kulay ng púsa'?	Puti'./Puti ang kulay ng púsa'.
Ano ang kulay ng damit?	Rósas./Rósas ang kulay ng damit.
Ano ang kulay ng pantalon?	Tsokoláte./Tsokoláte ang kulay ng pantalon.

MOVING-SLOT DRILL

Model: Pula ba ang kulay nito?

Cue

Response

asul	<u>Asul</u> ba ang kulay nito?
berde	<u>Berde</u> ba ang kulay nito?
niyan	Berde ba ang kulay <u>niyan</u> ?
puti'	<u>Puti</u> ba ang kulay niyan?
niyon	Puti ba ang kulay <u>niyon</u> ?
itim	<u>Itim</u> ba ang kulay niyon?
rosas	<u>Rosas</u> ba ang kulay niyon?
ng bulaklak	Rosas ba ang kulay <u>ng bulaklak</u> ?
dilaw	<u>Dilaw</u> ba ang kulay ng bulaklak?
noon	Dilaw ba ang kulay <u>noon</u> ?

TRANSFORMATION DRILL

Convert the following sentences to the negative.

Positive

Negative

Dilaw ang kulay ng lapis.	Hindi dilaw ang kulay ng lapis
Asul ang kulay ng bahay.	Hindi asul ang kulay ng bahay.
Berde ang kulay nito.	Hindi berde ang kulay nito.
Lila ang kulay niyon.	Hindi lila ang kulay niyon.

TAGALOG FOR BEGINNERS

Tsokolate ang kulay ng mata mo.	Hindi tsokolate ang kulay ng mata mo.
Itim ang kulay ng buhok niya.	Hindi itim ang kulay ng buhok niya.
Pula ang kulay niyan.	Hindi pula ang kulay niyan.

QUESTION-AND-ANSWER DRILL

Identify an object, then ask the student next to you what color it is.

<u>Question</u>	<u>Response</u>
S1 Ito ang mata ko. Ano ang kulay nito?	S2 Asul ang kulay niyan.
S2 Ito ang buhok ko. Ano ang kulay nito?	S3 Tsokolate ang kulay niyan.
S3 Iyan ang libro ko. Ano ang kulay niyan?	S4 Itim ang kulay niyan.
S4 Iyon ang eskuwelahan namin. Ano ang kulay niyon?	S5 Dilaw ang kulay niyon.

At iba pa.

CYCLE #2: Knowing the shapes

M1 Anó ang húgis nitó?	What is the shape of this (one)?
Anó ang húgis niyán?	What is the shape of that (one)?
Anó ang húgis niyón?	What is the shape of that (one) over there?
Anó ang húgis nitó?	What is the shape of this?
M2 Kudrádo/kuwadrádo (ang húgis niyán).	Square.
Bilóg (ang húgis nitó).	Round/circular.
Triyángguló/trayángguló (ang húgis niyón/noón).	Triangular.
Habá' (ang húgis niyán).	Elongated.

LESSON 14

- C1 Anó ang húgis nitó?
Kudrádo/kuwadrádo (ang húgis niyán).
Habá' (ang húgis niyán).
- C2 Anó ang húgis niyán?
Bilóg (ang húgis nitó).
- C3 Anó ang húgis niyón/noón?
Triyángguló/trayángguló (ang húgis niyón/noón).

QUESTION-AND-ANSWER DRILL

<u>Question</u>	<u>Response</u>
Ano ang hugis ng bola?	Bilog ang hugis ng bola.
Ano ang hugis ng lapis?	Haba' ang hugis ng lapis.
Ano ang hugis ng kahon?	Kuwadrado ang hugis ng kahon.
Ano ang hugis ng mesa?	Rektángguló ang hugis ng mesa.
Ano ang hugis ng bundók?	Trianggulo ang hugis ng bundók.
Ano ang hugis ng buwan?	Bilog ang hugis ng buwan.
Ano ang hugis ng bulkán?	Trayanggulo ang hugis ng bulkán.

TRANSFORMATION DRILL

Convert the responses in the preceding drill to sentences using ay.

Example

Bilog ang hugis ng bola.
Ang hugis ng bola ay bilog.

IDENTIFICATION—QUESTION-AND-ANSWER DRILL

(1) Identify the color and shape of the various objects around the classroom or on the teacher's desk. (2) Conduct a question-and-answer drill in the following manner.

<u>Question</u>	<u>Response</u>
(1) Ano ang kulay nito? Ano ang hugis nito?	Berde ang kulay niyan. Bilog ang hugis niyan.

TAGALOG FOR BEGINNERS

- (2) Ilang bagay ang berde? _____ ang berde.
Ilang bagay ang bilog? _____ ang bilog.
Ilang bagay ang itim? _____ ang itim.

CYCLE #3: Identifying colors and shapes

- M1 Anóng kúlay itó? What is this color?
Anóng húgis iyán? What is that shape?
- M2 Bérde (iyán). (That is) green.
Bílog (itó). (This is) a circle.

TRANSFORMATION DRILL

Convert the following statements, first into questions then into negative statements.

Cue

Response

Kudrado ang hugis ng láruan
("playground").

Kudrado ba ang hugis ng
láruan?
Hindi kudrado ang hugis ng
láruan.

Berde ang damó nito.

Berde ba ang damo nito?
Hindi berde ang damo nito.

Puti ang kulay ng Pepeekeo
"Clinic".

Puti ba ang kulay ng
Pepeekeo "Clinic"?
Hindi puti ang kulay ng
Pepeekeo "Clinic".

Walo ang kuwarto nito.

Walo ba ang kuwarto nito?
Hindi walo ang kuwarto
nito.

Dilaw ang eskuwelahan natin.

Dilaw ba ang eskuwelahan
natin?
Hindi dilaw ang
eskuwelahan natin.

Marami ang kuwarto nito.

Marami ba ang kuwarto
nito?
Hindi marami/Kaunti ang
kuwarto nito.

Bilog ang hugis ng laruán ("toy").

Bilog ba ang hugis ng
laruán?
Hindi bilog ang hugis ng
laruán.

LESSON 14

Pula at puti ang kulay nito.

Pula at puti ba ang kulay nito?

Hindi pula at puti ang kulay nito.

Maganda ang híkaw ni Fe.

Triyanggulo ba ang hugis niyon/ng híkaw ni Fe?

Triyanggulo ang hugis niyon.

Hindi triyanggulo ang hugis noon.

CUMULATIVE DIALOGUE

A1 Oy, Pépe, anó iyáng dalá mo?

Hey, Pepe, what do you have there?/What's that you're carrying?

B1 Héto, bágong libró ko.

Here, my new book.

A2 Siyangá'? Anó ang pamagát niyán?

Is that so? What's it called?/What's its title?

B2 "The Adventurers".
Magandá raw ang "plot" nitó.

'The Adventurers'. Its plot is supposed to be pretty good.

A3 Talagá? Magkáno ang halagá niyán?

Really? How much did it cost you? (Lit.: What was its price?)

B3 Múra lang, ₱4.50. Kasí "paperback" lang.

Not much./Pretty cheap. ₱4.50. Because it's just a paperback.

COMPREHENSION EXERCISES

A. Ito ay puno ng mangga.
Malaki ang punong ito.
Malílim rin ito. Masarap at matamis ang búnga nito.

This is a mango tree. This is a big tree. It is also a shady tree. Its fruits are delicious and sweet.

Mga Tanong

1. Anong puno ito?
2. Malaki ba ang punong ito o maliit?
3. Anong lasa ng bunga nito?

B. Ito ang bahay namin. Berde ang pinta nito. Tatlo ang silid at dalawa ang banyo. Sa likod nito ang bahay ng kapatid ko.

This is our house. It is painted green./Its paint is green. It has three bedrooms and two baths. Behind it is my sister's house.

Mga Tanong

TAGALOG FOR BEGINNERS

1. Ano ito?
2. Ano ang kulay nito?
3. Ilan ang banyo nito at ilan ang silid?
4. Saan ang bahay ng kapatid ko?

VOCABULARY

asúl	blue
bágay	thing; object
báso	drinking glass; drinking cup
bérde	green
bílog	a circle; roundness
bilóg	circular; round
buhók	hair
bulaklák	flower
bulkán	volcano
bundók	mountain
búnga	fruit
damít	dress; clothing
damó	grass; weeds
diláw	yellow
habá'	elongated; long
híkaw	earring
húgis	shape
itím	black
kahón	box
kudrádo/ kuwadrádo	square
kúlay	color
láruan	playground
laruán	toy
líla	violet
mansánas	apple
nitó	this; of this; by this; its
niyán	that; of that; by that; its
niyón	that over there; that yonder; of that; by that; its. A variant form is <u>noón</u>
pantalón	pants; trousers
pulá	red
putí'	white
rektángguló	rectangular; rectangle
rósas	pink
siyangá'	really; honestly; is that so
talóng	eggplant

LESSON 14

trayángguló/ triyángguló tsokoláte	triangular; triangle. Another word is <u>tatsúlok</u> meaning 'three-cornered' brown; chocolate
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GRAMMAR NOTES

1. The Ng-demonstratives introduced in this lesson are as follows.

<u>Ng-demonstratives</u>	<u>Gloss</u>
nito	this (near the speaker and far from hearer or near to both)
niyan	that (far from speaker but close to hearer, or far from both)
niyon/noon	that, over there; that, yonder (farther away from both)

This set of Ng-demonstratives fills the same positions as the Ng-phrases and pronouns. The position right after the construction ang + Noun has the function of possessor or attribute. The question Ano ang kulay nito? can be glossed 'What's the color of this?' or 'What's its color?' and the response Pula ang kulay niyan as 'The color of that (one) is red' or 'Its color is red'.

2. The color names berde, asul, lila and rosas as well as the terms for shapes such as kuwadrado and triyanggulo are Spanish loanwords.

LESSON 15

Question words alín and kaníno

Ng-pronouns: nátin/námin/ninyó/nilá

Review: Singular form of Ng-pronouns

CYCLE #1: Asking 'which...'

- M1 Alín ang reló ni Daniél? Which is Daniel's watch?
Alín ang singsíng ng babáe? Which is the girl's ring?
Alín ang kuwintás niyá? Which is his/her necklace?
- M2 Itó ang reló ni Daniél. This is Daniel's watch.
Iyán ang singsíng ng babáe/ That is the girl's/her ring.
niyá.
Iyón ang kuwintás niyá. That (yonder) is his/her necklace.
- C1 Alín ang reló ni Daniél?
Itó ang reló niyá/ni Daniél.
- C2 Alín ang singsíng ng babáe?
Iyán ang singsíng niyá/ng babáe.
- C3 Alín ang kuwintás niyá?
Iyón ang kuwintás niyá.

SUBSTITUTION DRILL

A. Alin ang libro mo?

<u>Cue</u>	<u>Response</u>	
sílya	Alin ang silya mo?	chair
silíd	Alin ang silid mo?	room
káma	Alin ang kama mo?	bed
kábinet	Alin ang kabinet mo?	
mésa	Alin ang mesa mo?	
reló	Alin ang relo mo?	

B. Alin ang kotse ni Carlos?

LESSON 15

báhay/Luz	Alin ang bahay ni Luz?	
sapátos/Zeny	Alin ang sapatos ni Zeny?	shoes
damít/Maria	Alin ang damit ni Maria?	dress
médyas/Toni	Alin ang medyas ni Toni?	socks
tsinélas/Nónong	Alin ang tsinelas ni Nonong?	slippers

C. Alin ang pantalón ng binata'? trousers

pálda/dalaga	Alin ang palda ng dalaga?	skirt
damít/bata'	Alin ang damit ng bata'?	
pitáka'/nanay	Alin ang pitaka ng nanay?	purse
tabáko/lolo	Alin ang tabako ng lolo?	cigar
anák/Kapitan del Barrio	Alin ang anak ng Kapitan del Barrio?	child
opisína/ superintendente?	Alin ang opisina ng superintendente?	

MOVING-SLOT DRILL

Model: Ito ang bahay niya.

<u>Cue</u>	<u>Response</u>
ko	Ito ang bahay <u>ko</u> .
singsing	Ito ang <u>singsing</u> ko.
iyán	<u>Iyan</u> ang singsing ko.
silid	Iyan ang <u>silid</u> ko.
estudyante	Iyan ang silid <u>ng estudyante</u> .
Binibining Bunye	Iyan ang silid <u>ni Binibining Bunye</u> .
Ginoong Rech	Iyan ang silid <u>ni Ginoong Rech</u> .
nars	Iyan ang silid <u>ng nars</u> .

CYCLE #2: Asking 'which' (plural pronouns)

M1 Alín ang silíd nátin?	Which is our (inclusive) room?
Alín ang mésa námin?	Which is our (exclusive) table?
Alín ang dormitório ninyó?	Which is your (plural) dormitory?
Alín ang báhay nilá?	Which is their house?
M2 Itó ang silíd nátin.	This is our (inclusive) room.

TAGALOG FOR BEGINNERS

Iyán ang mésa ninyó. Ang silíd bílang limá ang dormitóryo námin. Iyón ang báhay nilá.	That is your table. Room #5 is our (exclusive) dormitory. That (yonder) is their house.
--	---

- C1 Alín ang silíd nátin?
Itó ang silíd nátin.
- C2 Alín ang dormitóryo ninyó?
Ang silíd bílang limá ang dormitóryo námin.

SUBSTITUTION DRILL

Model: Ito ang silid-aralan ng mga “trainee”.

<u>Cue</u>	<u>Response</u>
natin	Ito ang silid-aralan natin.
ng mga Tagalog namin	Ito ang silid-aralan ng mga Tagalog. Ito ang silid-aralan namin.
ng mga Ilokano ninyo	Ito ang silid-aralan ng mga Ilokano. Ito ang silid-aralan ninyo.
ng mga Cebuano nila	Ito ang silid-aralan ng mga Cebuano. Ito ang silid-aralan nila.
ng mga guro’ nila	Ito ang silid-aralan ng mga guro’. Ito ang silid-aralan nila.

TRANSFORMATION DRILL

Convert the responses in the preceding exercise to questions using the interrogative word alin.

Examples

R: Ito ang silid-aralan ng mga “trainee”.
Q: Alin ang silid-aralan ng mga “trainee”?

R: Ito ang silid-aralan natin.
Q: Alin ang silid-aralan natin?

LESSON 15

QUESTION-AND-ANSWER DRILL

Conduct a chain drill asking and answering questions with alin and a ng-phrase or a plural ng-pronoun.

Example

- S1 Alin ang banyo ng mga lalaki?
- S2 Iyan ang banyo ng mga lalaki.
Alin ang dormitoryo ng mga may asawa?
- S3 Iyon ang dormitoryo nila.
Alin ang mesa natin sa kapetirya?
- S4 Ang bilang tatlo ang mesa natin.

At iba pa.

CYCLE #3: Asking 'whose...'

- | | |
|---|-----------------------------------|
| M1 Kanínong bol pen itó? | Whose ball point pen is this? |
| Kanínong "training site" ang Pepeekéo? | Whose training site is Peepeekeo? |
| M2 Bolpen ni Laúro iyán. | That is Lauro's ball point pen. |
| Bolpen ng sekretárya iyán. | That is the secretary's pen. |
| Bolpen niyá iyán. | That is his/her pen. |
| "Training site" ng | Peepeekeo is the training |
| "Philippines 27" ang | site of Philippines 27. |
| Pepeekéo. | |
| C1 Kanínong bolpen itó? | |
| Bolpen ni Laúro iyán. | |
| C2 Kanínong "training site" ang Pepeekéo? | |
| "Training site" ng "Philippines 27" ang Pepeekéo. | |

MOVING SLOT DRILL

Model: "Training site" ng "Philippines 27" ang Peepeekeo.

Cue

Response

TAGALOG FOR BEGINNERS

ng "Thailand"	"Training site" ng " <u>Thailand</u> " ang Pepeekeo.
ng "Malaysia"	"Training site" ng " <u>Malaysia</u> " ang Pepeekeo.
ang Hilo	"Training site" ng "Malaysia" <u>ang Hilo</u> .
ang Ookala	"Training site" ng "Malaysia" <u>ang Ookala</u> .
ang Honohina	"Training site" ng "Malaysia" <u>ang Honohina</u> .
ng "Philippines 25"	"Training site" ng " <u>Philippines 25</u> " ang Honohina.
ang Kohala	"Training site" ng "Philippines 25" <u>ang Kohala</u> .

SUBSTITUTION DRILL

Model: Kaninong paaralan ang Pepeekeo?

<u>Cue</u>	<u>Response</u>
Kohala	Kaninong paaralan ang Kohala?
Hilo	Kaninong paaralan ang Hilo?
Honohina	Kaninong paaralan ang Hinohina?
Waimea	Kaninong paaralan ang Waimea?
Honomu	Kaninong paaralan ang Honomu?
Molokai	Kaninong paaralan ang Molokai?
Ewa	Kaninong paaralan ang Ewa?
Ookala	Kaninong paaralan ang Ookala?

QUESTION-AND-ANSWER DRILL

- A. Ask the questions in the preceding drill and respond to them with the ng-pronouns nátin, námin, ninyó, nilá or the appropriate Peace Corps training project as cued by the teacher.

Example

Q: Kaninong paaralan ang Pepeekeo?

R: Paaralan natin ang Pepeekeo.

Q: Kaninong paaralan ang Hilo?

R: Paaralan ng "Malaysia 20" ang Hilo./Paaralan nila ang Hilo.

- B. Do a chain drill asking similar questions about other topics, e.g. associating a country with one of its well-known figures.

Example

LESSON 15

- S1 Kaninong “tape recorder” iyan?
- S2 “Tape recorder” ni Roberto ito.
Kaninong tindahan ang “Carvalho Store”?
- S3 Tindahan nina Paul at Myrtle iyon.
Kaninong bayan ang Iran?
- S4 Bayan ni Fara Diva ang Iran.
Kaninong bayan ang Cuba?
- S5 Bayan ni Fidel Castro ang Cuba.

CUMULATIVE DIALOGUES

1. A PCV talks to a friend about a baptism

- A1 Nárdo, tulúngan mo namán akó. Nardo, I need your help./Please help me.
- B1 Anó iyón? What about?
- A2 Nínong daw akó sa binyág. I am to be a godfather at a baptism.
- B2 Kanínong anak ang bibinyagán? Whose child will be baptized?
- A3 Anák niná Mang Enténg at Áling Imang. Mang Enteng and Aling Imang’s child.
- B3 Síno bang Mang Enténg iyón? Who is Mang Enteng?
- A4 Si Mang Enténg ang sástre sa báyan. The tailor in town.
- B4 A, óo. Kailán daw ang binyág? Oh, yes. When is the baptism?
- A5 Sa a-beýnte-kuwátro ng buwáng itó. Puwéde bang samá-han mo akóng bumilí ng regálo ngayón? On the 24th of this month. Can you come with me now to choose a gift?
- B5 Abá, óo, iyón lang palá. Basta ikáw. Certainly, is that all? Anything for you, pal./Anytime. (Lit.: If it’s you...)

2. At the bus station

- A1 Alín ba ang bus nátin? Which is our bus?

TAGALOG FOR BEGINNERS

- | | | |
|----|---|---|
| B1 | Iyóng may “signboard” na Calámba. Sumakáy na táyo agád at aalis na yáta’. | That one with the sign (board) ‘Calamba’. Let’s (get a)board. It looks like it’s ready to leave. |
| A2 | Óo, nga’. Nakú, ang bigát namán nitóng “bag”! Kaníno ba itó? Anó ba ang lamán nitó? | Yes, indeed! Wow, this bag sure is heavy! Whose is this? What’s in it? (Lit.: What are its contents?) |
| B2 | “Bag” nátin iyán. Mga manggá iyán, regálo ng mga gúro sa eskuwéla. | That’s ours. It contains mangoes, a gift from the teachers at school. |

VOCABULARY

(a-)alís	will leave; will depart
agád	immediately; at once
alín	which; which one
bigát	heavy
(bi-)binyag(-án)	to baptize someone
binyág	baptism
dormitório	dormitory; rooming house
kábinet	cabinet; dresser
káma	bed
kaníno	whose
kuwintás	necklace
lamán	contents
médyas	socks; stockings
nakú	an interjection derived from <u>Nánay ko!</u> ‘My mother!’
niná	plural form of <u>ni</u>
nínong	godfather; feminine form is <u>nínang</u>
pálda	skirt
pitáka’	wallet; billfold; purse
regálo	gift; present
reló/relós	watch; clock
samá(-han)	to accompany someone
sapátos	shoes
singsíng	ring
s(-um-)akáy	to ride; to board a vehicle
tabáko	cigar
tsinélas	slippers
tulúng(-an)	to help someone

LESSON 15

GRAMMAR NOTES

1. Questions introduced by the interrogative word alin 'which' are answered by definite statements beginning with ito/iyon/iyon.

2. Kanino 'whose' questions are answered by Ng- phrases or their substitutes to indicate possession.

The following gives a summary of the Ng-phrase markers, Ng-pronouns, and Ng-demonstratives.

	<u>Singular</u>	<u>Plural</u>
1. <u>Ng</u> -phrase markers		
a. Common noun	<u>ng</u> babae	<u>ng</u> mga babae
b. Personal proper noun	<u>ni</u> Daniel	<u>nina</u> Daniel
2. <u>Ng</u> -pronouns		
a. 1st Person	ko	namin (exclusive) natin (inclusive)
b. 2nd Person	mo	ninyo
c. 3rd Person	niya	nila
3. <u>Ng</u> -demonstratives		
a. 'of this'/these	nito	ng mga ito
b. 'of that'/those	niyan	ng mga iyan
c. 'of that, yonder'/those, yonder	noon/ niyon	ng mga iyon

Remember that the Ng-set functions as the actor in the sentence when the actor is not in a focused relation with the verb. The possessive function of the Ng-set can be identified from that of actor by the occurrence of the preceding possessed noun.

Example

Actor:	Ano ang ginawa	mo? ni Luis? ng pulis?
Possessor:	Ito ang relo	ko. ni Luis. ng pulis.

LESSON 16

Request form pakí-

Introduction of the In-verbs

Commands in the negative form with huwág

CYCLE #1: Requesting for something

M1 Pakiabót mo nga ang tóyo'. Please hand (pass) the soy sauce.

Pakikópya nga ninyó ang leksiyón. Please copy the lesson.

M2 O, héto. Here it is.

(Iyón lang palá, eh.)
Ópo'./Óho'. Yes, sir.

C1 Pakiabót mo nga ang tóyo'.

O, héto.

C2 Pakikópya ninyó ang leksiyón.

Óho'.

SUBSTITUTION DRILL

Model: Pakiabot mo nga ang asín.

Cue

Response

abót/pamintá

Pakiabot mo nga ang paminta.

lúto'/úlam

Pakiluto mo nga ang ulam.

kúha/pamburá

Pakikuha mo nga ang pambura.

línis/sahíg

Pakilinis mo nga ang sahig.

bása/leksiyón

Pakibasa mo nga ang leksiyon.

MOVING-SLOT DRILL

Model: Pakiabot mo nga ang kánin.

Cue

Response

LESSON 16

asúkal	sugar	Pakiabot mo nga ang <u>asukal</u> .
úlam	main dish	Pakiabot mo nga ang <u>ulam</u> .
lúto'	cook	Pakiluto mo nga ang ulam.
itlóg	egg	Pakiluto mo nga ang <u>itlog</u> .
kánin	rice	Pakiluto mo nga ang <u>kanin</u> .
kúha	get	Pakikuha mo nga ang kanin.

CHAIN DRILL

S1 Pakiabot mo nga ang asin.

S2 Heto.

S1 Salamat.

S2 Walang anumán.

(Substitute for asin: tóyo', asúkal, kapé, dyus, túbig, kánin)

CYCLE #2: Giving commands

- M1 Linísin mo ang pisára. (You) (singular) Clean the board.
Kúnin ninyó ang libró (You) (plural) Get your books.
ninyó.

M2 (Act out the command.)
Student cleans the board.
All the students get their books.

C1 Linísin mo ang pisára.
(Student cleans the board.)
(All the students get their books.)

SUBSTITUTION DRILL

Model: Basahin mo ang libro.

<u>Cue</u>	<u>Response</u>
kaínin/manggá	Kainin mo ang mangga.
lutúin/úlam	Lutuin mo ang ulam.
inumín/kapé	Inumin mo ang kape.
kúnin/reló	Kunin mo ang relo.
kópyahin/súlat	Kopyahin mo ang sulat.
bilhín/singsing	Bilhin mo ang singsing.

TAGALOG FOR BEGINNERS

EXPANSION DRILL

Expand the model sentences by adding the cues given.

A. Basahin mo.

<u>Cue</u>	<u>Response</u>
ang libro	Basahin mo <u>ang libro</u> .
sa aklatan	Basahin mo ang libro <u>sa aklatan</u> .
mamayang gabi	Basahin mo ang libro sa aklatan <u>mamayang gabi</u> .

B. Kunin ninyo.

<u>Cue</u>	<u>Response</u>
ang papel	Kunin ninyo ang papel.
sa dormitoryo	Kunin ninyo ang papel sa dormitoryo.
ngayong hapon	Kunin ninyo ang papel sa dormitoryo ngayong hapon.

C. Bilhin mo.

<u>Cue</u>	<u>Response</u>
ang kuwintas	Bilhin mo ang kuwintas.
sa tindahan	Bilhin mo ang kuwintas sa tindahan.
sa Hilo	Bilhin mo ang kuwintas sa tindahan sa Hilo.
bukas	Bilhin mo ang kuwintas sa tindahan sa Hilo bukas.

MOVING-SLOT DRILL

Model: Kunin mo ang pera sa dormitoryo mamaya'.

<u>Cue</u>	<u>Response</u>
bukas	Kunin mo ang pera sa dormitoryo <u>bukas</u> .
ninyo	Kunin <u>ninyo</u> ang pera sa dormitoryo bukas.
pantalón	Kunin ninyo ang <u>pantalón</u> sa dormitoryo bukas.
bayán	Kunin ninyo ang pantalón sa <u>bayán</u> bukas.
bilhin	<u>Bilhin</u> ninyo ang pantalón sa bayan bukas.

LESSON 16

CYCLE #3: Giving negative commands

- M1 Huwág mong inumín ang kapé. Don't drink the coffee.
Inumín mo ang gátas. Drink the milk.
Kainin mo ang manggá. Eat the mango.
Huwág mong kainin ang pinya. Don't eat the pineapple.
- M2 Óo. Yes.
Bákit? Why?
- C1 Huwág mong inumín ang kapé.
Inumín mo ang gátas.
Óo.
- C2 Kainin mo ang manggá.
Huwág mong kainin ang pinya.
Bákit?
Maásim ang pinya.

TRANSFORMATION DRILL

Convert the following commands to their negative forms.

- A. Abutin mo ang toyo'. Huwag mong abutin ang toyo.
Lutuin mo ang ulam. Huwag mong lutuin ang ulam.
Kunin mo ang silya. Huwag mong kunin ang silya.
Basahin mo ang sulat. Huwag mong basahin ang silya.
Kopyahin mo ang leksiyon. Huwag mong kopyahin ang leksiyon.
Linisin mo ang silid. Huwag mong linisin ang silid.
Bilhin mo ang tabako. Huwag mong bilhin ang tabako.
Linisin mo ang pisara. Huwag mong linisin ang pisara.
Kainin mo ang tinapay. Huwag mong kainin ang tinapay.
Inumin mo ang tubig. Huwag mong inumin ang tubig.
- B. Change mo to ninyo in the cue sentences in A.
- C. Tumayo ka. Huwag kang tumayo.
Umupo ka. Huwag kang umupo.
Kumanta ka. Huwag kang kumanta.
Sumayaw ka. Huwag kang sumayaw.
Umalis ka. Huwag kang umalis.
Tumakbo ka. Huwag kang tumakbo.
Tumalon ka. Huwag kang tumalon.

TAGALOG FOR BEGINNERS

D. Change ka to kayo in the cue sentences in C.

CUMULATIVE DIALOGUES

1. A housewife briefs her maid on what to do

- | | | |
|----|---|---|
| A1 | Mariá. | Maria. |
| B1 | Anó po iyón? | Yes, ma'am. |
| A2 | Halíka sandalí'. Aalís múna akó. Lutúin mo ang adóbo, ha? Tápos, pakilínis mo ang kuwárto ko. | Come over here a minute. I'm leaving for a while. Please cook the adobo and then clean my room. |
| B2 | Ópo'. | Yes, ma'am. |
| A3 | Tápos, kúnin mo rin ang amerikána ni Ginoóng Réyes sa "laundry". | After that, kindly pick up Mr. Reyes' suit from the cleaners. |
| B3 | Óho', walá na ho ba? | Yes, ma'am. Anything else? |
| A4 | Iyón lang. O síge, aalís na akó. | That will be all. Goodbye. |

2. Asking a friend for help in sewing a shirt

- | | | |
|----|---|---|
| A1 | Aníta, pakitulúngan mo namán akó, o. | Anita, please help me (with this). |
| B1 | Abá, óo. Anó iyón? | Oh, certainly. What is it? |
| A2 | Masyádong maluwág itóng kamisadéntro ko. | This shirt is very loose on me. |
| B2 | Dápat eh kipútan. | It should be taken in on the sides. |
| A3 | Puwéde ba, paki-kipútan mo? | Could you please sew it for me? |
| B3 | Óo, iyón lang palá. Eh, ang manggás? | Oh, that's easy. What about the sleeves? |
| A4 | Huwág mong galawín ang monggás. Táma na iyán. | Don't touch the sleeves. They're all right. |

VOCABULARY

abót/abút	to pass; to hand over; to reach for
adóbo	a favorite Filipino meat dish cooked in a mixture of vinegar, salt, garlic, pepper and soy sauce
amerikána	suit

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asín	salt
asúkal	sugar
bilhín	comes from <u>bilí</u> 'to buy'
dápat	must; should; ought to
galaw(-ín)	comes from <u>galáw</u> 'to touch; to move'
gátas	milk
inum(-ín)	comes from <u>inúm</u> 'to drink'
itlóg	egg
kamisadéntro	shirt
kánin	cooked rice
kipút(-an)	to take in (in sewing); to make tighter
kópya	to copy
kúnin	comes from <u>kúha</u> 'to get, to take'
kuwárto	room
leksiyón	lesson
línis	to clean; to clean up
lúto'	to cook
maásim	sour
maluwág	loose
manggás	sleeves
masyádo(-ng)	very; exceedingly
múna	for a while; just a minute; before anything else
ngayón(-g)	today; now; as in <u>ngayóng hápon</u> 'this afternoon'
pakí-	a verbal affix which makes the verb stem a request form
pamburá	eraser
pamintá	pepper
pinya	pineapple
sahíg	floor
sandalí'	a moment; a minute
tinápay	bread; cookies
tóyo'	soy sauce
túbig	water
úlam	main dish; (viand, as used in the Philippines)
waláng	You're welcome
anumán	

GRAMMAR NOTES

1. The request form paki-

TAGALOG FOR BEGINNERS

The verbal prefix paki- and the particle nga denote a request roughly equivalent to 'please' in English. The topic or focus of a paki-verb may be any semantic element other than the actor, such as object or goal. This topic is marked by ang. The actor of a paki-verb on the other hand, is always in a non-focus relation with the verb. Hence, the actor is denoted by the ng-pronouns.

Examples

<u>Comment</u>		<u>Topic</u>
<u>Goal-focus Verb</u>	+ <u>Actor</u>	+ <u>Goal</u>
Pakiabot	$\left[\begin{array}{l} \text{mo (nga)} \\ \text{(nga) ninyo} \end{array} \right]$	ang libro.

Note the occurrence of mo before nga and ninyo after nga. (Compare with ka ba and ba kayo.)

Requests of this form are usually said with a rising intonation.

2. Commands using in-verbs

Like paki-, the -in verbal affix indicates that the object of the sentence is in focus. Note the use of the topic marker ang before the object or goal, and the corresponding Ng- pronoun form of the non-focused actor in the sentences below.

Examples

<u>In-verb</u>	+ <u>Actor</u>	+ <u>Goal</u>
Linisin	mo	ang pisara.
Kunin	ninyo	ang mesa.

The command forms of most verbs in this lesson are formed by adding the suffix -in to the word base, e.g. linis + -in = linisin, luto' + -in = lutuin. Note that -in is affixed to word bases ending in consonants which includes the glottal stop (').

In certain environments, the affix -in or the word base + -in take alternate forms.

a. When -in follows a vowel sound, -in becomes hin.

Examples

bása + -in = basáhin

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kópya + -in = kópyahin

b. In most cases the word base stress shifts to the next syllable after -in or -hin is affixed. This can be noted in the preceding examples except in the word kopyahin which is a Spanish borrowing.

c. There are some word bases that drop their final vowels when the -hin is affixed.

Examples

bilí + -in = bilihín → bilhín
dalá + -in = dalahín → dalhín

d. Another modified form is exemplified by the verb stem kunin. This form is derived from kuha + -in which by rule (a) is kuhahin. Rule (c) deletes the vowel a, hh become h, and, possibly, h is influenced by the final n resulting in kunin.

3. Negative commands

Huwag instead of hindi' is used for negative commands.

a. Huwag + In-verbs

Huwag when occurring with In-verbs requires the use of the linker -ng suffixed to the Ng-pronoun actor.

Example

Positive Command

<u>In-verb</u>	+	<u>Ng-pronoun</u>	+	<u>Goal</u>
Inumin		[^{mo} ninyo]		ang gatas.

Negative Command

Huwag + Ng-pronoun + -ng + <u>In-verb</u> + Goal			
Huwag	[^{mong} ninyong]	inumin	ang gatas.

It is important to note the inversion of the position of the pronoun and the verb in the negative command.

b. Huwag + Um-verbs

TAGALOG FOR BEGINNERS

As in (a), the second person Ang-pronoun actor also takes the linker -ng when occurring between huwag and the Um-verb.

Examples

Positive Command

<u>Um-verb</u>	+	<u>Ang-pronoun</u>
Tumayo		ka.

Negative Command

<u>Huwag</u>	+	<u>Ang-pronoun</u>	+	<u>-ng</u>	+	<u>Um-verb</u>
Huwag		kang				tumayo.

LESSON 17

Introduction of the Mag- and Ma-verbs

The negative marker huwág with Mag- and Ma-verbs

CYCLE #1: Asking what one did

- | | | |
|----|--|--|
| M1 | Anó ang ginawá mo?
Anó ang ginawá ninyó? | What did you (singular) do?
What did you (plural) do? |
| M2 | Nag-áral akó ng leksiyón.
I studied the lesson. | Natúlog kamí.
We slept. |
| C1 | Anó ang ginawá mo?
Nag-áral akó ng leksiyón. | |
| C2 | Anó ang ginawá ninyó?
Natúlog kamí. | |

REPETITION DRILL

- | | |
|----------------------------|-------------------------|
| Mag-aral ka. | (You) (singular) Study. |
| Mag-aral ka ng leksiyon. | Study the lesson. |
| Mag-aral kayo. | (You) (plural) Study. |
| Mag-aral kayo ng leksiyon. | Study the lesson. |
| Magbasa ka ng leksiyon.* | Read the lesson. |
| Maglaba ka ng damit. | Wash the clothes. |
| Maglinis kayo ng bahay. | Clean the house. |
| Magluto kayo ng pagkain. | Cook some food. |

CONVERSION DRILL

Convert the sentences in the preceding drill to negative commands.

Example

Mag-aral ka. Huwag kang mag-aral.

* basa can take either -um- or mag-

TAGALOG FOR BEGINNERS

SUBSTITUTION DRILL

Q: Ano ang ginawa mo?
R: Nag-aral ako.

<u>Cue</u>	<u>Response</u>
basa	Nagbasa ako (ng nobela).
laba	Naglaba ako (ng damit).
linis	Naglinis ako (ng bahay).
luto	Nagluto ako (ng pagkain).
sulat	Nagsulat ako (ng liham).

TRANSFORMATION DRILL

Convert the sentences in the preceding drill to negative statements and then to questions using ka for ako.

PS: Nag-aral ako.
NS: Hindi ako nag-aral.
Q: Nag-aral ka ba?

EXPANSION DRILL

Expand the sentences in the SUBSTITUTION DRILL by adding a locative phrase and/or a time expression wherever possible.

Example

Nag-aral ako.
Nag-aral ako ng leksiyon sa aklatan kaninang tanghali'.

REPETITION DRILL

- | | |
|--|---|
| A. Matúlog kayó.
Malígo ka.
Manoód kayó.
Makiníg kayó. | Go to sleep.
Take a shower/bath.
Watch/Look/See/View.
Listen. |
| B. Huwág kayóng matúlog.
Huwág kang malígo'.
Huwág kayóng manoód.
Huwág kayóng makiníg. | Huwág kang matúlog.
Huwág kayóng malígo'.
Huwág kang manoód.
Huwág kang makiníg. |

LESSON 17

QUESTION-AND-ANSWER DRILL

Q: Ano ang ginawa mo kahapon?

A. Cue

Response

túlog
lígo
noód
kiníg

Natulog ako kahapon.
Naligo ako kahapon.
Nanood ako kahapon.
Nakinig ako kahapon.

- B. Change the question by substituting the other ng-pronouns and ng-phrases in place of mo. Replace kahápon with the following and elicit the response.

kanína
kámakalawá
noóng Sábado
noóng isáng linggó
kanínang umága
kagabí
kahápon ng umága

earlier (today)
the day before yesterday
last Saturday
last week
this morning
last night
yesterday morning

CONVERSION DRILL

- A. Convert the following commands to statements denoting completed action.

Magbasa ka.
Makinig kayo
Maglinis kayo ng kuwarto.
Manood kayo ng sine.
Mag-aral ka ng leksiyon sa Tagalog.
Maglaba ka ng damit sa bayan bukas.

Nagbasa ako.
Nakinig kami.
Naglinis kami ng kuwarto.
Nanood kami ng sine.
Nag-aral ako ng leksiyon sa Tagalog.
Naglaba ako ng damit sa bayan kahapon.

- B. Convert the preceding commands to negative commands, then to negative statements using the past form of the verb.

Example

Magbasa ka.
Huwag kang magbasa.

Hindi ako nagbasa.

TAGALOG FOR BEGINNERS

CUMULATIVE DIALOGUE

- | | | |
|----|---|---|
| A1 | Téna manoód ng síne mamayá ng gabí. | Let's go see a movie tonight. |
| B1 | Saán? | Where at? |
| A2 | Diyán, sa Palace Theatre. | The Palace Theatre. |
| B2 | Anó ba ang palabás? | What's showing? |
| A3 | Tagalog daw, 'Kundíman ng Lahi'. | A Tagalog picture, "Kundiman ng Lahi". |
| B3 | Magandá kayá iyón? Baká hindi nátin maintíndihán. | Is it good? We may not understand it. |
| A4 | Éwan ko lang. Makiníg táyong mabúti. | I don't know. We'll have to listen closely. |
| B4 | Isáma nátin si Diana, ha? | Let's take Diana along. |
| A5 | O, síge. | Okay. |

VOCABULARY

éwan	don't know; derived from <u>aywán</u> ; <u>éwan ko</u> means 'I don't know'
(i-)sáma	to take along; to go with
kagabí	last night
kamakalawá	day before yesterday
kanína	a while ago; earlier
líham	letter
(mag-)áral	to study
(mag-)labá	to wash clothes; to do the laundry
(má-)intindi(-hán)	to be able to understand; to be able to comprehend
(ma-)kiníg	to listen
(ma-)lígo'	to bathe
(ma-)noód	to watch; to view
(ma-)túlog	to sleep
nobéla	novel
noón(-g)	past time expression marker meaning 'last' or 'then'; <u>noóng Linggó</u> means 'last Sunday'
palabás	show; film
síne	movies

GRAMMAR NOTES

1. The affix mag-

LESSON 17

Mag- usually marks the verb as transitive, that is, requiring an object. The initial m- denotes an action not begun. When the action begins or has begun, m- becomes n-.

Examples

Action not begun

mag-aral
magbasa
maglaba

Action begun

nag-aral
nagbasa
naglaba

The word base basa takes either the um- or mag- affix without any appreciable difference in meaning. However, um- often occurs with intransitive verbs, while mag- with transitive.

2. The affix ma-

Ma- usually occurs with an intransitive verb. Like mag-, the change of m- to n- indicates action already begun.

Examples

Action not begun

matulog
maligo'

Action begun

natulog
naligo'

3. Um-, mag-, and ma- verbs are actor-focused. This means the actor is the topic or the subject of the sentence. The topic of the sentence may be any of the following forms.

	<u>Singular</u>	<u>Plural</u>
1. <u>Ang-phrase</u>		
a. Common noun	ang + Noun	ang + mga + Noun
b. Personal proper noun	si + Name	sina + Name
2. <u>Ang-pronouns</u>		
a. 1st person	ako	kami (exclusive) tayo (inclusive)
b. 2nd person	ka	kayo
c. 3rd person	siya	silá
3. <u>Ang-demonstratives</u>		
a. 'this'	ito	ang mga ito

TAGALOG FOR BEGINNERS

b. 'that'	iyang	ang mga iyang
c. 'that, yonder'	iyon/yaon	ang mga iyon/yaon

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$\left[\begin{array}{c} \text{Gustó} \\ \text{Áyaw} \end{array} \right] + \text{Ng-phrase} + \left[\begin{array}{c} \text{-um-} \\ \text{mag-} \\ \text{ma-} \end{array} \right] \text{ verb}$

CYCLE #1: What one wants or doesn't want to do

- | | | |
|----|--------------------------------|---------------------------------|
| M1 | Anó ang gustó mong gawín? | What do you want to do? |
| | Anó ang gustó ni Élsang gawín? | What does Elsa want to do? |
| | Anó ang gustó ng batang gawín? | What does the child want to do? |
| | Anó ang áyaw mong gawín? | What don't you like to do? |

- | | | |
|----|-------------------------------------|--------------------------------|
| M2 | Gustó kong lumangóy. | I want to swim. |
| | Gustó ni Élsang mag-áral ng Alemán. | Elsa wants to study German. |
| | Gustó ni Ric (na) manoód ng síne. | Ric wants to go to the movies. |
| | Áyaw kong maglabá ng damít. | I don't like to wash clothes. |

- C1 Anó ang gustó mong gawín?
Gustó kong lumangóy.
- C2 Anó ang gustó ni Élsang gawín?
Gustó niyang mag-áral ng Alemán.
- C3 Anó ang gustó ng batang gawín?
Gustó ni Ric (na)/niyang manoód ng síne.
- C4 Anó ang áyaw mong gawín?
Áyaw kong maglabá ng damít.

SUBSTITUTION DRILL

(Note the linker -ng between the ng-phrase or the ng- pronoun and the verb.)

A. Gusto kong lumangoy.

TAGALOG FOR BEGINNERS

<u>Cue</u>	<u>Response</u>
mo	Gusto mong lumangoy.
niya	Gusto niyang lumangoy.
natin	Gusto nating lumangoy.
namin	Gusto naming lumangoy.
ninyo	Gusto ninyong lumangoy.
nila	Gusto nilang lumangoy.
ng bata	Gusto ng batang lumangoy.
ng babae	Gusto ng babaeng lumangoy.
ni Pedro	Gusto ni Pedrong lumangoy.
ni Bert	Gusto ni Bert (na) lumangoy.

B. Gusto kong lumangoy.

Use the cues in (A) with each of the following verbs.

mag-aral
maligo
manood ng sine
sumayaw ng “frug”

SUBSTITUTION DRILL

Model: Gusto niyang sumulat.

<u>Cue</u>		<u>Response</u>
A. inom	drink	Gusto niyang <u>uminom</u> .
kain	eat	Gusto niyang kumain.
bilang	count	Gusto niyang bumilang.
kanta	sing	Gusto niyang kumanta.
lakad	walk	Gusto niyang lumakad.
takbo	run	Gusto niyang tumakbo.
upo	sit	Gusto niyang umupo.
tayo'	stand	Gusto niyang tumayo'.
labas	go out	Gusto niyang lumabas.
pasok	enter	Gusto niyang pumasok.
alis	leave	Gusto niyang umalis.
basa	read	Gusto niyang bumasa.
B. linis	clean	Gusto niyang <u>maglinis</u> .
laba	wash (clothes)	Gusto niyang maglaba.
luto'	cook	Gusto niyang magluto'.
laro'	play	Gusto niyang maglaro'.

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aral	study	Gusto niyang mag-aral.
pasyal	take a walk	Gusto niyang magpasyal.
turo'	teach	Gusto niyang magturo'.
trabaho	work	Gusto niyang magtrabaho.
salita'	speak	Gusto niyang magsalita'.

C. nood	view	Gusto niyang <u>manood</u> .
tulog	sleep	Gusto niyang matulog.
ligo'	bathe	Gusto niyang maligo'.
tuto	learn	Gusto niyang matuto.
kinig	listen	Gusto niyang makinig.

TRANSFORMATION DRILL

Express the sentences in the preceding drill in the negative using áyaw in place of gustó.

Example

Affirmative: Gusto niyang sumulat.

Negative: Ayaw niyang sumulat.

CONVERSION DRILL

Convert the following sentences into questions. Note the shift in occurrence of the linker -ng.

Gusto mong lumangoy.	Gusto mo bang lumangoy?
Gusto niyang lumangoy.	Gusto ba niyang lumangoy?
Gusto nilang lumangoy.	Gusto ba nilang lumangoy?
Gusto ng batang mag-aral.	Gusto ba ng batang mag-aral?
Gusto ng babaeng mag-aral.	Gusto ba ng babaeng mag-aral?
Gusto ni Pedrong mag-aral.	Gusto ba ni Pedrong mag-aral?
Gusto ni Bert (na) mag-aral.	Gusto ba ni Bert (na) mag-aral?
Gusto ninyong maligo sa tabing-dagat.	Gusto ba ninyong maligo sa tabing-dagat?
Gusto mong maligo sa tabing-dagat.	Gusto mo bang maligo sa tabing-dagat?
Gusto ng dalagang maligo sa tabing-dagat.	Gusto ba ng dalagang maligo sa tabing-dagat?
Gusto ng binatang maligo sa tabing-dagat.	Gusto ba ng binatang maligo sa tabing-dagat?

TAGALOG FOR BEGINNERS

QUESTION-AND-ANSWER DRILL

Ask the questions in the preceding drill. Respond first in the affirmative, then in the negative using áyaw.

Example

Gusto mo bang lumangoy? A: Oo, gusto kong lumangoy.

N: Ayoko.*
Ayokong lumangoy.

CUED-RESPONSE DRILL

Give the negative ayaw equivalents for the model sentences, substituting the underlined words with other appropriate expressions.

Gusto kong kumain ng <u>adobo</u> .	Ayaw kong kumain ng <u>isdá'</u> .
Gusto kong uminom ng <u>gatas</u> .	Ayaw kong uminom ng <u>serbésa</u> .
Gusto kong bumasa ng <u>dyáryo</u> .	Ayaw kong bumasa ng <u>nobéla</u> .
Gusto nilang pumunta sa <u>restawrán</u> .	Ayaw nilang pumunta sa <u>simbáhan</u> .
Gusto ni Lorenzong maglaro ng <u>basketbol</u> .	Ayaw ni Lorenzong maglaro ng <u>pingpong</u> .
Gusto ng PCVing magturo ng " <u>Math</u> ".	Ayaw ng PCVing magturo ng <u>Inggles</u> .
Gusto naming magpasyal sa <u> bayan</u> .	Ayaw namang magpasyal sa <u>bundók</u> .
Gusto ng mga "trainee"-ng manood ng <u>laró'</u> .	Ayaw ng mga "trainee"-ng manood ng <u>programa</u> .

CUMULATIVE EXERCISE

- A. Talk about your favorite character. Describe his likes and dislikes by using gusto and ayaw.
- B. Guessing Game

* Contracted form of ayaw ko.

LESSON 18

Describe an outstanding character in class or in the training site, or a national or international figure, and have the class guess who he/she is.

CYCLE #2: Asking questions in the negative

- M1 Áyaw mo bang kumáin ng balút? Don't you want to eat balut?
- M2 Óo, ayókong kumáin ng balút. (Yes), I don't want to eat balut.
Hindi', gustó kong kumáin ng balút. (No), I want to eat balut.
- C1 Áyaw mo bang kumáin ng balút?
Óo, ayókong kumáin ng balút.
- C2 Áyaw mo bang kumáin ng balút?
Hindi', gustó kong kumáin ng balút.

QUESTION-AND-ANSWER AND TRANSFORMATION DRILL

Respond to the following negative questions with áyaw and gustó.

A. Example

- T Ayaw mo bang kumain ng bagoong?
S1 Oo, ayaw kong kumain ng bagoong.
S2 Hindi', gusto kong kumain ng bagoong.

Questions

- Ayaw mo bang pumunta sa tabing-dagat?
Ayaw mo bang sumakay sa bus?
Ayaw mo bang tumakbo sa kalye?
Ayaw mo bang sumulat ng kuwento?
Ayaw mo bang bumili ng sapatos?
Ayaw mo bang uminom ng serbesa?

B. Example

- T Ayaw ba ni Joseng maglinis ng bahay?
S1 Oo, ayaw ni Joseng maglinis ng bahay.
S2 Hindi', gusto ni Joseng maglinis ng bahay.

TAGALOG FOR BEGINNERS

Questions

Ayaw ba ng batang magsalita ng Inggles?
Ayaw ba ng batang mag-aral ng sayaw?
Ayaw ba ng batang magluto ng “steak”?
Ayaw ba ng batang magturo ng laro’?
Ayaw ba ng batang maglaro ng bola?
Ayaw ba ng batang maglaba ng pantalon?

C. Example

T Ayaw mo bang uminom ng tubig?
S1 Oo, ayaw kong uminom ng tubig.
S2 Hindi’, gusto kong uminom ng tubig.

Questions

Ayaw mo bang magluto ng ulam?
Ayaw ba niyang bumili ng prutas?
Ayaw ba nilang kumain ng sorbetes?
Ayaw ba ninyong sumayaw ng ‘Tinikling’?
Ayaw ba nilang kumanta ng ‘Bahay Kubo’?
Ayaw ba ni Daniel (na) mag-aral ng ‘Cha-cha’?
Ayaw ba ni Boy (na) maglaro ng “football”?

CUMULATIVE DIALOGUES

1. Persuading a friend

A1 Gustó mo bang mag-pasyál sa karnabál?	Would you like to go to the carnival?
B1 Ayóko, marámi akóng trabáho.	No, thanks. I have a lot of work to do.
A2 Síge na. Haráming palabás doón.	Oh, come on. There are a number of interesting shows on.
B2 Sóri na lang. Talagáng hindi akó puwéde. Bísing-bísi akó, eh.	I’m sorry. I really can’t.

2. Declining a task

LESSON 18

<p>A1 O héto na ang manók. Patayín na nátin.</p> <p>B1 Ikáw na.</p> <p>A2 Bákit, áyaw mo bang mag-“practise” magpatáy ng manók?</p> <p>B2 Óo, ayóko.</p> <p>A3 Bákit?</p> <p>B3 Naaáwa akó, eh.</p>	<p>Here’s the chicken. Let’s get it dressed.</p> <p>You do it.</p> <p>Why, don’t you want to get experience in killing a chicken?</p> <p>No, I don’t.</p> <p>Why?</p> <p>I feel sorry for the chicken.</p>
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VOCABULARY

Alemán	German
áyaw	don’t want; dislike
bagoóng	salted fish or shrimp sauce; anchovies
balút	fertilized duck’s egg which is a native delicacy
bóla	ball
bundók	mountain
dyáryo	newspaper
gawín	to do
gustó	to want; like
isdá’	fish
kálye	road; street
karnabál	carnival; fair
kuwénto	story; narration
laró’	game
l(-um-)angóy	to swim
(mag-)laró’	to play
(mag-)pasyál	to take a walk; to walk or stroll leisurely
(mag-)patáy	to kill; to slaughter
(mag-)salitá’	to speak; to talk; to speak out
(mag-)trabáho	to work
(mag-)túro’	to teach
manók	chicken
(na-a-)áwa’	to take pity; to feel sorry for
programa	program
prútas	fruit
restawrán	restaurant
serbésa	beer
simbáhan	church
sorbétes	ice cream

TAGALOG FOR BEGINNERS

GRAMMAR NOTES

1. Gusto is a pseudo-verb in the sense that it is usually uninflected. It is often followed by a Ng-phrase or its substitute. Gusto may occur with another verb, the latter being in the infinitive form, for example, bumasa, magluto, matulog. The linker na or -ng always occurs between this verb and the word that precedes it.

2. Ayaw is the negative form of gusto. As in a gusto sentence, the verb that follows ayaw is in its infinitive form. The linker na/-ng also occurs between the verb and the word that precedes it.

Examples

Pseudo-verb	Ng-construction (Actor)	ba	Infinitive form of Verb	Non-actor complements
Gusto	[kong ng batang]		[lumangoy maligo']	
Ayaw	[ni Pedrong nina Bert na mo]	bang	[mag-aral maglaro' magpasyal]	sa bundok ng isda'
	Ayokong		kumain	

Ayoko is a contraction of ayaw + ko.

3. The affirmative response to an ayaw question is Oo, ayaw kong... and the negative response is Hindi, gusto kong... In Tagalog 'yes' and 'no' agree or disagree with the negative question rather than the responses as in English.

4. Note that in the gusto/ayaw sentences above no element is marked as the topic. This is another instance of a topicless sentence.

LESSON 19

$\begin{bmatrix} \text{Gustó} \\ \text{Ayaw} \end{bmatrix} + \text{Ng-phrase} + \text{In-verb} + \text{Ang-phrase}$

Introduction of the I-verb

CYCLE #1: What one wants or doesn't want to do with something

M1 Anó ang gustó mong kúnin? What do you want to get?

M2 Gustó kong kúnin ang libró. I want to get the book.

Ayókong kúnin ang dyáryo. I don't want to get the newspapers.

C1 Anó ang gustó mong kúnin?
Gustó kong kúnin ang libró.
Ayókong kúnin ang dyáryo.

REPETITION DRILL

- A. Gustó kong inumín ang túbig.
Gustó kong basáhin ang nobéla.
Gustó kong lutúin ang úlam.
Gustó kong arálin ang sayáw.
Gustó kong bilhín ang prútas.
Gustó kong kaínin ang sorbétes.
Gustó kong laruín ang "ténis".
Gustó kong sayawín ang 'Tiniklín'.

- B. Change the preceding sentences to the negative, using áyaw in place of gustó.

SUBSTITUTION DRILL

- A. Gusto kong sayawin ang 'Tinikling'.

TAGALOG FOR BEGINNERS

<u>Cue</u>	<u>Response</u>
"twist"	Gusto kong sayawin ang "twist".
"jerk"	Gusto kong sayawin ang "jerk".
"soul"	Gusto kong sayawin ang "soul".

B. Gusto ni Rosang basahin ang nobela.

<u>Cue</u>	<u>Response</u>
istorya	Gusto ni Rosang basahin ang istorya.
komiks	Gusto ni Rosang basahin ang komiks.
magasin	Gusto ni Rosang basahin ang magasin.
dyaryo	Gusto ni Rosang basahin ang dyaryo.

C. Gusto ng lalaking bilhin ang sigarilyo.

<u>Cue</u>	<u>Response</u>
pósporo	Gusto ng lalaking bilhin ang posporo.
serbesa	Gusto ng lalaking bilhin ang serbesa.
kamisadentro	Gusto ng lalaking bilhin ang kamisadentro.
pólo baróng	Gusto ng lalaking bilhin ang polo barong.

TRANSFORMATION DRILL

A. Change the statements in the REPETITION DRILL to Anó questions and elicit the response.

Example

Gusto kong inumin ang tubig.
Ano ang gusto mong inumin?

B. Then ask the negative form of the question with áyaw.

Example

Ano ang ayaw mong inumin?

MOVING-SLOT DRILL

Model: Gusto niyang bilhin ang kapote.

<u>Cue</u>	<u>Response</u>
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LESSON 19

gamitin	Gusto niyang <u>gamitin</u> ang kapote.
páyong	Gusto niyang gamitin ang <u>payong</u> .
ni Daniel	Gusto <u>ni Daniel</u> (na) gamitin ang payong.
ang sapatos	Gusto ni Daniel (na) gamitin ang <u>sapatos</u> .
makinilya	Gusto ni Daniel (na) gamitin ang <u>makinilya</u> .
nilang	Gusto <u>nilang</u> gamitin ang makinilya.
hiramín	Gusto nilang <u>hiramin</u> ang makinilya.

QUESTION-AND-ANSWER DRILL

Using the following verbs and nouns, ask gusto/ayaw questions with the in-form of the verb and have your classmates answer them.

Example

Gusto/Ayaw mo bang kainin ang balot?

Cues

inom/“Coke”
bili/mansanas
sayaw/“Cha-cha”
kanta/“Dahil sa Iyo”
kuha/libro
laba/damit
basa/nobela
tawag/sekretarya

CYCLE #2: Asking what one will do

- M1 Anó ang gágawin mo? What are you going to do?
- M2 Gustó kong isará ang bintána'. I want to close the window.
Isasará ko ang bintána'. I will close the window.
- C1 Anó ang gagawín mo?
Gustó kong isará ang bintána’
- C2 Anó ang gagawín mo?
Isasará ko ang bintána’.

TAGALOG FOR BEGINNERS

SUBSTITUTION DRILL

Model: Isara mo ang libro.

<u>Cue</u>		<u>Response</u>
Ibukás	open	Ibukas mo ang libro.
Ibigáy	give	Ibigay mo ang libro.
Itúro'	point to	Ituro mo ang libro.
Isaúli'	return	Isauli mo ang libro.
Ihágis	throw	Ihagis mo ang libro.
Itápon	throw away	Itapon mo ang libro.

TRANSFORMATION DRILL

Convert the following commands to gusto and ayaw questions.

Example

Isara mo ang pinto'. Gusto mo bang isara ang pinto'?
Ayaw mo bang isara ang pinto'?

Ibukas mo ang bintana'.	window
Itapon mo ang basúra.	garbage
Ibigay mo ang pera sa bata'.	money
Isauli mo ang libro sa aklatan.	
Ihagis mo ang bola sa lalaki.	hurl
Ilagay mo ang "tape recorder" sa mesa.	put/place
Ituro mo ang Iloilo sa mápa.	map
Ibigay mo ang sagót.	answer/response

CHAIN DRILL

Ask a gusto or ayaw question as in the preceding exercise. The next student answers.

CUMULATIVE DIALOGUES

1. A casual exchange between friends

A1 Hoy, Pédro. Anó, kumustá?	Hey, Pedro. How are you?
B1 Mabúti namán. Ikáw?	Fine. And you?
A2 Héto, buháy pa.	Still breathing. (Lit.: alive still.)

LESSON 19

- | | | |
|----|---|--|
| B2 | Bákit namán?
Pagód ka ba? | Why?
Are you tired? |
| A3 | Óo. Maráming trabáho. | Yeah, too much work. |
| B3 | Gustó mo bang magpasyál
sa Sábado? | How would you like to go out
on Saturday? |
| A4 | Sána. Péro gustó kong
<u>maglaró ng "golf"</u> múna. | I would. But I'd like to get in
a game of golf first. |

Vary the above dialogue by replacing the underlined words in line A4 with the following phrases or with other appropriate expressions of your own.

tapúsin ang trabáho ko
arálin ang leksiyón ko
kúnin ang pantalón ko sa sástre
basáhin ang libró ko

2. Making arrangements to borrow an article

- | | | |
|----|--|---|
| A1 | Máριο, puwéde bang
hiramín ang "record
player" ninyó? Alám mo,
may "party" sa námin sa
Sábado. | Mario, may I borrow your
record player? You know, we're
having a party at our training
"training site" site on Saturday. |
| B1 | Puwéde, bastá isaúli mo
lang agád. Kailán mo
kukúnin? | Yes, just be sure to return it
immediately. When will you
pick it up? |
| A2 | Gustó ko sana eh sa
Sábado ng umága at sa
Linggó ko isasaúli'. | I would like to pick it up on
Saturday morning and I'll
return it on Sunday. |
| B2 | Baká walá akó sa Sábado,
ilalagáy ko na lang sa
pintó at kúnin mo roón,
ha? | I may not be in on Saturday, (in
which case) I'll leave it by the
door for you (and you can get it
there, okay?) |
| A3 | O síge. Salámat. | Okay. Thanks. |

VOCABULARY

basúra	trash; garbage
bintána'	window
buháy	alive
gamít(-in)	to use
hiram(-ín)	to borrow
(i-)bukás	to open; to turn on

TAGALOG FOR BEGINNERS

(i-)hágis	to throw; to hurl
(i-)lagáy	to place; to put; to lay
(i-)sará	to close; to turn off
(i-)saúli'	to return
istória	story
(i-)tápon	to throw away; to cast aside
(i-)túro'	to point to
kapóte	raincoat
kómiks	comics
mágasin	magazine
makinílya	typewriter
mansáñas	apple
mápa	map
pagód	tired; exhausted
páyong	umbrella
péra	money
pintó'	door
pólo baróng	native-styled polo shirt
póspero	match
sagót	answer; response; reply
sigarílyo	cigarette
tapús(-in)	to finish; to put an end
táwag	to call

GRAMMAR NOTES

1. Gusto acquire a goal-topic when an i-verb occurs in the sentence. The in-verb is a goal focusing verb; i.e. the object of the verb is 'in focus' or is the topic of the sentence. The topic is then marked by ang. The following examples illustrate.

<u>Pseudo-verb</u>	<u>Actor</u>	<u>In-verb</u>	<u>Object</u>
Gusto	[kong ni Rosang ng lalaking	inumin basahin bilhin	ang tubig ang nobela ang kamisidentro
Ayaw	mo bang	hiramin	ang libro

2. The affix i- also focuses on the goal as seen in the following examples.

Ibukas mo ang pinto'.
Gusto kong isara ang radyo.
Ayaw mo bang ibukas ang bintana'?

LESSON 19

There are generally fewer verbs that have i- as a goal-focus marker than those that have -in.

LESSON 20

$\left[\begin{array}{c} \text{Gusto} \\ \text{Ayaw} \end{array} \right] + \text{Ng-phrase} + \text{Ng-phrase}$

CYCLE #1: What things or objects one wants or doesn't want

- M1 Anó ang gustó mo? What do you want/like?
Anóng pagkáin ang áyaw niyá? What food doesn't he/she want/like?
- M2 Gustó ko ng damit. I'd like a dress./I want a dress.
Áyaw niyá ng gúlay at bagoóng. He doesn't like vegetables and bagoong.
- C1 Anó ang gustó mo?
Gustó ko ng damit.
- C2 Anóng pagkáin ang áyaw niyá?
Áyaw niyá ng gúlay at bagoóng.

SUBSTITUTION DRILL

A. Gusto ko ng damit.

<u>Cue</u>	<u>Response</u>
sapatos	Gusto ko ng sapatos.
"bag"	Gusto ko ng "bag".
"polo shirt"	Gusto ko ng "polo shirt".
tsinelas	Gusto ko ng tsinelas.
"coke"	Gusto ko ng "coke".
sorbetes	Gusto ko ng sorbetes.
tinapay	Gusto ko ng tinapay.
pinya	Gusto ko ng pinya.
mansanas	Gusto ko ng mansanas.
itlog	Gusto ko ng itlog.

B. Gusto ko ng gulay.

LESSON 20

<u>Cue</u>	<u>Response</u>
mo	Gusto mo ng gulay.
niya	Gusto niya ng gulay.
natin	Gusto natin ng gulay.
namin	Gusto namin ng gulay.
ninyo	Gusto ninyo ng gulay.
nila	Gusto nila ng gulay.
ng babae	Gusto ng babae ng gulay.
ng bata'	Gusto ng bata ng gulay.
ni Mrs. Cruz	Gusto ni Mrs. Cruz ng gulay.

MOVING-SLOT DRILL

Model: Gusto ng mga "trainee" ng gatas at dyus.

<u>Cue</u>	<u>Response</u>
bata'	Gusto ng <u>bata</u> ng gatas at dyus.
kendi at "bubble gum"	Gusto ng bata ng <u>kendi at "bubble gum"</u> .
nila	Gusto <u>nila</u> ng kendi at "bubble gum".
ayaw	<u>Ayaw</u> nila ng kendi at "bubble gum".
alak	Ayaw nila ng <u>alak</u> .
gusto	<u>Gusto</u> nila ng alak.
namin	Gusto <u>namin</u> ng alak.
mga lalaki	Gusto <u>ng mga lalaki</u> ng alak.

TRANSFORMATION AND QUESTION-AND-ANSWER DRILL

Convert the following sentences to questions, and then answer the questions with negative responses using áyaw.

Example

Gusto mo ng gulay. Gusto mo ba ng gulay?
Ayoko ng gulay.

<u>Cue</u>	<u>Response</u>
Gusto ni Florencio ng basketbol.	Gusto ba ni Florencio ng basketbol? Ayaw ni Florencio ng basketbol.
Gusto ni Linda ng tenis.	Gusto ba ni Linda ng tenis?

TAGALOG FOR BEGINNERS

Gusto ng mga bata ng laro’.	Ayaw ni Linda ng tenis. Gusto ba ng mga bata ng laro’? Ayaw ng mga bata ng laro’.
Gusto ng mga “trainee” ng pasyal.	Gusto ba ng mga “trainee” ng pasyal? Ayaw ng mga “trainee” ng pasyal.
Gusto ng mga estudyante ng trabaho.	Gusto ba ng mga estudyante ng trabaho? Ayaw ng mga estudyante ng trabaho?
Gusto nating lahat ng pista.	Gusto ba nating lahat ng pista? Ayaw nating lahat ng pista.

CUED-RESPONSE DRILL

Expand the key sentences by adding the verb cues. Note carefully the linkers and the changes in the markers depending on the form of the verb cues.

Example

Gusto mo ng kape.

<u>Cue</u>	<u>Response</u>
uminom	Gusto mong <u>ng</u> uminom <u>ng</u> kape.
inumin	Gusto mong <u>ng</u> inumin <u>ang</u> kape.

1. Gusto natin ng manok.

magluto	Gusto nating <u>ng</u> magluto <u>ng</u> manok.
lutuin	Gusto nating lutuin <u>ang</u> manok.

2. Gusto niya ng tsokoláte.

magluto	Gusto niyang <u>ng</u> magluto <u>ng</u> tsokoláte.
lutuin	Gusto niyang lutuin <u>ang</u> tsokoláte.

3. Gusto natin ng manok.

magpríto	Gusto nating magprito <u>ng</u> manok.
prítuhin	Gusto nating prituhin <u>ang</u> manok.

4. Gusto nila ng bagoong.

LESSON 20

kumain Gusto nilang kumain ng bagoong.
kainin Gusto nilang kainin ang bagoong.

5. Gusto ni Linda ng sapatos.

bumili Gusto ni Lindang bumili ng sapatos.
bilhin Gusto ni Lindang bilhin ang sapatos.

6. Gusto ni Ronaldo ng piyano.

tumugtóg Gusto ni Ronaldong tumugtog ng piyano.
tugtugín Gusto ni Ronaldong tugtugin ang piyano.

QUESTION-AND-ANSWER DRILL

- | | |
|---|------------------------------------|
| T Gusto mo ba ng sigarilyo? | S1 Oo, gusto ko ng sigarilyo. |
| | S2 Ayoko. Ayoko ng sigarilyo. |
| T Gusto ba niya ng sigarilyo? (Pointing to S1) (Pointing to S2) | S3 Oo, gusto niya ng sigarilyo. |
| | S4 Hindi', ayaw niya ng sigarilyo. |
| T Gusto mo ba ng klase mo? | S5 Oo, gusto ko ng klase ko. |
| | S6 Ayoko. Ayoko ng klase ko. |

CHAIN DRILL

Conduct a chain drill in the format of the preceding QUESTION-AND-ANSWER DRILL. Use the following to replace the object introduced by the marker ng.

kánin	cooked rice
úlam	main dish(es) of the meal
pansít	noodles
serbésa	beer
túbig	water
ságing	banana
bibínska	rice cake
gátas	milk
biskwít	biscuit/cookies
litsón	roast pig

TAGALOG FOR BEGINNERS

álak wine

CUMULATIVE DIALOGUES

1a Ordering a meal

- | | |
|--|---|
| A1 Anó ang úlam ngayón? | What's the meal for today? |
| B1 Pansít, litsón, adóbo at gúlay na repólyo ho'. | Noodles, roast pig, adobo and sautéed cabbage, sir/ma'am. |
| A2 Ah, gustó ko ng adóbo at gúlay. | Oh, I'd like some adobo and vegetables. |
| B2 Iyón lang ho ba? | Will that be all? |
| A3 Gustó ko rin ng kánin at "coke". Magkáno bang laháat? | I'd like some rice and a coke, too. How much is that? |
| B3 Úno-beýnte, ho'. | ₱1.20, sir/ma'am. |
| A4 o, héto. | Here you are. |
| B4 Salámat ho'. | Thank you, sir/ma'am. |

- | | |
|---|---|
| 1b A1 Héto ho ang "menu". | Here's the menu, sir. |
| B1 Anó ba ang masaráp? | What do you have that's good? |
| A2 Pritong báboy, gúlay na hípon, at talabá. | Fried pork, shrimp vegetables and oysters. |
| B2 Totoó? O, síge. Bigyán mo akó ng isáng "order" ng báwat isá. | Is that so? Okay, give me an order of each. |
| A3 Anó ang gustó mong inumín? | What would you like to drink? |
| B3 Isáng serbésa. | A beer. |
| A4 Áyaw ba ninyó ng kánin? | Don't you want any rice? |
| B4 Bigyán mo akó ng isá. | Give me one serving. |

2. "Eating Time"

- | | |
|---|---|
| A1 Halíka, mag-"break" mag-almusál mag-meriénda mananghalían maghapúnan táyo. | Let's take a break. have breakfast. a snack. lunch. dinner. |
| B2 Anó ang gustó mo?/Anó ang gustó mong káinin? | What will you have?/What do you want to eat? |

LESSON 20

<p>A2 Gustó ko ng— kapé at “cake”. tsampurádo at tuyó’.</p> <p> sinangág at isdá’. prítong itlóg. tinápay. tórta. gátas. tsokoláte.</p>	<p>I want some— coffee and cake. chocolate-flavored porridge and dried fish. fried rice and fish. fried eggs. bread. omelette. milk. chocolate.</p>
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VOCABULARY

álak	wine
almusál	breakfast
báboy	pork, pig
báwat	each; every; as in <u>báwat isá</u> ‘everyone, each one’
bibíngka	native rice cake
bigyán	to give; derived from <u>bigáy</u>
biskwít	cookies; crackers and the like
gúlay	vegetable
hípon	shrimp
kéndi	candy
litsón	roast pig (usually a whole roasted pig)
(mag-)hapúnan	to have dinner
magkáno	question word that means ‘how much’
(mag-)prító	to fry
mananghalían	to have lunch; derived from <u>tangháli</u> ’
meriénda	snack
órder	an order; a serving
pagkáin	food
pansít	noodles
repólyo	cabbage
ságing	banana
sinangág	fried rice
talabá	oyster
tórta	omelette
totoó	true; as an expression, it means ‘Honestly?, Really?, No kidding!’
tsampurádo	chocolate-flavored porridge
tugtug(-in)	to play an instrument
t(-um-)ugtóg	to play an instrument

TAGALOG FOR BEGINNERS

tuyó' dried fish (usually served fried or broiled)
 úno-beýnte one peso and twenty centavos (₱1.20)

GRAMMAR NOTES

1. In gusto sentences a linker never occurs when a noun phrase, such as Object, follows the actor, as it does with verbs. Compare the two sets of sentences below.

a. With linkers

<u>Pseudo-verb</u>	<u>Actor + linker</u>	<u>Verb</u>	<u>Object</u>
Gusto/Ayaw	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px; display: inline-block;"> [kong ng batang ni Mrs. Cruz na] </div>	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px; display: inline-block;"> [itapon inumin] </div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px; display: inline-block;"> [kumain magluto] </div>	ang tubig. ng manok.

b. Without linkers

<u>Pseudo-verb</u>	<u>Actor</u>	<u>Object</u>
Gusto/Ayaw	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px; display: inline-block;"> [ko ng bata ni Mrs. Santos] </div>	ng 'coke'.

Note that in the sentences in (a), the object introduced by ang occurs with in/i- verbs and that introduced by ng with um-/mag- verbs. Generally objects introduced by ng occur in gusto sentences where there are no verbs. Occasionally, however, objects introduced by ang also occur.

UNIT III
EXISTENTIAL
CONSTRUCTIONS

LESSON 21

$$\left[\begin{array}{l} \text{Mayroón} \\ \text{Walá'} \end{array} \right] + \left[\begin{array}{l} \text{-ng + Noun} \\ \text{Pronoun + -ng + Noun} \end{array} \right]$$

Negative questions with walá'

CYCLE #1: Asking if one has or owns something

- | | | |
|----|---|--|
| M1 | Mayroón bang kótse si Ben? | Does Ben have a car? |
| | Mayroón bang katúlong ang PCV? | Does the PCV have a helper? |
| | Mayroón ba siyáng kapatíd? | Does he/she have a brother or a sister? |
| M2 | Óo, mayroón. (Mayroóng kótse si Ben.) | Yes, he does. (Ben has a car.) |
| | Walá'. (Waláng kótse si Ben.) | No. (Ben doesn't have a car.) |
| | Óo, mayroóng katúlong ang PCV. | Yes, the PCV has a helper. |
| | Walá'. (Waláng katúlong ang PCV.) | No. (The PCV doesn't have a helper.) |
| | Óo, mayroón siyáng kapatíd. | Yes, he/she has a brother/a sister. |
| | Walá'. (Walá siyáng kapatíd.) | No. He/She doesn't have a brother or a sister. |
| C1 | Mayroón bang kótse si Ben?
Óo, (mayroóng kótse si Ben). | |
| C2 | Mayroón bang kótse si Ben?
Óo, (mayroón siyáng kótse). | |
| C3 | Mayroón ba siyáng kapatíd?
Walá'. (Walá siyáng kapatíd.) | |

SUBSTITUTION DRILL

A. Mayroon ka bang aklat?

TAGALOG FOR BEGINNERS

<u>Cue</u>	<u>Response</u>
ako	Mayroon ba akong aklat?
siya	Mayroon ba siyang aklat?
kami	Mayroon ba kaming aklat?
tayo	Mayroon ba tayong aklat?
kayo	Mayroon ba kayong aklat?
silá	Mayroon ba silang aklat?

B. Mayroon akong aklat.

<u>Cue</u>	<u>Response</u>
ka	Mayroon kang aklat.
siya	Mayroon siyang aklat.
kayo	Mayroon kayong aklat.
tayo	Mayroon tayong aklat.
kami	Mayroon kaming aklat.
silá	Mayroon silang aklat.

C. Change the statements in the preceding exercise (B) to the negative, using walá' in place of mayroón.

Example

Wala akong aklat.

D. Mayroon bang sulat si Carlos?

<u>Cue</u>	<u>Response</u>
estudyante	Mayroon bang sulat ang estudyante?
mga "trainee"	Mayroon bang sulat ang mga "trainee"?
maestra	Mayroon bang sulat ang maestra?
Binibining de Guzman	Mayroon bang sulat si Binibining de Guzman?
direktor	Mayroon bang sulat ang direktor?
Dick	Mayroon bang sulat si Dick?
Ginoong Roldan	Mayroon bang sulat si Ginoong Roldan?

CHAIN DRILL

A. Formulate questions using mayroón and answer positively or negatively according to the teacher's cue.

LESSON 21

- B. Ask mayroón questions about your classmates, and have another student answer it without any cue from the teacher.

Example

- S1 Mayroon bang lapis si Jose?*
- S2 Oo, mayroon siyang lapis.
Mayroon bang kuwaderno si Carol?
- S3 Wala'. Wala siyang kuwaderno.

CYCLE #2: Asking if one doesn't have or doesn't own something

- | | | |
|----|--|---|
| M1 | Walá ka bang pósporo?
Walá ba kayóng pósporo? | Don't you have a match?
Don't you (plural) have a match? |
| | Walá bang sigarílyo si Dóming? | Doesn't Doming have cigarettes? |
| | Walá bang trabáho ang asáwa ni Mély? | Doesn't Mely's husband have a job? |
| M2 | Óo, walá nga eh.
Walá'.
Walá'. Waláng trabáho ang asáwa niyá. | Sorry.
No, I don't. (Lit.: None.)
No, he doesn't. |
| C1 | Walá ka bang pósporo?
Walá'. | |
| C2 | Walá bang trabáho ang asáwa ni Mély?
Óo, walá nga eh./
Walá'. Waláng trabáho ang asáwa niyá. | |

SUBSTITUTION DRILL

- A. Wala ka bang barya?

<u>Cue</u>	<u>Response</u>	
pera	Wala ka bang pera?	coins; loose change
sukli'	Wala ka bang sukli'?	money change

* Substitute other objects for lapis.

TAGALOG FOR BEGINNERS

tiket	Wala ka bang tiket sa palabas?	ticket
payong	Wala ka bang payong?	umbrella
sweter	Wala ka bang sweter?	sweater
kapote	Wala ka bang kapote?	raincoat

B. Wala bang sulat ang mga “trainee”?

<u>Cue</u>	<u>Response</u>
programa	Wala bang programa ang mga “trainee”?
palabas	Wala bang palabas ang mga “trainee”?
laro’	Wala bang laro ang mga “trainee”?
reklamo	Wala bang reklamo ang mga “trainee”?
“day off”	Wala bang “day off” ang mga “trainee”?
pulong	Wala bang pulong ang mga “trainee”?
sakit	Wala bang sakit ang mga “trainee”?
kagalit	Wala bang kagalit ang mga “trainee”?

MOVING-SLOT DRILL

Model: Mayroon bang aklat ang guro’?

<u>Cue</u>	<u>Response</u>
nobyoy	Mayroon bang <u>nobyoy</u> ang guro’?
wala’	<u>Wala</u> bang nobyoy ang guro’?
siya	Wala ba <u>siyang</u> nobyoy?
suweldo	Wala ba siyang <u>suweldo</u> ?
mayroon	<u>Mayroon</u> ba siyang suweldo?
mga guro	Mayroon bang suweldo ang <u>mga guro</u> ’?
sila	Mayroon ba <u>silang</u> suweldo?
libro	Mayroon ba silang <u>libro</u> ?
estudyante	Mayroon bang libro ang <u>estudyante</u> ?
Carlos	Mayroon bang libro <u>si Carlos</u> ?
Carlos at Dick	Mayroon bang libro <u>si Carlos at si Dick</u> ?
Miss Manza	Mayroon bang libro <u>si Miss Manza</u> ?
wala’	<u>Wala</u> bang libro si Miss Manza?

TRANSFORMATION DRILL

Change the affirmative utterances to the negative and vice-versa.

A. Mayroon ka bang sigarilyo? Wala ka bang sigarilyo?

LESSON 21

posporo
tabako
kendi
“chewing gum”

B. Wala ba siyang trabaho? Mayroon ba siyang trabaho?
turo’
laro’
klase
pasok

C. Mayroong sulat si Lu. Walang sulat si Lu.
pakete
“post card”
bisita

CUMULATIVE DIALOGUES

1. The weather

A1 Umúulán. Mayroón ka bang kapóte? It’s raining. Do you have a raincoat?
B1 Óo. Mayroón (akóng kapóte). Yes. I have a raincoat.
Walá (akóng kapóte). No, I don’t.
A2 Ikáw, mayroón ka ba? And you, do you have one?
B2 Walá’, péro mayroón akóng páyong. No, but I have an umbrella.

2. Borrowing some change

A1 Walá akóng baryá. I don’t have any loose change.
Mayroón ka ba? Do you?
B1 Óo, mayroón. Yes, I do.
A2 Pahirám nga múna ng béynte-síngko. Isasaúli ko May I borrow a quarter (25 centavos)? I’ll pay you back tomorrow.
búkas.
B2 O, héto. Here you are.
A3 Salámat. Thank you.

3. Inviting one to a snack

A1 Gustó mo bang kumáin ng Would you like to eat ice
sorbétes? cream?
B1 Ayóko. No, thank you.

TAGALOG FOR BEGINNERS

A2 Bákit?	Why not?
B2 Mayroón akóng sipón.	I have a cold.
A3 Hindí masamá iyón. Téna na.	It won't do any harm. Come on.

4. At the store

A1 Mayroón ba kayóng “Sálem”?	Do you have any Salem?
B1 Waláng “Sálem”, eh.	No Salem.
A2 Eh, “Cámel”, mayroón ba?	What about Camels?
B2 Óo, mayroón. Ilán ang gustó mo?	Yes, we do. How many do you want?
A3 Isáng káha nga’.	One pack, please.
B3 Héto.	Here.
A4 Magkáno?	How much?
B4 Dalawáng píso.	Two pesos.

VOCABULARY

áso	dog
baryá	coins; loose change
béynte-síngko	twenty-five
bisikléta	bicycle
kaáway	enemy; opponent
kabáyo’	horse
kagalít	one with whom a person has quarreled; an enemy
káha	a pack; usually a pack of cigarettes
kaibígan	friend
masamá’	bad
mayroón	there is; there exists; to have something; to possess
motorsíklo	motorcycle
nga’	please; particle that softens a command
nóbyo	boy friend; the word for ‘girl friend’ is <u>nobyá</u>
pakéte	package
pások	(Lit.: to enter... to report in) as in ‘going to work, going to class’
púlong	meeting; conference
reklámo	complaint
sakít	illness
sipón	a cold
suklí’	change from a purchase

LESSON 21

suweldo	salary; wage
swéter	sweater
tiket	ticket

GRAMMAR NOTES

1. Mayroon is a variant form of the existential particle may, 'there is' or 'have'. It is a combination of may and roon, the latter of which is a sa-demonstrative (locative). Mayroon expresses the existence or the possession of something. In this lesson the possessive function of mayroon is introduced.

2. Wala' is the negative of mayroon. It means non-possession.

3. Mayroon and wala' both take a linker before an immediately following object. If there are other words occurring in between, the linker is affixed to the word immediately preceding the object.

Examples

<u>Existential Particle</u>	<u>Possessor</u> (Question Marker)	<u>Object</u>
Mayroong		
Walang		
Mayroon/Wala	[siyang ka bang]	aklat
Mayroon/Wala	ba siyang	

4. Both mayroon (but not may) and wala can stand alone as single word responses.

5. Possessor-pronouns usually occur before the object of mayroon sentences while possessor-phrases occur after.

Examples

<u>Existential Particle</u>	<u>Possessor-pronoun</u>	<u>Object</u>	<u>Possessor-phrase</u>
Mayroon/ Wala	[siyang kayong]	aklat	
Mayroong/ Walang		sulat	[ang Direktor si Ginoong Roldan]

TAGALOG FOR BEGINNERS

Note that the possessors are Ang-phrases or their substitutes.

LESSON 22

May + Noun + Ang-phrase

May
Mayroón
Walá'

 + Locative phrase + (Time Expression)

CYCLE #1: May, a variant of mayroón

- | | | |
|----|---|--|
| M1 | May teléfono ba kayó?
May kláse ba ang mga báta ngayón?
May pások ba si Enténg búkas? | Do you have a telephone?
Do the children have class today?
Does Enteng have work/class tomorrow? |
| M2 | Mayroón.
Óo (mayroón kamíng teléfono/ may teléfono kamí).
Walá'. (Walá kamíng teléfono. | Yes (we do).
Yes (we have a telephone).
No (we don't). (We don't have a telephone). |
| C1 | May teléfono ba kayó?
Mayroón./Walá'. | |
| C2 | May kláse ba ang mga báta ngayón?
Walá'. (Waláng kláse ang mga báta ngayón). | |
| C3 | May pások ba si Enténg búkas?
Óo, may pások siyá búkas. | |

SUBSTITUTION DRILL

A. May piyano ako.

<u>Cue</u>	<u>Response</u>
tayo	May piyano tayo.
kayo	May piyano kayo.
ang guro'	May piyano ang guro'.
Minda	May piyano si Minda.

TAGALOG FOR BEGINNERS

Angel at Lita May piyano sina Angel at Lita.
Doming May piyano si Doming.

B. May sabon ka ba sa silid?

tuwálya May tuwalya ka ba sa silid?
kólgeyt May kolgeyt ka ba sa silid?
sipílyo May sipilyo ka ba sa silid?
salamín May salamin ka ba sa silid?
radyo May radyo ka ba sa silid?
telebisyon May telebisyon ka ba sa silid?

TRANSFORMATION DRILL

Convert the sentences in the preceding SUBSTITUTION DRILL to the negative using walá'. (Note the use of linkers with walá' before nouns but not pronouns and also with pronouns before nouns.)

Example

Walang piyano ang guro'.
Wala akong piyano.

MOVING-SLOT DRILL

Model: May lapis ako sa kahón.

<u>Cue</u>	<u>Response</u>
ka	May lapis <u>ka</u> sa kahon.
ba	May lapis ka <u>ba</u> sa kahon?
siya	May lapis ba <u>siya</u> sa kahon?
sa mesa	May lapis ba siya <u>sa mesa</u> ?
papel	May <u>papel</u> ba siya sa mesa?
wala'	<u>Wala</u> ba siyang papel sa mesa?
(statement)	Wala siyang papel sa mesa.
radyo	Wala siyang <u>radyo</u> sa mesa.
sa kuwarto	Wala siyang radyo <u>sa kuwarto</u> .
may	<u>May</u> radio siya sa kuwarto.
ang mga	May radio <u>ang mga estudyante</u> sa
estudyante	kuwarto.

LESSON 22

CHAIN DRILL

- A. Conduct a chain drill asking if one has or doesn't have the items listed below.

Example

<u>Cue</u>	<u>Response</u>
relo	S1 May relo ba kayo? S2 (Choose any of the following responses) Oo. Oo, may relo ako. Wala'. Wala', wala akong relo.
singsing	ring
kuwintas	necklace
híkaw	earring
kurbáta	necktie

At iba pa.

- B. Ask the above may question about kinship relations. Use any ang-phrases as well as ang-pronouns for the topic.

Example

- S1 May kapatid ba si Carol?
S2 (Choose any one of the following responses)
Oo.
Oo, may kapatid siya.
Wala'.
Wala'. Wala siyang kapatid.

TRANSFORMATION DRILL

Use may in place of mayroón in the following sentences and vice versa.

- A. Mayroon akong klase sa Sabado. May klase ako sa Sabado.
Sabado.
Mayroon siyang lakad sa Linggo. May lakad siya sa Linggo.
Linggo.
Mayroon tayong pulong bukas. May pulong tayo bukas.
bukas.

TAGALOG FOR BEGINNERS

- | | |
|---|--|
| Mayroon silang palabas sa isang linggo.
Mayroon kaming laro mamayang hapon.
Mayroon kang bisita bukas ng gabi. | May palabas sila sa isang linggo.
May laro kami mamayang hapon.
May bisita ka bukas ng gabi. |
| B. Mayroong trabaho ang estudyante araw-araw.
Mayroong lider ang mga "trainee".
Mayroong tindá sina Paul at Myrtle araw-araw.
Mayroong pista sina Bonnie at Patsy sa Biyernes.
Mayroong kuwento ang mga bata kahapon.
Mayroong tubig ang pagkain. | May trabaho ang estudyante araw-araw.
May lider ang mga "trainee".
May tinda sina Paul at Myrtle araw-araw.
May pista sina Bonnie at Patsy sa Biyernes.
May kuwento ang mga bata kahapon.
May tubig ang pagkain. |
| C. May barya ako sa pitaka'.

May pera ang nanay sa kahon.
May miting ang mga kandidato bukas.
May sakit ang tatay ko.
May lagnát si Mona kahapon.
May sayáwan ang mga "trainee" sa oditoryum kagabi.
May wélga ang mga "jeepney" sa Maynila'. | Mayroon akong barya sa pitaka'.

Mayroong pera ang nanay sa kahon.
Mayroong miting ang mga kandidato bukas.
Mayroong sakit ang tatay ko.
Mayroong lagnat si Mona kahapon.
Mayroong sayawan ang mga "trainee" sa oditoryum kagabi.

Mayroong welga ang mga "jeepney" sa Maynila'. |

QUESTION-AND-ANSWER DRILL

Transform the preceding sentences into questions, then provide an answer for each.

CYCLE #2: Sentences without the ang-construction

- M1 May palabás ba sa plása? Is there a show at the plaza?

LESSON 22

Mayroón bang sabong sa báyan? Is there a cockfight in town?

Walá bang pistá sa Hawaii? Aren't there any feast days in Hawaii?

M2 Mayroón. (May palabás sa plása.) Yes, there is. (There is a show at the plaza.)

Walá'. (Waláng sá bong sa báyan.) No. (There is no cockfight in town.)

Óo (waláng pistá sa Hawaii). (Yes) There aren't any.

C1 May palabás ba sa plása?
Mayroón. (Mayroóng/May palabás sa plása.)

C2 Mayroón bang sá bong sa báyan?
Walá'. (Waláng sá bong sa báyan.)

SUBSTITUTION DRILL

Model: May programa sa bayan.

sabong	cockfight	May sabong sa bayan.
paráda	parade	May parada sa bayan.
súnog	a fire	May sunog sa bayan.
prusisyón	procession	May prusisyon sa bayan.
palabas	a show	May palabas sa bayan.
sayawan	a dance	May sayawan sa bayan.
koronasyón	coronation (program or ball)	May coronasyon sa bayan.

MOVING-SLOT DRILL

Model: May bagyó sa Samar kahapon.

noong Linggo sa Maynila'	May bagyo sa Samar <u>noong Linggo</u> .
bahá'	May bagyo <u>sa Maynila</u> noong Linggo.
kagabi	May baha sa Maynila <u>kagabi</u> .
lindól	May <u>lindol</u> sa Maynila kagabi.
wala'	<u>Walang</u> lindol sa Maynila kagabi.
mayroon	<u>Mayroong</u> lindol sa Maynkla kagabi.
welga	Mayroong <u>welga</u> sa Maynila kagabi.

TAGALOG FOR BEGINNERS

prusisyon
sa Quiápo'

Mayroong prusisyon sa Maynila kagabi.
Mayroong prusisyon sa Quiapo kagabi.

CUED-RESPONSE DRILL

Using pictures of various objects (or figures on blackboard) as cues, give existential sentences. Include locative phrases and wherever possible time expressions.

Example

May gatas sa kapetirya kahapon.
Mayroong gatas sa kapetirya kahapon.

CUMULATIVE DIALOGUES

- A1 Nalimútan ko palá ang lápís ko sa kuwárto. Walá ka ba diyán?
B1 Mayroón akóng bólpen.
A2 Káhit na bólpen. Pahirám múna ha?
B2 O héto.

Oh, I forgot my pencil in the room. Don't you have one there?
I've got a ball point pen.
That should do. May I borrow it for a while?
Here.
- A1 Hoy, Kárdo. Bákit walá ka sa kláse kahápon?
B1 Kasí may sakít akó.
A2 Anó ang sakít mo?
B2 May lagnát akó, eh.
A3 Kumustá ka ngayón?
B3 Éto. May sipón pa.
A4 Baká may impluwénsa ka.
B4 Éwan ko.
A5 Mabúti pa pumuntá ka sa doktór.
B5 Mabúti nga'. Síge, diyán ka na.

Hey, Kardo. Why weren't you in class yesterday?
Because I was sick.
With what?
I had a fever.
How do you feel now?
Well, I still have a cold.
You probably have influenza.
I don't know.
It'd be good for you to see the doctor.
Yes, I'd better. Okay, good-bye.
- A1 Mayroón táyong "picnic" sa "beach" sa Sábado.
B1 Saán?

We're having a picnic at the beach on Saturday.
Where?

LESSON 22

<p>A2 Sa “Spencer’s” daw. Magandá raw ang dágat doón.</p> <p>B2 May sasakyán ba táyo?</p> <p>A3 Mayroón. Tatlong kótse ang pupuntá.</p> <p>B3 Tatló lang? Bákit, walá bang bus?</p> <p>A4 Walá raw. Kayá mag-“hitch” na lang ang ibá.</p>	<p>At Spencer’s. They say the ocean is beautiful out there.</p> <p>Do we have a ride?</p> <p>Yes, we do. Three cars are going.</p> <p>Only three? Why, isn’t there a bus available?</p> <p>None, they say. So the rest will have to hitch-hike.</p>
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VOCABULARY

<p>araw-áraw</p> <p>bagyó</p> <p>bahá’</p> <p>dágat</p> <p>kasí</p> <p>kólgeyt</p> <p>koronasyón</p> <p>kurbáta</p> <p>lagnát</p> <p>lindól</p> <p>plása</p> <p>prusisyon</p> <p>rádyo</p> <p>sabón</p> <p>sábong</p> <p>salamín</p> <p>sasakyán</p> <p>sayáwan</p> <p>sipilyo</p> <p>súnog</p> <p>telebisyon</p> <p>telépono</p> <p>tindá</p> <p>tuwálya</p> <p>wéлга</p>	<p>every day; daily</p> <p>storm; typhoon</p> <p>flood</p> <p>sea; ocean</p> <p>because</p> <p>derived from Colgate toothpaste, but applied to any brand of toothpaste.</p> <p>a program or ball where a beauty queen is crowned</p> <p>necktie</p> <p>fever</p> <p>earthquake; tremor</p> <p>plaza; the town park</p> <p>a religious procession</p> <p>radio</p> <p>soap</p> <p>cockfight</p> <p>eyeglasses; mirror</p> <p>vehicle for transportation</p> <p>a dance</p> <p>brush, usually a toothbrush</p> <p>a fire</p> <p>television set</p> <p>telephone</p> <p>goods for sale</p> <p>towel</p> <p>a (labor) strike</p>
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GRAMMAR NOTES

May functions like mayroon. It expresses the same meaning as mayroon which is 'the existence or possession of an object'. There are, however, some differences between these two forms in their use and distribution.

a. Unlike mayroon, may is always followed immediately by the object whose existence or possession is referred to. With mayroon, one may say Mayroon kaming lapis but never May kaming lapis. It is always May lapis kami.

b. May never takes a linker which is obligatory with mayroon and wala when they occur before the object.

c. Mayroon or wala can stand alone as a response, but may cannot. Mayroon can be used as an affirmative response to a may question.

For example, the three responses below may all occur to a may question.

Question: May relo ka ba?

Response:

Response:	Oo, (mayroon).
	Mayroon.
	Oo, may relo ako.

LESSON 23

Anó with time expression

Review: may/mayroón/walá'

May/Mayroón/Walá' with particles na and pa

CYCLE #1: Telling time

- M1 Anóng óras na? What time is it (now/
already)?
- M2 Alas dós (na). Two o'clock.
Ménos kuwárto/kínse pára Quarter/Fifteen (minutes)
alas dós. to/of two.
- C1 Anóng óras na?
Alas dós (na).
- C2 Anóng óras na?
Ménos kuwárto pára alas dós./
Ménos kínse pára alas dós.

REPETITION DRILL

- 1:00 ala una
1:30 ala una y medya
2:00 alas dos
2:30 alas dos y medya
3:00 alas tres
3:30 alas tres y medya
4:00 alas kuwatro
4:30 alas kuwatro y medya
5:00 alas singko
5:30 alas singko y medya
6:00 alas sais
6:30 alas sais y medya
7:00 alas siyete
7:30 alas siyete y medya
8:00 alas otso

TAGALOG FOR BEGINNERS

8:30	alas otso y medya
9:00	alas nuwebe
9:30	alas nuwebe y medya
10:00	alas diyees
10:30	alas diyees y medya
11:00	alas onse
11:30	alas onse y medya
12:00	alas dose
12:30	alas dose y medya
12:45	Menos kuwarto para ala una
1:45	Menos kuwarto para alas dos
2:45	Menos kuwarto para alas tres
3:45	Menos kuwarto para alas kuwatro
4:45	Menos kuwarto para alas singko
5:45	Menos kuwarto para alas sais
6:45	Menos kuwarto para alas siyete
7:45	Menos kuwarto para alas otso
8:45	Menos kuwarto para alas nuwebe
9:45	Menos kuwarto para alas diyees
10:45	Menos kuwarto para alas onse
11:45	Menos kuwarto para alas dose

CUED-RESPONSE DRILL

A. Read the time indicated on the teacher's clock.

Anong oras na?

<u>Cue</u>	<u>Response</u>
1:00	Ala una na.
10:00	Alas diyees na.
7:15	Alas siyete y kuwarto na.
9:00	Alas nuwebe na.
12:30	Alas dose y medya na.
6:00	Alas sais na.
3:45	Menos kuwarto para alas kuwatro na.
11:30	Alas onse y medya na.
1:15	Ala una y kuwarto na.
8:45	Menos kuwarto para alas nuwebe na.
2:30	Alas dos y medya na.
5:15	Alas singko y kuwarto na.
6:45	Menos kuwarto para alas siyete.

B. (Answer according to your time schedule, where possible.)

LESSON 23

Anong oras ang “language”?

<u>Cue</u>	<u>Response</u>
“AAP”	Ala una ng hapon.
“Tech Studies”	Alas diyos y medya.
“Human Relations”	Alas siyete ng gabi.
almusal	Alas sais.
tanghalian	Alas dose y medya.
hapunan	Alas sais y medya.
“P.E.”	Alas singko ng hapon.

C. Expanded forms. (Again you can use your time schedule or real situations for this exercise.)

Anong oras ang wika sa umaga?

<u>Cue</u>	<u>Response</u>
wika’/hapon	Alas dos ang wika sa hapon.
“Tech”/umaga	Alas nuwebe ang “Tech” sa umaga.
pulong/gabi	Alas siyete ang pulong sa gabi.
“picnic”/Sabado	Alas diyos y medya ang “picnic” sa Sabado.
laro’/Linggo	Alas singko ang laro ng basketbol sa Linggo.
programa/sa Pepeekeo	Alas sais ng gabi ang programa sa
sa Biyernes	Pepeekeo sa Biyernes.
miting/bukas ng umaga	Alas otso y medya ang miting bukas ng umaga.

REPETITION DRILL

- A. 1:05 Ala una y singko
1:10 Ala una y diyos
1:15 Ala una y kinse/kuwarto
1:20 Ala una y beynte
1:25 Ala una y beynte-singko
2:05 Alas dos y singko
2:10 Alas dos y diyos
2:15 Alas dos y kinse
2:20 Alas dos y beynte
2:25 Alas dos y beynte-singko
- B. 1:35 Menos beynte-singko para alas dos./
Ala una y treynta’y singko

TAGALOG FOR BEGINNERS

- 1:40 Menos beynte para alas dos./
Ala una y kuwarenta
- 1:45 Menos kuwarto para alas dos./
Ala una y kuwarenta’y singko
- 1:50 Menos diyas para alas dos./
Ala una y singkuwenta
- 1:55 Menos singko para alas dos./
Ala una y singkuwenta’y singko

Substitute the following words for the underlined words in the preceding drill.

kuwatro	otso
sais	tres
nuwebe	onse
dose	siyete
singko	diyas

CYCLE #2: Telling time—approximations

- M1 Ala úna na ba? Is it one o’clock now/yet?
- M2 (1:00/1:05) Oo. Yes.
(1:10 - 1:30) (oo.) Pasádo It’s past one./(Lit.: Quite a
na./Kanína pa. while back.)
(12:45) Hindí pa/Walá pa. Not yet.
(12:55) Malápit na. Almost.
- C Ala úna na ba?
Óo. (Pasádo na.)

CUED-RESPONSE DRILL

<u>Cue</u>	<u>Question</u>	<u>Response</u>
5:00	Alas singko na ba?	Oo.
5:15	Alas singko na ba?	Pasado na.
5:20	Alas singko na ba?	Kanina pa.
4:55	Alas singko na ba?	Malapit na.
5:30	Alas sais na ba?	Wala pa.
11:45	Alas dose na ba?	Hindi pa.

CYCLE #3: May/Mayroon/Wala’ with time

- M1 May ala úna na ba? Is it one o’clock already/now?

LESSON 23

Mayroón na bang ala úna? Is it one o'clock already?

Walá pa bang ala úna? Isn't it one o'clock yet?

- M2 Mayroón na (1:00 or thereabouts). Yes, it is.
 Walá pa. (Ménos kuwárto pa.) Not yet. (It's a quarter of.)
 Walá pa. (Alas dóse y médyang lang.) Not yet. (It's only 12:30.)
 Kanína pa. (Ala úna y béynte na.) It was, a while back. (It's 1:20 already.)
 Pasádo na. (Ala úna y béynte na.) (It's) Past it. (It's 1:20 now.)
 Malápit na. (Ménos síngko na lang.) Almost. (It's five minutes before./Only five minutes more.)

C1 May ala úna na ba?
 Walá pa. (Ménos kuwárto pa.)

C2 May ala úna na ba?
 Walá pa. (Alas dóse y médyang lang.)

QUESTION-AND-ANSWER DRILL

Ask each other any of the questions relating to telling time. Answer according to the cues given.

10:00	9:05	8:55
10:20	6:30	12:58
9:45	7:02	1:10
		3:50

CUMULATIVE DIALOGUES

1. A1 Anóng óras na? May What time is it? Is it 7:00
 alas siyéte na ba? already?
 B1 Walá pa. Alas sáis y Not yet. It's only 6:30.
 médyang pa lang.
 A2 Ay salámat. Maága pa Oh, good. It's still early.
 palá.

TAGALOG FOR BEGINNERS

2. A1 Nakú, tangháli na. Oh, it's late. What time is it?
Anóng óras na?
- B1 Éwan, patáy ang reló I don't know. My watch
ko. stopped.
- C1 Alas siyéte na. It's seven o'clock.
- A2 Eh, di hulí na táyo. Dalí We're late then. Hurry up.
kayó.
3. A1 Bukás pa kayá ang Do you think the bank is still
bángko ngayón? Gustó open? I want to withdraw
kong kumúha ng péra. some money.
- B1 Baká sarádo na. May It might be closed already. Is it
alas trés na ba? three o'clock now?
- A2 Éwan ko. Walá akóng I don't know. I don't have a
reló, eh. Walá pa watch. But, maybe, it isn't yet.
namán sigúro.
- B2 Táka, Biyénes ngayón, Wait a minute, it's Friday
hindí ba? today, isn't it?
- A3 Óo nga palá. Eh di Oh, that's right. That means
bukás hanggáng alas the bank stays open until 6
sáis. O síge, diyán ka o'clock. Okay then, see you
múna. later.

VOCABULARY

ala úna	one o'clock
báynte	twenty
diyés	ten
dos	two
dóse	twelve
hanggáng	until
hapúnan	dinner; supper; evening meal
hulí	late; tardy
kínse	fifteen
kuwárto	one quarter; one fourth; fifteen minutes
kuwátro	four
maága	early
malápit	near; close
médya	half
ménos	minus; lacking
nuwébe	nine
ónse	eleven
ótso	eight
pasádo	past

LESSON 23

patáy	dead; not working; turned off
sais	six
sarádo	closed; turned off
sigúro	maybe; perhaps
síngko	five
siyéte	seven
tangháli'	noon; late (time); not early
tanghalían	lunch
y	and (a Spanish borrowing used with time)

GRAMMAR NOTES

1. The Spanish number system is standard usage for telling time. The time marker alas is used before each hour except for one o'clock, where the form is ala. If the Tagalog numbers are used, as they are on certain formal occasions, time is indicated by the marker ika before the number, just like in telling dates. This form, however, cannot express any precise time beyond the hour and half-hour readings without resorting to compounding like ika-isa at dalawampung sandali for 1:20. Literally, 'it is one o'clock and 20 minutes'.

2. Adverbial particles commonly used in telling time are pa and na.

a. Generally, na indicates completed action. The question May alas dose na ba? means 'Is it 12 o'clock now/yet?' Literally, it is 'Is 12 o'clock already/now existing?' Na implies completion or termination or start of a certain state. Most Tagalog speakers equate na with 'already'.

b. Pa in contrast to na signals incompleted action, non-terminated action or state. It is translated 'still, yet'. The response Hindi pa to an inquiry about the time means 'Not yet'.

LESSON 24

Adjectives with and without ma-

Adjectives attributive to nouns

Particles na and pa, nga' and péro...namán, and lang with adjectives

CYCLE #1: Descriptive statements

- M1 Magandá ba ang dalága? Is the woman beautiful?
M2 Óo, (magandá siyá). Hindí', (pángit siyá).
Yes, (she is beautiful). No, (she's ugly).
C1 Magandá ba ang dalága?
Óo, (magandá siyá).
C2 Magandá ba si Chóleng?
Hindí', (pángit siyá).

SUBSTITUTION DRILL

Model: Maganda ang dalaga.*

<u>Cue</u>		<u>Response</u>
pángit	ugly	Pangit ang dalaga.
matabá'	stout; fat	Mataba ang dalaga.
payát	thin; slim	Payat ang dalaga.
mataás	tall	Mataas ang dalaga.
mabába'	short	Mababa ang dalaga.
maliít	small short	Maliit ang dalaga.
matalíno	intelligent	Matalino ang dalaga.
bóbo	dumb; dull	Bobo ang dalaga.
masípag	diligent; hardworking	Masipag ang dalaga.
tamád	lazy	Tamad ang dalaga.
masayá	happy; cheerful	Masaya ang dalaga.
malungkót	sad	Malungkot ang dalaga.

* Use guwápo for a handsome male.

LESSON 24

TRANSFORMATION DRILL

A. Change the preceding sentences to attributive phrases.

Example

Maganda ang dalaga. → magandang dalaga

Pangit ang dalaga. → pangit na dalaga

Mataba ang dalaga. → matabang dalaga

Payat ang dalaga. → payat na dalaga

B. Convert the following sentences into questions.

Maganda ang palabas sa plasa.

Malungkot ang palabas sa sine.

Masaya ang pista sa Pepeekeo.

Magaling ang laro sa bayan.

Malakas ang ulan sa Maynila'.

Tamad ang katulong sa kusina.

Masipag ang mga estudyante sa Tagalog.

CYCLE #2: Adjectives in the topic phrase

- | | | |
|----|---|---|
| M1 | Anó ang magandáng palabás sa síne?
Anó ang palabás na magandá sa síne? | What is a good movie (in town)?
What movie is good (in town)? |
| M2 | "2001".
Magandá ang "2001".
Magandá ang palabás sa Avenue. | "2001".
"2001" is beautiful.
The movie now showing at the Avenue is good. |
| C1 | Anó ang magandáng palabás sa síne?
(Magandá ang) "2001". | |
| C2 | Anó ang palabás na magandá sa síne?
Magandá ang palabás sa Avenue. | |

SUBSTITUTION DRILL

A. Maganda ang programa sa "TV" kagabi.

<u>Cue</u>	<u>Response</u>
malungkot	Malungkot ang programa sa "TV" kagabi.

TAGALOG FOR BEGINNERS

pangit	Pangit ang programa sa “TV” kagabi.
masaya	Masaya ang programa sa “TV” kagabi.
luma’	Luma ang programa sa “TV” kagabi.
bago	Bago ang programa sa “TV” kagabi.

B. Change the sentences in (A) to questions according to the specific directions given.

1. with adjective + noun

Example

Ano ang magandang programa sa “TV” kagabi?

2. with noun + adjective

Example

Ano ang programang maganda sa “TV” kagabi?

(Note the use of the linker -ng at the end of the adjective and the noun.)

CYCLE #3: Modified nouns with may/mayroon/wala’

- | | | |
|----|--|---------------------------------------|
| M1 | May bágong direktór ba táyo? | Do we have a new director? |
| | Mayroón ba táyong bágong direktór? | Do we have a new director? |
| M2 | Óo, (may bágong direktór táyo). | Yes, (we have a new director). |
| | Walá’. (Walá táyong bágong direktór). | No, (we don’t have a new director). |
| | Óo, (mayroón táyong direktór na bágo). | Yes, (we have a director who is new). |
| C1 | May bágong direktór ba táyo? | |
| | Óo, (may bágong direktór táyo). | |
| C2 | May direktór na bágo ba táyo? | |
| | Walá’. (Walá táyong direktór na bágo). | |

LESSON 24

QUESTION-AND-ANSWER DRILL

Convert the following sentences into may or mayroon questions using a modified noun. Respond appropriately.

Example

S: Maganda ang palabas sa plasa.

Q May magandang palabas ba sa plasa?

R Wala'. Walang magandang palabas sa plasa.

Malungkot ang programa sa radyo.

Masaya ang palabas sa "TV".

Magaling ang laro sa plasa.

Malakas ang ulan sa Maynila'.

Tamad ang katulong sa kusina.

Masipag ang diyonitor sa paaralan.

CYCLE #4: Additive and contrastive particles

M1 Mabaít ba si Luís? Is Luis good/kind?

M2 Mabaít na (si Luís), guwápo pa. Not only is he kind, he's good-looking too.
Mabaít (nga) si Luís, pero tamád namán. Yes, Luis is kind but then he is lazy (disagreeable connotation).
Mabaít si Luis, tamád lang. He's kind but lazy. (He's kind, only he's lazy.)

C1 Mabaít ba si Luís?
Óo. Mabaít na (siyá), guwápo pa.

C2 Mabaít ba si Luís?
Mabaít nga (siyá), pero tamád namán.

C3 Mabaít ba si Luís?
Óo, (Mabaít), tamád lang.

SUBSTITUTION DRILL

A. Maganda na siya, mabaít pa.

Cue

Response

maganda/marunong

Maganda na siya, marunong pa.

TAGALOG FOR BEGINNERS

mabait/marunong	Mabait na siya, marunong pa.
mataba'/mababa/	Mataba na siya, mababa pa.
matalino/masipag	Matalino na siya, masipag pa.
bobo/tamad	Bobo na siya, tamad pa.
payat/pangit	Payat na siya, pangit pa.

B. Maganda nga siya, pero bobo naman.

<u>Cue</u>	<u>Response</u>
maganda/payat	Maganda nga siya, pero payat naman.
maganda/maliit	Maganda nga siya, pero maliit naman.
maganda/tamad	Maganda nga siya, pero tamad naman.
payat/maganda	Payat nga siya, pero maganda naman.
maliit/marunong	Maliit nga siya, pero marunong naman.
pangit/masipag	Pangit nga siya, pero masipag naman.

C. Mabait nga siya, tamad lang.

maganda/payat	Maganda nga siya, payat lang.
mabait/bobo	Mabait nga siya, bobo lang.
matalino/tamad	Matalino nga siya, tamad lang.
maganda/maliit	Maganda nga siya, maliit lang.
mataas/mataba'	Mataas nga siya, mataba lang.

COMPLETION DRILL

Fill in the blanks with the appropriate adjectives that go with the particles.

Mataas na siya, _____ pa.

Maganda na si _____, _____ pa.

_____ nga ang bata, pero tamad naman.

_____ ang katulong, bobo lang.

Payat na siya, _____ pa.

_____ na ang direktor, _____ pa.

_____ nga ang guro, pero _____ naman.

_____ na ang palabas, _____ pa.

_____ nga ang programa, pero _____ naman.

CUMULATIVE DIALOGUES

1. A friend's new acquisitions

LESSON 24

- | | | |
|----|---|---|
| A1 | Téna sa bágong báhay ni Rósa. | Let's go to Rosa's new house. |
| B1 | Bákit? May bágong báhay na ba siyá? | Why, does she have a new house now? |
| A2 | Óo. Malakí raw. | Yes. A big one, too, they say. |
| B2 | Mayroón na rin siyáng kótse, hindi ba? | She's gotten a car, too, hasn't she? |
| A3 | Abá, óo. At may bágong telebisyon din siyá. | Oh, yes. And (she has) a new television set, too. |
| B3 | Mayáman na siyáng talagá, anó. | She is really getting rich, I'd say. |

Make up a conversation on the following topics, patterned on the preceding dialogue.

Inviting someone to take a stroll to Luneta Park

Urging one to come to a Baptismal Party

Suggesting a visit to the Museum

2. A PCV tries to respond to a Filipino compliment in the "Filipino way"

- | | | |
|----|---|--|
| A1 | Wow, ang gandá ng baróng-Tagalog mo! | Gee, what a pretty <u>barong-Tagalog</u> you have on! |
| B1 | Magandá ba iyán? Ordináryo lang. | You think it's pretty? It's just a plain ordinary one. |
| A2 | Hindí, talagáng magandá. Saán mo binilí iyán? | No, it is really beautiful. Where did you buy it? |
| B2 | Regálo itó ni Réggie noóng kaarawán ko. | This is a gift from Reggie on my birthday. |
| A3 | Píno na ang burdá, magandá pa ang kúlay. | Not only is the embroidery fine, the color is lovely. |
| B4 | Maráming salámat. | Thank you very much. |

- 3a. A Filipino responds to a friend's compliment

- | | | |
|----|--|---|
| A1 | Uy, ang gandá ng báro mo! | What a pretty dress you have! |
| B1 | Magandá ba iyán. Lúma na itó. | (Intonation will give the meaning:) This isn't pretty. It's an old dress. |
| A2 | Hindí nga'. Píno na ang burdá, magandá pa ang kúlay. | No kidding. The embroidery is fine and (moreover) the color is lovely. |

TAGALOG FOR BEGINNERS

- B2 Táma ka na nga diyán. (Jokingly:) Aw, stop it. I don't believe it.
- 3b. A1 Nakú, ang gandá ng suót mo. Wow, what a pretty dress you have on.
B1 Alín, ang suót lang? Come on, only the dress?
A2 Hindí namán. Mas magandá ang nagsúsuót. Of course not. The wearer is more beautiful.
B2 Siyémpre namán! Naturally!

WRITTEN EXERCISE

A. Fill in the blanks with the appropriate noun marker ang/ng/sa.

1. Pumunta kami _____ tabing-dagat kahapon.
2. Gusto niyang mag-aral _____ leksiyon.
3. Masarap ba _____ pagkain?
4. Magluto ka _____ kanin at adobo.
5. Galing ba kayo _____ sine?
6. Saan pupunta sina Roberto at Ronaldo _____ Sabado?
- 7-8. Guro ba _____ Tagalog _____ dalaga?
9. Mayroon bang sine _____ Pepeekeo?
10. Ayaw nilang bumili _____ kotse.
- 11-12. Gusto ni Eliseang sumulat _____ liham _____ kaibigan niya.
- 13-14. Kumuha ka _____ tsokolate _____ kapetirya.
15. Gusto ba nilang sayawin _____ 'Pandanggo sa Ilaw'?
16. Wala bang trabaho _____ tatay mo?
- 17-19. Sino _____ uminom _____ gatas _____ mesa?
20. Alin _____ opisina _____ direktor?

B. Answer the questions in (A) in complete sentences.

LESSON 24

VOCABULARY

báro'	dress
bóbo	dull; stupid; dumb
burdá	embroidery
kusína'	kitchen
lúma'	not new; old
mabaít	kind; good
malakás	strong; loud
maliít	small
malungkót	sad; unhappy
marúnong	intelligent; knowledgeable
mas	more, as in <u>mas magandá</u> 'more beautiful'
masayá	happy; cheerful; merry
masípag	hard-working; diligent
matabá'	stout; fat
mataás	tall; high
matalíno	intelligent; wise; sharp
nagsúsuót	wearer; wearing
ordináryo	ordinary; common
pa	also, too; in addition
pángit	ugly; not good
payát	thin; slim; lean
péro	but
píno	fine
suót	refers to clothes worn by a person
talagá(-ng)	truly; really; honestly
táma ka	an expression which is a mild or an affectionate way of saying 'Oh, stop it!/Oh, shut up'
ná	
tamád	lazy
ulán	rain

GRAMMAR NOTES

1. The prefix ma- may mark an adjective. It is usually affixed to a descriptive or quality word. The affix denotes the meaning 'having or being full of, the quality of' whatever is expressed by the root.

Examples

ganda	'beauty'	=	maganda	'beautiful'
init	'heat'	=	mainit	'hot'
yaman	'wealth'	=	mayaman	'wealthy'

TAGALOG FOR BEGINNERS

2. Some quality or descriptive roots or bases do not require the adjective affix ma-. They occur in their base forms with the same function as those with ma-.

Examples

pangit	'ugly'
payat	'thin'
tamad	'lazy'
luma'	'not new'
bago	'new'

3. Adjectives can occur immediately before or after the nouns they modify. In either position, there must be a linker between them. Observe the use of linkers in the following modification constructions.

<u>Adjective Modifier</u>	<u>Noun Modified</u>	<u>Adjective Modifier</u>
magandang	palabas	maganda
	palabas <u>na</u>	
bagong	kotse	bago
	kotseng	
pangit <u>na</u>	dalaga	pangit
	dalagang	

Again, note the use of na when the linker is preceded by a consonant, except n, and -ng elsewhere.

Although the above adjectives alternate freely before or after the noun modified, there are adjectives whose position is fixed. This will be discussed in a later lesson.

4. An adjective also may fill the comment slot as does a noun or a verb.

Examples

<u>Comment</u>	+	<u>Topic</u>
Maganda		ang dalaga.
Payat		ang bata'.

5. If two adjectives modify a noun, one may be an additional qualification and the other a contrasting qualification. In either case, the additive or contrastive particle serves to clarify the meaning.

LESSON 24

Mabait (na) ang bata, guwapo pa.

Bobo (na) ang bata, tamad pa.

Mabait ang bata, tamad lang.

Mabait ang bata, (pero) tamad naman.

Pangit ang bata, (pero) mabait naman.

The particle pa is used to mean 'too, also; in addition'. It is used to reinforce one quality with another similar type of quality. Lang and naman are used when the adjectives in the sentence contrast in quality. Lang implies a contrast to a preceding "good or favorable" quality. Naman contradicts the preceding quality, whether agreeable or disagreeable.

LESSON 25

Adjectives attributive to verbs

CYCLE #1: Adjective + Verb + Topic

- | | | |
|----|--|---|
| M1 | Marúnong bang magtrabáho ang katúlong mo? | Does your helper know how to do the work? (Is your helper a good worker?) |
| M2 | Marúnong magtrabáho ang katúlong ko.
Magalíng siyáng maglúto'. | My helper knows how to do the work.
He/She cooks well. |
| C1 | Marúnong bang magtrabáho ang katúlong mo?
Óo, (marúnong magtrabáho ang katúlong ko). | Yes, (he knows how to do the work). |
| C2 | Marúnong bang magtrabáho ang katúlong mo?
Hindí masyádo, péro magalíng siyáng maglúto'. | Not too well, but he/she cooks well. |

SUBSTITUTION DRILL

Model: Marunong ka bang magtrabaho?

<u>Cue</u>	<u>Response</u>
luto'	Marunong ka bang magluto'?
laba	Marunong ka bang maglaba?
linis	Marunong ka bang maglinis?
kanta	Marunong ka bang kumanta?
sawaw	Marunong ka bang sumayaw?

LESSON 25

tugtog ng piyano	Marunong ka bang tumugtog ng piyano?
turo ng "Math"	Marunong ka bang magturo ng "Math"?
salita ng Aleman	Marunong ka bang magsalita ng Aleman?
langoy	Marunong ka bang lumangoy?
plantsa ng pantalon	Marunong ka bang magplantsa ng pantalon?

TRANSFORMATION DRILL

Convert the following sentences to questions.

Madalás magsimbá si Lolita.	Lolita goes to church frequently.
Mahúsay maglaba ang katulong.	The helper launders well.
Magaling maghágis ng bola ang "pitcher".	The pitcher throws the ball skillfully.
Mahusay magsalita ng Tagalog ang mga "PCV".	The PCV's speak Tagalog well.
Masaráp magluto ang kusinero.	The 'chef' cooks well. (Lit.: deliciously).
Malakás tumawa si Lino.	Lino laughs loudly.
Malakas kumain ang mga trabahador.	The laborers eat much/a lot.

QUESTION-AND-ANSWER DRILL

Conduct a chain drill by asking the questions in the preceding TRANSFORMATION DRILL. Answer them affirmatively first and, the second time around, negatively using hindi'.

Example

- Q Madalas bang magsimba si Lolita?
Affirm. R Oo, madalas magsimba si Lolita.
Neg. R Hindi'. Hindi madalas magsimba si Lolita.

CYCLE #2: Adjective + Verbal Topic

TAGALOG FOR BEGINNERS

M1	Mahírap [bang ba ang] mag-áral ng Tagálog?	Is it difficult to learn Tagalog?
M2	Mahírap (ang) mag-áral ng Tagálog. Médyo mahírap din. Kauntí'. Hindí'. Madalí lang.	It is difficult to learn Tagalog. It is somewhat difficult. A little. No. It is easy.
C1	Mahírap [bang ba ang] mag-áral ng Tagálog? (Médyo) mahírap din.	
C2	Mahírap [bang ba ang] mag-áral ng Tagálog? Hindí'. Madalí lang.	

SUBSTITUTION DRILL

A. Mahirap (ang) mag-aral.

<u>Cue</u>	<u>Response</u>
turo'	Mahirap (ang) magturo'.
"training"	Mahirap (ang) mag-"training".
trabaho	Mahirap (ang) magtrabaho.
luto'	Mahirap (ang) magluto'.
laba	Mahirap (ang) maglaba.
plantsa	Mahirap (ang) magplantsa.
lakad	Mahirap (ang) lumakad.
sayaw	Mahirap (ang) sumayaw.
salita ng Tagalog	Mahirap (ang) magsalita ng Tagalog.
kuwento sa Tagalog	Mahirap (ang) magkuwento sa Tagalog.

- B. Replace mahirap in the preceding sentences with madali' which becomes [madalíng
madalí ang].

TRANSFORMATION AND QUESTION-AND-ANSWER DRILL

Convert the following sentences into questions and have them answered either affirmatively or negatively as a CHAIN DRILL.

LESSON 25

Mahirap kumuha ng eksamen.	It's difficult to take an examination.
Mahirap humánap ng trabaho sa Maynila'.	It's hard to look for a job in Manila.
Masarap kumain sa dáhon.	It's good to eat from leaves. (Eating from a leaf makes food taste good.)
Mahirap matulog sa lapág.	It's hard to sleep on the floor.
Mahirap magturo sa baryo.	It's difficult to teach in the barrio.
Madaling magluto sa pugón.	It's easy to cook in an oven.

INFORMANT WORK

Ask your informant for antonyms of the adjectives which you have learned. You may also want to elicit the equivalents of other adjectives that you want to use. See if these fit in the same patterns for "adjectives".

CUMULATIVE DIALOGUE

A PCV hires a maid

A1 Táo po'. Magandáng áraw po'.	Good day.
B1 Tulóy ka.	Come in.
A2 Sábi ni Áling Lóleng kailángan daw po ninyó ng katúlong.	Aling Loleng said that you need a maid.
B2 Óo, kailángan ko ngá'. Anó ang pangálan mo?	Yes, I do need one. What is your name?
A3 Eléna dela Crúz, po'.	Elena dela Cruz, sir.
B3 Tagá-saán ka?	Tagá-Bíkol po, péro dito na kami naka-tirá.
A4 Where are you from?	From Bikol, sir, but we live here now.
B4 Iláng taón ka na?	How old are you?
A5 Labinsiyám, po'.	Nineteen, sir.
B5 May asáwa ka ba?	Are you married?
A6 Walá po', dalága po akó.	No, sir. I'm single.
B6 Marúnong ka bang maglabá at mag-plántsá?	Do you know how to wash and iron clothes?

TAGALOG FOR BEGINNERS

A7	Abá, ópo'. Marúnong din po akóng mag-lúto at maglínis ng báhay. Alám ko pong lahat ang trabáho sa báhay.	Oh, yes. I also know how to cook and clean house. I know how to do all the household chores.
B7	Mabúti kung ganoón. Magkánong suwélto ang gustó mo?	That is very good then. How much pay do you want?
A8	Kayó na po ang bahála.	I leave that up to you, sir.
B8	Táma na ba ang tatlumpúng píso?	Will ₱30.00 be all right?
A9	Ópo'.	Yes, sir.
B9	O, síge. Mag-umpisá ka búkas ng umága.	All right then. You can start tomorrow morning.
A10	Salámat po'. Adiyós po'.	Thank you, sir. Goodbye, sir.

Comprehension Questions

1. Sino ang katulong?
2. Taga-saan siya?
3. Ilang taon na siya?
4. May asawa ba siya?
5. Ano ang alam niyang gawin?
6. Sino ang magiging amo niya?
7. Tinangap ba siyang katulong?

VOCABULARY

bahála'	an expression of uncertainty; <u>bahála na kayó</u> means 'It's up to you/I leave you to decide'
dáhon	leaf
eksámen/ iksámen	examination; test
h(-um-)ánap	to look for; to reach for
kung	if
kusinéro	a cook; "chef"
labinsiyám	nineteen
lapág	floor
madalás	often; frequent
madalí(-ng)	easy
(mag-)hágis	to throw
(mag-)plántsa	to iron or to press clothes
(mag-)simbá	to go to church
(mag-)umpisá	to start

LESSON 25

mahírap	poor; difficult
médyo	somewhat; slightly
pugón	oven
t(-in-)anggáp	was accepted
t(-um-)áwa	to laugh

GRAMMAR NOTES

1. A limited number of ma- words are used to modify verbs. These words function like adverbs of manner. The verbs which are modified are in the infinitive form (cf. gusto sentences), and occur following the ma-word. In this construction the topic also shifts to a position before the verb when it is a pronoun. A linker as obligatorily used between the pronoun (or a following particle such as ba) and the following verb.

a. With an Ang- phrase topic

Ma-modifier + Verb + Topic

Marunong magtrabaho ang katulong ko. si Lolita.

b. With a pronoun topic

Ma-modifier + Topic + Verb

Marunong [siyang kang] magtrabaho.

Marunong [ba siyang ka bang] magluto?

2. Unlike the ma-words which modify nouns the ma-verbal modifier always occurs before the verb. The following example illustrates.

Marunong magtrabaho ang katulong ko.

(but never) Magtrabaho (-ng) marunong ang katulong ko.

3. A linker also occurs between the modifier and the verb, but in cases where the modifier ends with -ng, or where na is the form to be used, the linker is absent.

Examples

Madalas magsimba si Lolita.

Magaling tumugtog ng piyano si Ginny.

TAGALOG FOR BEGINNERS

Madaling magluto sa pugon.

4. Ma-words may function as Comment to a verbal Topic. The latter is the infinitive form of the verb preceded by ang.

Examples

<u>Comment</u>	+	<u>Topic</u>
Mahirap		ang magturo.
Madali		ang kumain.
Mahirap		ang magluto'.
Masarap		ang kumain sa dahon.

In actual speech the marker ang is often dropped. However, if the modifier ends with a vowel, the contracted form of the ang, which is -ng, occurs instead, e. g. madali + ang = madaling.

The preceding sentences are similar to English sentences beginning with 'it' with infinitive forms of the verb, and to those sentences with infinitive verbs or gerunds as subjects.

Example

It is difficult to teach.
To teach is difficult.
Teaching is difficult.

Mahirap ang magturo'

LESSON 26

Tagalog numbers

Simple mathematical operations of addition and subtraction

CYCLE #1: Addition

- M1 Isá at isá? One and one? ($1 + 1$?)
Ilán ang isá at isá? What is one plus one?
- M2 Isá at isá ay dalawá. One and one are two. ($1 + 1 = 2$)
Dalawá. Two.
- C1 Isá at isá?
Isá at isá ay dalawá.
- C2 Ilán ang isá at isá?
(Isá at isá ay) dalawá.

QUESTION-AND-ANSWER DRILL

Question

Response

- Isa at isa? Isa at isa ay dalawa.
Isa at dalawa? Isa at dalawa ay tatlo.
Isa at tatlo? Isa at tatlo ay apat.
Isa at apat? Isa at apat ay lima.
Lima at isa? Lima at isa ay anim.
Tatlo at apat? Tatlo at apat ay pito.
Apat at apat? Apat at apat ay walo.
Apat at lima? Apat at lima ay siyam.
Lima at lima? Lima at lima ay sampu'.

REPETITION DRILL

- Isang lapis at isang lapis ay dalawang lapis.
Isang pera at dalawang pera ay tatlong pera.
Dalawang libro at dalawang libro ay apat na libro.
Tatlong papel at dalawang papel ay limang papel.
Apat na kendi at isang kendi ay limang kendi.
Anim na bata at tatlong bata ay siyam na bata'.

TAGALOG FOR BEGINNERS

Isang silya at anim na silya ay pitong silya.
Limang kuwaderno at isang kuwaderno ay anim na kuwaderno.
Siyam na bol pen at isang bol pen ay sampung bol pen.

SUBSTITUTION DRILL

A. First numeral

Model: Isang bulaklak at isang bulaklak ay dalawang bulaklak.

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

dalawa	Dalawang bulaklak at isang bulaklak ay ___ bulaklak.
tatlo	Tatlong bulaklak at isang bulaklak ay ___ bulaklak.
lima	Limang bulaklak at isang bulaklak ay ___ bulaklak.
anim	Anim na bulaklak at isang bulaklak ay ___ bulaklak.
walo	Walong bulaklak at isang bulaklak ay ___ bulaklak.
pito	Pitong bulaklak at isang bulaklak ay ___ bulaklak.
apat	Apat na bulaklak at isang bulaklak ay ___ bulaklak.
siyam	Siyam na bulaklak at isang bulaklak ay ___ bulaklak.

B. Second numeral

Model: Apat na dahon at isang dahon ay limang dahon.

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

dalawa	Apat na dahon at dalawang dahon ay ___ dahon.
apat	Apat na dahon at apat na dahon ay ___ dahon.
anim	Apat na dahon at anim na dahon ay ___ dahon.
tatlo	Apat na dahon at tatlong dahon ay ___ dahon.
lima	Apat na dahon at limang dahon ay ___ dahon.
pito	Apat na dahon at pitong dahon ay ___ dahon.
sampu	Apat na dahon at sampung dahon ay ___ dahon.

C. The teacher will show flash cards of mathematical problems in addition. Formulate questions based on these cards according to the model below. Another student answers your question.

Example

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

6 + 4	Q Ilan ang anim na taon at apat na taon?
-------	--

LESSON 26

R Anim at apat ay sampu'.

QUESTION-AND-ANSWER DRILL

The teacher will use pictures as answer cues

Ilang dahon ito?

Ilang bahay ito?

Ilang bulaklak ito?

Ilang bilog ito?

Ilang kudrado ito?

Ilang trayanggulo ito?

Ilang rektanggulo ito?

Ilang lapis ito?

CYCLE #2: How many in a unit?

M1 May iláng isá sa sampú'? How many ones are there in ten?

Iláng isá mayroón sa sampú'? How many ones are there in ten?

M2 Sampú'. Ten.
May sampúng isá sa sampú'.* There are ten ones in ten.

C1 May iláng isá sa sampú'?
Sampú'.

C2 Iláng isá mayroón sa sampú'?
May sampúng isá sa sampú'.

REPETITION DRILL AND QUESTION-AND-ANSWER DRILL

Repeat the questions after your teacher; then conduct a chain drill asking the same questions and answering them.

Question

Response

May ilang isa sa sampu'? May sampung isa sa sampu'.

* May is more commonly used than mayroon.

TAGALOG FOR BEGINNERS

May ilang sampu sa isang daan?	May sampung sampu sa isang daan.
May ilang isa sa anim?	May anim na isa sa anim.
May ilang isa sa apat?	May apat na isa sa apat.
May ilang daan sa isang libo?	May sampung daan sa isang libo.
May ilang isa sa labintatlo?	May labintatlong isa sa labintatlo.
May ilang sampu sa tatlumpu'?	May tatlong sampu sa tatlumpu'.
May ilang sampu sa limampu't lima?	May limang sampu sa limampu't lima.
May ilang sampu sa dalawang daan?	May dalawampung sampu sa dalawang daan.
May ilang sampu sa apat na raan?	May apat ng pung sampu sa apat na raan.

CYCLE #3: Subtraction

M1	Limá bawásan ng isá? Ilán ang limá bawásan ng isá?	5 minus 1? What is 5 minus 1?
M2	Ápat. Limá bawásan ng isá ay ápat.	4. 5 minus 1 is 4.
C1	Limá bawásan ng isá? (Limá bawásan ng isá ay) ápat.	
C2	Ilán ang limá bawásan ng isá? (Limá bawásan ng isá ay) ápat.	

COMPLETION DRILL

Sampu bawasan ng isa ay ____.
Pito bawasan ng dalawa ay ____.
Lima bawasan ng apat ay ____.
Walo bawasan ng tatlo ay ____.
Sampu bawasan ng dalawa ay ____.
Siyam bawasan ng anim ay ____.
Labing-isa bawasan ng siyam ay ____.
Anim bawasan ng tatlo ay ____.
Dalawampu bawasan ng sampu ay ____.
Limampu bawasan ng dalawampu't tatlo ay ____.

LESSON 26

QUESTION-AND-ANSWER DRILL

<u>Question</u>	<u>Response</u>
Ilan ang sampu bawasan ng tatlo?	Pito.
Ilan ang labindalawa bawasan ng pito?	Lima.
Ilan ang labing-walo bawasan ng siyam?	_____
Ilan ang dalawampu bawasan ng walo?	_____
Ilan ang dalawampu't lima bawasan ng sampu'?	_____
Ilan ang tatlumpu bawasan ng dalawampu'?	_____
Ilan ang apat na pu bawasan ng labinlima?	_____
Ilan ang tatlumpu't anim bawasan ng labing-anim?	_____
Ilan ang isang daan bawasan ng dalawampu'?	_____

CYCLE #4: How much more

- M1 Higit ng ilán ang sampú sa pitó? Ten is how many more than seven?
- M2 Tatló. Three.
Higit ng tatló ang sampú' sa pitó. Ten is three more than seven.
- C Higit ng ilán ang sampú sa pitó?
Tatló./Higit ng tatló ang sampú sa pitó.

REPETITION DRILL

Higit ng lima ang sampu sa lima.
Higit ng apat ang labing-isa sa pito.
Higit ng tatlo ang siyam sa anim.
Higit ng dalawa ang walo sa anim.
Higit ng sampu ang labing-walo sa walo.
Higit ng dalawampu ang tatlumpu sa sampu'.

QUESTION-AND-ANSWER DRILL

- Higit ng ilan ang:
- | | |
|-----------|-------------------------------|
| 20 sa 18? | Higit ng dalawa ang 20 sa 18. |
| 35 sa 30? | _____ |
| 28 sa 20? | _____ |
| 45 sa 40? | _____ |
| 28 sa 23? | _____ |

TAGALOG FOR BEGINNERS

CUMULATIVE DRILL

Role-play teaching Math to elementary school children.

CUMULATIVE DIALOGUE

At the Post Office

- | | | |
|----|--|---|
| A1 | Iláng araw ho ba ang “air mail” sa Amérika? | How many days does it take an air mail letter to reach the U.S.? |
| B1 | Mga isáng linggó o walóng áraw. | About a week or eight days. |
| A2 | Matagál palá. | Oh, it takes some time then. |
| B2 | Kasí mga dalawáng áraw mulá ríto hanggáng Mayníla at mga limá o ánim na áraw hanggáng Amérika. | That’s because it takes about two days from here to Manila and about five or six days to the U.S. |
| A3 | Eh, ang “parcel post” ho? | What about by parcel post? |
| B3 | Ah, lálung matagál. Mga isáng buwán. Kung minsán, mahigít pa sa isáng buwán. | Oh, it takes much longer. About a month. Sometimes it takes more than a month. |
| A4 | Ang tagál papá! Pagbilán nga ho ng sampúng “air letter”. | My, what a long time! Will you please give me ten air letters? |

VOCABULARY

higít	more (than)
lálu (-ng)	more (so)
(ma-) higít	more than; over
mínsan	once; once in a while; at times
mulá’	from; derived from <u>simula</u> ‘starting with or starting from’
(pag-) bilán (pag-) bilhán	to sell to someone something

GRAMMAR NOTES

1. Numerals, like adjectives, are linked to the words they modify by na/-ng. Ilan, ‘how many’, also takes a linker or a ligature.

Examples

LESSON 26

Ilang araw...
isang linggo
dalawang taon
tatlong bulaklak

2. A numeral may modify another numeral. Again, a linker occurs between the two elements.

Example

May sampung isa sa sampu’.

3. Note that when a noun marker introduces a number, the word that precedes it, which may be a numeral or the question word ilan, does not need to be followed by a linker.

Examples

May ilang isa sa sampu’?

Ilan ang anim at dalawa?

4. The question form May ilang isa sa sampu, ‘How many ones are there in 1 ten’, may also be expressed as Ilang isa mayroon sa sampu. In the first form, may can be replaced by mayroon: Mayroong ilang isa sa sampu? The second form, however, cannot take may in place of mayroon. It would be wrong to say, Ilang isa may sa sampu. This is another restriction on the use of may. It cannot occur before a noun marker.

UNIT IV
ASPECTS OF VERBS IN
ACTOR-FOCUS

LESSON 27

Completed aspect of the Um-verbs

CYCLE #1: Action started and completed

- | | | |
|----|--|---|
| M1 | Anó ang ginawá mo kahápon?
Anó ang nangyári kahápon? | What did you do yesterday?
What happened yesterday? |
| M2 | Kumantá akó kahápon.
Umulán kahápon.
Bumása kami ng kuwénto kahápon. | I sang yesterday.
It rained yesterday.
We read a story yesterday. |
| C1 | Anó ang ginawá mo kahápon?
Kumantá akó kahápon. | |
| C2 | Anó ang nangyári kahápon?
Umulán kahápon./Bumása kami ng kuwénto kahápon. | |

SUBSTITUTION DRILL

A. Kumanta ako kahapon.

<u>Cue</u>	<u>Response</u>
tulá'	Tumula ako kahapon.
langóy	Lumangoy ako kahapon.
takbó	Tumakbo ako kahapon.
súlat	Sumulat ako kahapon.
inóm	Uminom ako kahapon.
sayáw	Sumayaw ako kahapon.
pások	Pumasok ako kahapon.

B. Change akó to siyá and convert the statements above to question.

Example

Kumanta ako kahapon.

TAGALOG FOR BEGINNERS

Kumanta ba siya kahapon?

SUBSTITUTION DRILL

Do a chain drill by asking a question according to the verb cues given and eliciting first an affirmative response from one classmate, then a negative response from the next.

Example

S1 Q Tumawag ba siya kanina?
S2 AR Oo, tumawag siya kanina.
S3 NR Hindi', hindi siya tumawag kanina.

Cue Question and Response

labas Q Lumabas ba siya kanina?
AR Oo, lumabas siya kanina.
NR Hindi', hindi siya lumabas kanina.

pasok Q Pumasok ba siya kanina?
AR Oo, pumasok siya kanina.
NR Hindi', hindi siya pumasok kanina.

inom Q Uminom ba siya kanina?
AR Oo, uminom siya kanina.
NR Hindi', hindi siya uminom kanina.

lakad Q Lumakad ba siya kanina?
AR Oo, lumakad siya kanina.
NR Hindi', hindi siya lumakad kanina.

basa Q Bumasa ba siya kanina?
AR Oo, bumasa siya kanina.
NR Hindi', hindi siya bumasa kanina.

sulat Q Sumulat ba siya kanina?
AR Oo, sumulat siya kanina.
NR Hindi', hindi siya sumulat kanina.

tula' Q Tumulá ba siya kanina?
AR Oo, tumula siya kanina.
NR Hindi', hindi siya tumula kanina.

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alis	Q	Umalis ba siya kanina?
	AR	Oo, umalis siya kanina.
	NR	Hindi', hindi siya umalis kanina.
datíng	Q	Dumatíng ba siya kanina?
	AR	Oo, dumating siya kanina.
	NR	Hindi', hindi siya dumating kanina.
tugtog	Q	Tumugtog ba siya kanina?
	AR	Oo, tumugtog siya kanina.
	NR	Hindi', hindi siya tumugtog kanina.

QUESTION-AND-ANSWER DRILL

(Note the switch from the ng-pronoun in the question to the ang-pronoun in the response.)

Example

Question	Ano ang ginawa <u>niya</u> kahapon?
Response	<u>Kumanta</u> siya.

<u>Cue</u>	<u>Response</u>
mo/tula'	Q Ano ang ginawa <u>mo</u> kahapon? R Tumula <u>ako</u> .
natin/langoy	Q Ano ang ginawa <u>natin</u> kahapon? R Lumangoy <u>tayo</u> .
niya/basa	Q Ano ang ginawa <u>niya</u> kahapon? R Bumasa <u>siya</u> .
namin/takbo	Q Ano ang ginawa <u>namin</u> kahapon? R Tumakbo <u>kayo</u> .
ninyo/sulat	Q Ano ang ginawa <u>ninyo</u> kahapon? R Sumulat <u>kami</u> .
nila/inom	Q Ano ang ginawa nila kahapon? R Uminom sila.

MOVING-SLOT DRILL

Model: Bumili siya ng damit kahapon.

<u>Cue</u>	<u>Response</u>
noong Sabado	Bumili siya ng damit <u>noong Sabado</u> .
nanay	Bumili <u>ang nanay</u> ng damit noong Sabado.

TAGALOG FOR BEGINNERS

sapatos	Bumili ang nanay ng <u>sapatos</u> noong Sabado.
noong isang buwan	Bumili ang nanay ng sapatos <u>noong isang buwan</u> .
sila	Bumili <u>sila</u> ng sapatos noong isang buwan.
pumili'	<u>Pumili</u> sila ng sapatos noong isang buwan.
noong Pasko	Pumili sila ng sapatos <u>noong Pasko</u> .
regalo	Pumili sila ng <u>regalo</u> noong Pasko.
ang magulang niya	Pumili <u>ang magulang niya</u> ng regalo noong Pasko.
kaninang umaga	Pumili ang magulang niya ng regalo <u>kaninang umaga</u> .
Aling Maria	Pumili <u>si Aling Maria</u> ng regalo kaninang umaga.
kahapon ng hapon	Pumili si Aling Maria ng regalo kahapon ng hapon.

EXPANSION DRILL

Example

- a. tula' Tumula ba siya?
b. sa klase Tumula ba siya sa klase?
c. kahapon Tumula ba siya sa klase kahapon?

Model: Tumula ba siya?

<u>Cue</u>	<u>Response</u>
1a. kain	Kumain ba siya?
b. sa kapetirya	Kumain ba siya sa kapetirya?
c. noong makalawa	Kumain ba siya sa kapetirya noong makalawa?
2a. sulat	Sumulat ba siya?
b. sa magulang niya	Sumulat ba siya sa magulang niya?
c. noong Biyernes	Sumulat ba siya sa magulang niya noong Biyernes?
3a. kanta	Kumanta ba siya?
b. sa programa	Kumanta ba siya sa programa?
c. noong isang araw	Kumanta ba siya sa programa noong isang araw?

LESSON 27

- 4a. sayaw Sumayaw ba siya?
b. sa plasa Sumayaw ba siya sa plasa?
c. kahapon ng hapon Sumayaw ba siya sa plasa kahapon ng hapon?

SUBSTITUTION DRILL

Model: Sumulat siya kahapon.

<u>Cue</u>	<u>Response</u>
noong makalawá/ kamakalawá	Sumulat siya noong makalawa/ kamakalawa.
noong Lunes	Sumulat siya noong Lunes.
noong isang buwan	Sumulat siya noong isang buwan.
noong isang linggo	Sumulat siya noong isang linggo.
kanina	Sumulat siya kanina.
kaninang umaga	Sumulat siya kaninang umaga.
kaninang hapon	Sumulat siya kaninang hapon.
kaninang tanghali'	Sumulat siya kaninang tanghali'.
kagabi	Sumulat siya kagabi.

CUMULATIVE DIALOGUES

1. Lunch time

- A1 Alas dóse na palá. Oh, it's twelve already! Have
Kumáin ka na ba? Táyo you eaten? Let's go (eat).
na.
- B1 Síge, tápos na. Kanína You go ahead, I'm through. (I
pang alas ónse. ate) at eleven.
- A2 Maága ka yátang kumáin You ate quite early today, didn't
ngayón. Saán ba masaráp you? Where is the food good?
ang pagkáin?
- B2 Diyán sa bágong They have steak over at the
kapetírya may "steak". new cafeteria. But you'd better
Péro madalí ka, baká hurry before they are all sold
maubúsan ka. out.

2. The vacation

- A1 Anó, kumustá ka? Tumabá ka yáta'. Hi, how are you? You
seem to have put on
weight.

TAGALOG FOR BEGINNERS

- | | |
|--|---|
| <p>B1 Óo, tumabá akó ng sampúng “pounds”.</p> | <p>Yes, I gained ten pounds.</p> |
| <p>A2 Talagá? Eh, di mabúti. Anó ba ang ginawá mo? Gustó ko rin kasíng tumabá ng kauntí’.</p> | <p>Really? That’s good (then). What did you do?
I’d like to gain a little weight, too.</p> |
| <p>B2 Walá namán. Nag-bakasyón lang kamí ng isáng linggó sa Báguio. Walá kamíng ginawá kundí kumáin, magpasyál, manoód ng síne, maglaró ng “golf” at matúlog. Talagáng nag-búhay-mayáman kamí.</p> | <p>Nothing really. We just had a week’s vacation in Baguio. We did nothing but eat, sightsee, go to the movies, play golf and sleep.
We really lived it up. (Lit.:) ‘live the rich life’.</p> |

CUMULATIVE EXERCISE

Write about what you did over the weekend.

VOCABULARY

<p>búhay-mayáman datíng d(-um-)atíng kauntí’ kundí’</p>	<p>rich life; an easy-going affluent life coming; arrival to come; to arrive; came or arrived a little; a few contracted form of <u>kung hindi’</u> ‘if not for; nothing but’</p>
<p>labás l(-um-)abás madalí’ makalawá</p>	<p>outside; exterior to go out; to exit be quick; be fast; hurry up this occurs with either <u>noóng</u> or <u>ka-</u> to mean ‘the day before yesterday’</p>
<p>(ma-)ubús(-an) (nag-)bakasyón (nag-)búhaymayáman nangyári’ p(-um)íli’ tulá’</p>	<p>to run out of; to have sold out took a vacation lived it up; (Lit.: lived the rich life) happened; “happening” to choose; chose a poem</p>

LESSON 27

t(-um-)abá'	to become stout; became fatter or stouter
t(-um-)ulá'	to recite a poem; recited a poem
(um-)ulán	to rain; rained

GRAMMAR NOTES

Tagalog verbs inflect for aspect rather than for tense as in English. Aspect indicates whether the action has started or not, and if started, whether it has been completed or if it is still continuing. The three aspects of the verbs are 1) completed, for action started and terminated, 2) contemplated, for action not started, and 3) incompleted, for action started but not yet completed, or action still in progress. The form of the verb that does not imply any aspect is neutral or is in the infinitive form.

In this lesson, only the completed aspect has been introduced. The rest will be found in the succeeding lessons.

With other verb types an overt marker signals the differences in aspects. The Um- verb, however, does not have any overt marker that indicates the completed aspect. Its neutral or infinitive form is the same as its completed form.

Example

Infinitive	Tumula ka.	'(You) recite (a poem).'
Completed	Tumula ako.	'I recited (a poem).'

When the verb base starts with a consonant, the um- affix is infixes after the initial consonant. If it starts with a vowel, then the um- is prefixed. A more general rule would be to put the um- before the first vowel of the verb root or base.

Examples

um-	+	langoy	=	lumangoy	'to swim; swam'
um-	+	inom	=	uminom	'to drink; drank'

LESSON 28

Contemplated aspect of the Um-verbs
Conjunction kasí

CYCLE #1: Action that is not started

- | | | |
|----|---|---|
| M1 | Anó ang gagawín mo sa programa búkas?
Anó ang mangyayári búkas? | What are you going to do in the program tomorrow?
What will happen tomorrow? |
| M2 | Kakantá akó búkas.
Daratíng ang gobernador dito búkas.
Uulán búkas. | I'm going to sing tomorrow.
The governor will be coming here tomorrow.
It will rain tomorrow. |
| C1 | Anó ang gagawín mo sa programa búkas?
Kakantá (akó búkas). | |
| C2 | Anó ang mangyayári búkas?
Daratíng ang gobernador dito búkas. | |

SUBSTITUTION DRILL

A1. Kakanta ako bukas.

<u>Cue</u>	<u>Response</u>
tula'	Tutula ako bukas.
basa	Babasa ako bukas.
langoy	Lalangoy ako bukas.
takbo	Tatakbo ako bukas.
sulat	Susulat ako bukas.
inom	Iinom ako bukas.
sayaw	Sasayaw ako bukas.
pasok	Papasok ako bukas.

2. Change ako to ka and convert the preceding statements to questions.

Example

LESSON 28

Kakanta ako bukas.
Kakanta ka ba bukas?

3. Using the following cues, formulate questions with kailán and then with saán.

Example

kanta Kailan ka kakanta?
 Saan ka kakanta bukas?

<u>Cue</u>	<u>Response</u>
tula'	Kailan ka tutula'?
	Saan ka tutula bukas?
lipád	Kailan ka lilipád?
	Saan ka lilipád bukas?
langoy	Kailan ka lalangoy?
	Saan ka lalangoy bukas?
takbo	Kailan ka tatakbo?
	Saan ka tatakbo bukas?
inom	Kailan ka iinom?
	Saan ka iinom bukas?
sayaw	Kailan ka sasayaw?
	Saan ka sasayaw bukas?
kain	Kailan ka kakain?
	Saan kakain bukas?
sulat	Kailan ka susulat?
	Saan ka susulat bukas?

B1. Kakain ako ng manok.

<u>Cue</u>	<u>Response</u>
isda'	Kakain ako ng isda'.
kanin	Kakain ako ng kanin.
prutas	Kakain ako ng prutas.
gulay	Kakain ako ng gulay.
bibingka	Kakain ako ng bibingka.
matamís	Kakain ako ng matamís.
	sweets

2. Bibili siya ng damit.

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

TAGALOG FOR BEGINNERS

sapatos	Bibili siya ng sapatos.	
regalo	Bibili siya ng regalo.	
téla	Bibili siya ng téla.	clothing material
pagkain	Bibili siya ng pagkain.	

3. Inom tayo ng serbesa.

Cue	Response	
“coke”	Inom tayo ng “coke”.	
gatas	Inom tayo ng gatas.	
tsokolate	Inom tayo ng tsokolate.	
dyus	Inom tayo ng dyus.	
kape	Inom tayo ng kape.	
gamót	Inom tayo ng gamót.	medicine

4. Pupunta kami sa bayan.

Cue	Response	
tabing-dagat	Pupunta kami sa tabing-dagat.	
sine	Pupunta kami sa sine.	
eskuwela	Pupunta kami sa eskuwela.	
botíka	Pupunta kami sa botíka.	drugstore
paléngke	Pupunta kami sa paléngke.	market

5. Sasakay sila sa tren.

Cue	Response	
eroplano	Sasakay sila sa eroplano.	
bus	Sasakay sila sa bus.	
kalésa	Sasakay sila sa kalésa.	rig drawn by a horse
“jeepney”	Sasakay sila sa “jeepney”.	
“tricycle”	Sasakay sila sa “tricycle”.	
áwto/kotse	Sasakay sila sa áwto/kotse.	

6. Change the sentences in B1, 2, 3, 4, and 5 to negative ones.

Example

LESSON 28

Kakain ako ng manok.
Hindi ako kakain ng manok.

CYCLE #2: Telling why

- | | | |
|----|--|--|
| M1 | Bákit kayó pupuntá sa “airport”?
Bákit aalís ka na? | Why are you going to the airport?
Why are you leaving so soon/ now? |
| M2 | Kasí daratíng ang pinsán ko.
Pupuntá kami sa “airport” kasí daratíng ang pinsán ko.
Kasí bibilí pa akó ng bigás sa paléngke. | Because my cousin is arriving.
We are going to the airport because my cousin is arriving.
Because I still have to buy some rice at the market. |
| C1 | Bákit kayó pupuntá sa “airport”?
(Pupuntá kami sa “airport”) kasí daratíng ang pinsán ko. | |
| C2 | Bákit aalís ka na?
(Aalís na akó) kasí bibilí pa akó ng bigás sa paléngke. | |

MOVING-SLOT DRILL

(Be sure that the topic in the first part of the sentence agrees with that in the second.)

Model: Aalis na kami kasi pupunta pa kami sa opisina.

<u>Cue</u>	<u>Response</u>
si Nardo	Aalis na <u>si Nardo</u> kasi pupunta pa <u>siya</u> sa opisina.
Maynila’ lakad	Aalis na si Nardo kasi pupunta pa <u>siya</u> sa <u>Maynila’</u> . <u>Lalakad</u> na si Nardo kasi pupunta pa <u>siya</u> sa Maynila’.
sila	Lalakad na <u>sila</u> kasi pupunta pa <u>sila</u> sa Maynila’.
Los Baños	Lalakad na sila kasi pupunta pa <u>sila</u> sa <u>Los Baños</u> .
kami	Lalakad na <u>kami</u> kasi pupunta pa <u>kami</u> sa Los Baños.

TAGALOG FOR BEGINNERS

EXPANSION DRILL

The teacher will give a sentence with multiple expansions followed by the same sentence without the expansions. Expand the second shorter sentence as cued by the teacher's questions and according to the information given in the first sentence.

Example

Pupunta ang mga guro sa istádyum kasi may laro ang mga estudyante nila.

Pupunta ang mga guro.

Saan?

Pupunta ang mga guro sa istádyum.

Bakit?

Pupunta ang mga guro sa istádyum kasi may laro ang mga estudyante nila.

- A. Kakain kami ng pansit sa restawran bukas kasi may "bonus" si Pablo.

Cue Response

- | | |
|------------|---|
| | Kakain kami. |
| 1. Ng ano? | |
| | Kakain kami ng pansit. |
| 2. Saan? | |
| | Kakain kami ng pansit sa restawran. |
| 3. Kailan? | |
| | Kakain kami ng pansit sa restawran bukas. |
| 4. Bakit? | |
| | Kakain kami ng pansit sa restawran bukas kasi may "bonus" si Pablo. |
- B. Sasayaw siya ng 'Tinikling' sa plasa sa Linggo kasi may "benefit show".
- | | |
|------------|---|
| | Sasayaw siya. |
| 1. Ng ano? | |
| | Sasayaw siya ng 'Tinikling'. |
| 2. Saan? | |
| | Sasayaw siya ng 'Tinikling' sa plasa. |
| 3. Kailan? | |
| | Sasayaw siya ng 'Tinikling' sa plasa sa Linggo. |
| 4. Bakit? | |

LESSON 28

Sasayaw siya ng 'Tinikling' sa plasa sa Linggo kasi may "benefit show".

C. Kakanta si Perla ng kundíman sa eskuwelahan sa Sabado kasi may programa.

Kakanta si Perla.

1. Ng ano?

Kakanta si Perla ng kundíman.

2. Saan?

Kakanta si Perla ng kundíman sa eskuwelahan.

3. Kailan?

Kakanta si Perla ng kundíman sa eskuwelahan sa Sabado.

4. Bakit?

Kakanta si Perla ng kundíman sa eskuwelahan sa Sabado kasi may programa.

D. Bibili ako ng "coke" sa tindahan ngayon kasi may bisita ako.

Bibili ako.

1. Ng ano?

Bibili ako ng "coke".

2. Saan?

Bibili ako ng "coke" sa tindahan.

3. Kailan?

Bibili ako ng "coke" sa tindahan ngayon.

4. Bakit?

Bibili ako ng "coke" sa tindahan ngayon kasi may bisita ako.

E. Pupunta si Lucas sa ospítal mamaya kasi may sakit siya.

Pupunta si Lucas.

1. Saan?

Pupunta si Lucas sa ospítal.

2. Kailan?

Pupunta si Lucas sa ospítal mamaya'.

3. Bakit?

Pupunta si Lucas sa ospítal mamaya kasi may sakit siya.

TAGALOG FOR BEGINNERS

COMPREHENSION DRILL

Answer the questions according to the information given in the cue sentence.

A. Kakain sila ng “steak” sa otél bukas kasi may “bonus” sila.

<u>Question</u>	<u>Response</u>
1. Kakain sila <u>ng ano</u> ?	Ng “steak”.
2. Kakain sila <u>saan</u> ?	Sa otél.
3. Kakain sila <u>kailan</u> ?	Bukas.
4. <u>Bakit</u> sila kakain ng “steak”?	Kasi may “bonus” sila.

B. Sasayaw ako ng bálse sa plasa sa Linggo kasi may “benefit show”.

<u>Question</u>	<u>Response</u>
1. Sasayaw ako <u>ng ano</u> ?	Ng balse.
2. Sasayaw ako <u>saan</u> ?	Sa plasa.
3. Sasayaw ako <u>kailan</u> ?	Sa Linggo.
4. <u>Bakit</u> ako sasayaw?	Kasi may “benefit show”.

C. Kakanta ako ng kundiman sa eskuwelahan sa Sabado kasi may programa.

<u>Question</u>	<u>Response</u>
1. Kakanta ako <u>ng ano</u> ?	Ng kundiman.
2. Kakanta ako <u>saan</u> ?	Sa eskuwelahan.
3. Kakanta ako <u>kailan</u> ?	Sa Sabado.
4. <u>Bakit</u> ako kakanta?	Kasi may programa.

SUBSTITUTION DRILL

A. Pupunta si Vida sa bayan sa makalawa.

<u>Cue</u>	<u>Response</u>
sa Linggo	Pupunta si Vida sa bayan sa Linggo.
sa Linggo ng umaga	Pupunta si Vida sa bayan sa Linggo ng umaga.
bukas ng hapon	Pupunta si Vida sa bayan bukas ng hapon.

LESSON 28

mamayang hapon Pupunta si Vida sa bayan mamayang hapon.

B. Change the verb forms in the model sentence according to the time expression cues.

Model: Pupunta kami sa Orchid Isle sa Sabado.

<u>Cue</u>	<u>Response</u>
kamakalawa	<u>Pumunta</u> kami sa Orchid Isle kamakalawa.
sa makalawa	<u>Pupunta</u> kami sa Orchid Isle sa makalawa.
noong Linggo	<u>Pumunta</u> kami sa Orchid Isle noong Linggo.
mamaya'	<u>Pupunta</u> kami sa Orchid Isle mamaya'.
mamayang hapon	<u>Pupunta</u> kami sa Orchid Isle mamayang hapon.
kahapon ng	<u>Pumunta</u> kami sa Orchid Isle kahapon ng hapon.
bukas ng umaga	<u>Pupunta</u> kami sa Orchid Isle bukas ng umaga.
noong makalawa	<u>Pumunta</u> kami sa Orchid Isle noong makalawa.
kaninang tanghali'	<u>Pumunta</u> kami sa Orchid Isle kaninang tanghali'.
sa Sabado ng gabi	<u>Pupunta</u> kami sa Orchid Isle sa Sabado ng gabi.

C. In the time expression cues what particles mark future and past time?

CUMULATIVE DIALOGUES

1. Going to the fiesta

A1 Saán ba ang lákad mo sa Sábadó?	Where are you going on Saturday?
B1 Walá nga eh.	Nowhere.
A2 Gustó mo bang sumáma sa Bulacán?	Do you want to go with me to Bulacan?
B2 Bákit? Pistá ba roón?	Why? Is there a fiesta there?
A3 Óo, kumbidádo akó ni María. Puwéde ko raw isáma ang mga kaibígan ko.	Yes, I've been invited by Maria. She said I could bring my friends along.

TAGALOG FOR BEGINNERS

- | | |
|---|--|
| <p>B3 O síge. Gustó ko nga'. Anóng óras táyo aalís?</p> <p>A4 Pumuntá ka dito ang alas diyés y médyá. Mahigít na isáng óras ang biyáhe, eh.</p> <p>B4 O síge. Daratíng akó sa óras. Salámat. Diyán ka na.</p> | <p>Okay. I'd like to. What time are we leaving?</p> <p>Come here at 10:30.</p> <p>It takes more than an hour to get there.</p> <p>All right. I'll come on time. Thank you. 'Bye.</p> |
|---|--|

2. Going to the dance

- | | |
|--|--|
| <p>A1 Oy, Rogélio. Bákit hindi ka pa bihís? Hindi ka ba pupuntá sa sayáwan sa plása?</p> <p>B1 Hindi na yáta'. Kasí masakít-sakít ang úlo ko, eh.</p> <p>A2 Uminóm ka lang ng dalawáng "aspirin", walá na iyán. Magbíhis ka na.</p> <p>B2 Eh, ikáw. Pupuntá ka rin ba?</p> <p>A3 Abá, siyémpre.</p> <p>B3 Anó ba ang isusuót ko?</p> <p>A4 "Formal" daw e di isuót mo ang baróng-Tagálog mo o iyóng amerikána.</p> | <p>Hey, Roger. Why aren't you dressed? Aren't you going to the dance at the plaza?</p> <p>I don't think so. I have a slight headache.</p> <p>Simply take two tablets of aspirin and (that) it'll be gone. Come on, get dressed.</p> <p>What about you? Are you going, too?</p> <p>Of course.</p> <p>What should I wear?</p> <p>They say it's a formal affair, so why not wear your <u>barong-Tagalog</u> or your suit.</p> |
|--|--|

VOCABULARY

amerikána	suit
áwto	car; automobile
bálse	waltz
bigás	uncooked rice
bihís	dressed up
biyáhe	trip; journey
botíka	drugstore; pharmacy
gamót	medicine
istádyum	stadium
(i-)suót	put on
kalésa	a horse-drawn rig
kumbidádo	invited
kundíman	a native song

LESSON 28

lákad	a person's destination when planning to make a trip or preparing to leave
makalawá	used with <u>sa</u> to mean 'the day after tomorrow'
mangyayári	will happen; will occur
matamís	sweet; sweets
ospítal	hospital
otél	hotel
paléngke	market
pinsán	cousin
s(-um)áma	to go with; to accompany
téla	cloth; clothing material
Tiniklín	a native dance in which a couple hop in and out of two bamboo poles clapped together
tren	train

GRAMMAR NOTES

1. In the contemplated (future) aspect the um-affix of an Um-verb is dropped and the first syllable of the verb root is repeated or reduplicated. That is, the first CV (consonant-vowel) or V (if the base starts with a vowel) of the verb root is repeated.

<u>Type of Verb</u>	<u>Infinitive Form</u>	<u>Contemplated</u>	<u>Aspect</u>
	<u>Affix + Verb base</u>	<u>Reduplicated Syllable</u>	<u>Verb Base</u>
<u>um</u> -verb	t <u>um</u> ula'	tu-	tula'
	<u>um</u> inom	i-	inom

Reduplication in verbs usually indicates an incompleting action. An action that has not even started, as in the case of the contemplated aspect, is also considered incompleting.

Note that the processes of affixation to form the infinitive or of reduplication to form the contemplated aspect do not affect word stress in the verb base. The stress remains the same.

2. The question introduced by the interrogative word bakit 'why' elicits a response with kasi 'because'. Kasi introduces a statement of purpose or reason. The kasi statement may occur

TAGALOG FOR BEGINNERS

as the second clause in a compound sentence. However, it is more common to start off the response with the kasi portion of the sentence rather than give the whole sentence.

Initial Statement + kasi + Purpose or Reason
(Pupunta kami sa airport) kasi darating ang pinsan ko.

CULTURAL NOTES

In the second Cumulative Dialogue, amerikana is glossed 'suit'. This term probably originated during the American occupation of the Philippines. Since the Americans introduced suits to the Islands, the name was tagged to the clothing. Amerikana may be used to refer to American women and Amerikano to American men. Hence, this term has now become ambiguous, except in writing where the distinction is indicated by capitalization.

Filipinos wearing suits are not an uncommon sight, especially during formal occasions. Recently, however, the use of the barong Tagalog, the men's native embroidered shirt, has gained more popularity. This change may be one of the effects of the nationalization movement in the country.

LESSON 29

Incompleted aspect of the Um-verbs
Conjunction nang

CYCLE #1: Action started but not completed (action going on)

- | | | |
|----|--|--|
| M1 | Anó ang ginagawá mo?
Anó ang nangyayári sa bulkán? | What are you doing?
What is happening to the volcano? |
| M2 | Sumusúlat akó sa nánay ko.
Pumuputók ang bulkán. | I am writing to my mother.
The volcano is erupting. |
| C1 | Anó ang ginagawá mo?
Sumusúlat akó sa nánay ko. | |
| C2 | Anó ang nangyayári sa bulkán?
Pumuputók ang bulkán. | |

REPETITION—TRANSFORMATION DRILL

Repeat the first set of sentences after your teacher, and then change the verbs according to the time expressions given below.

Cues: Bukas

Kahapon

Sumasayaw siya.	Sasayaw siya bukas.	Sumayaw siya kahapon.
Kumakanta siya.	Kakanta siya bukas.	Kumanta siya kahapon.
Kumakain siya.	Kakain siya bukas.	Kumain siya kahapon.
Sumusulat siya.	Susulat siya bukas.	Sumulat siya kahapon.
Bumabasa siya.	Babasa siya bukas.	Bumasa siya kahapon.
Tumutula siya.	Tutula siya bukas.	Tumula siya kahapon.
Umiinom siya.	Iinom siya bukas.	Uminom siya kahapon.

TAGALOG FOR BEGINNERS

Tumatakbo
siya.

Tatakbo siya
bukas.

Tumakbo siya
kahapon.

SUBSTITUTION DRILL

A. Sumusulat siya ng liham ngayon.

Cue

Response

gabí-gabí

Sumusulat siya ng liham gabi-gabi.

linggú-linggó

Sumusulat siya ng liham linggu-linggo.

áraw-áraw

Sumusulat siya ng liham araw-araw.

buwán-buwán

Sumusulat siya ng liham buwan-buwan.

tuwing Sabado

Sumusulat siya ng liham tuwing Sabado.

tuwing Pasko

Sumusulat siya ng liham tuwing Pasko.

tuwing Disyembre

Sumusulat siya ng liham tuwing Disyembre.

B. Kumakanta siya sa Islander.

Cue

Response

sayaw/“night club”

Sumasayaw siya sa “night club”.

sulat/Manila Times

Sumusulat siya sa Manila Times.

tugtog/Ilikai Hotel

Tumutugtog siya sa Ilikai Hotel.

kanta/radyo

Kumakanta siya sa radyo.

labas/telebisyon

Lumalabas siya sa telebisyon.

tulong/simbahan

Tumutulong siya sa simbahan.

CYCLE #2: Using the conjunction nang

M1 Anó ang ginagawá niyá sa kláse nang dumaán ka? What was he doing in class when you passed by?

M2 Tumutulá siyá sa kláse nang dumaán akó. He was reciting a poem in class when I passed by.

C Anó ang ginagawá niyá sa kláse nang dumaán ka? Tumutulá siyá (sa kláse nang dumaán akó).

SUBSTITUTION DRILL

A. Ano ang ginagawa niya nang dumating ka?

Cue

Response

LESSON 29

alis	Ano ang ginagawa niya nang umalis ka?
lakad	Ano ang ginagawa niya nang lumakad ka?
balik	Ano ang ginagawa niya nang bumalik ka?
pasok	Ano ang ginagawa niya nang pumasok ka?
labas	Ano ang ginagawa niya nang lumabas ka?
akyát	Ano ang ginagawa niya nang umakyát ka?
babá'	Ano ang ginagawa niya nang bumabá ka?

B. Conduct a chain drill asking and answering the questions in the preceding exercise according to the cues below.

Example

Q Ano ang ginagawa niya nang dumating ka?

Cue: sagot

R Sumasagot siya nang dumating ako.

<u>Cue</u>	<u>Response</u>
sulat	Sumusulat siya nang umalis ako.
tugtog	Tumugtog siya nang lumakad ako.
kanta	Kumakanta siya nang bumalik ako.
basa	Bumabasa siya nang pumasok ako.
takbo	Tumatakbo siya nang lumabas ako.
inom	Umiinom siya nang umakyat ako.
kain	Kumakain siya nang bumaba ako.

EXPANSION DRILL

Expand the sentences using the cues given.

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

A. Kumakain si Enrique.

- | | |
|--------------------|--|
| 1. (question) | Kumakain ba si Enrique? |
| 2. sa kapetirya | Kumakain ba si Enrique sa kapetirya? |
| 3. nang pumasok ka | Kumakain ba si Enrique sa kapetirya nang pumasok ka? |

B. Sumusulat siya.

- | | |
|---------------------|---|
| 1. (question) | Sumusulat ba siya? |
| 2. ng kuwento | Sumusulat ba siya ng kuwento? |
| 3. sa bahay | Sumusulat ba siya ng kuwento sa bahay? |
| 4. nang dumating ka | Sumusulat ba siya ng kuwento sa bahay nang dumating ka? |

TAGALOG FOR BEGINNERS

C. Kumakanta siya.

1. sa Manila Hotel Kumakanta siya sa Manila Hotel.
2. ng bilang niya Kumakanta siya sa Manila Hotel ng bilang niya.
3. nang umalis ako Kumakanta siya sa Manila Hotel ng bilang niya nang umalis ako.

D. Sumasayaw si Bonnie.

1. ng "soul" Sumasayaw si Bonnie ng "soul".
2. sa entablado Sumasayaw si Bonnie ng "soul" sa entablado.
3. nang dumating ako Sumasayaw si Bonnie ng "soul" sa entablado nang dumating ako.

TRANSFORMATION DRILL

Change the verb forms of the following two sentences according to the time expression cues.

1. Tumawag siya sa kapatid niya sa Ohio. He called up his brother in Ohio.
2. Umuulan nang malakas dito. It rains hard here.

Cue

Response

kagabi	Tumawag siya sa kapatid niya sa Ohio kagabi.
sa Linggo	Umulan nang malakas dito kagabi. Tatawag siya sa kapatid niya sa Ohio sa Linggo.
araw-araw	Uulan nang malakas dito sa Linggo. Tumatawag siya sa kapatid niya sa Ohio araw-araw.
kaninang umaga	Umuulan nang malakas dito araw-araw. Tumawag siya sa kapatid niya sa Ohio kaninang umaga.
mamayang hapon	Umulan nang malakas dito kaninang umaga. Tatawag siya sa kapatid niya sa Ohio mamayang hapon.
bukas ng umaga	Uulan nang malakas dito mamayang hapon. Tatawag siya sa kapatid niya sa Ohio bukas ng umaga.

LESSON 29

<p>tuwing Biyernes</p>	<p>Uulan nang malakas dito bukas ng umaga. Tumatawag siya sa kapatid niya sa Ohio tuwing Biyernes.</p>
<p>noong isang linggo</p>	<p>Umuulan nang malakas dito tuwing Biyernes. Tumawag siya sa kapatid niya sa Ohio noong isang linggo.</p>
<p>sa makalawa</p>	<p>Umulan nang malakas dito noong isang linggo. Tatawag siya sa kapatid niya sa Ohio sa makalawa. Uulan nang malakas dito sa makalawa.</p>

CUMULATIVE DIALOGUES

1. A1 Saán pumuntá ang mga "trainees" kahápon? Where did the trainees go yesterday?
 B1 Sa tabíng-dápat. To the beach.
 A2 Anó ang ginawá nilá roón? What did they do there?
 B2 Lumangóy silá at kumáin ng masaráp na pagkáin. They swam and ate good food.
 - a. Change kahápon to sa Sábadó and then make the corresponding changes in verb forms in the above dialogue.
 - b. Change sa Sábadó to tuwíng Sábadó.
 - c. Change the time expression and substitute another location in the above dialogue. Accordingly, change the verb forms to correspond to the time expression used. Use verbs appropriate to the new situation created.

2. A1 Kumakáin ka ba ng balút? Do you eat balút?
 B1 Anó iyón? What is that?
 A2 Itlóg ng páto na linága. Boiled duck's egg.
 B2 Itlóg lang palá eh. So what's with an egg? (I eat any kind of egg).
 A3 Óo, itlóg nga', péro may sísiw sa loób. This egg is different. It has a chick in it.
 B3 Ay nakú! Ayóko na. Nakákatákot. Good grief! No thanks. What a frightening prospect.

TAGALOG FOR BEGINNERS

- | | |
|---|---|
| 3. A1 Kumakáin ka ba ng duriyán? | Do you eat durian? |
| B1 Anó ba iyón? | What is that? |
| A2 Isáng úri ng prútas. | A kind of fruit. |
| B2 Masaráp ba iyón? | Is it good? |
| A3 Masaráp na masaráp kayá lang mabáho'. Héto, o. | Very delicious, but it has an offensive odor. Here, try some. |
| B3 Síge, titikím nga akó. | Okay, I think I'll try/taste it. |

VOCABULARY

b(-um-)abá'	to go down; to descend
b(-um-)alík	to return; to come back; returned; came back
d(-um-)aán	to pass by; passed by
entabládo	stage
gabí-gabí	every night
l(-in-)ága'	boiled; also affixed as (ni-) <u>lága'</u>
linggú-linggó	every week
l(-um-)alabás	performs; plays on stage, radio, TV, etc.
(ma-)báho'	foul; stinking; offensive odor
nakákatákot	frightening; formidable
nang	a conjunction meaning 'when'
nangyayári	happening; going on
páto	duck; another word for this is <u>bibe</u>
p(-um-)úputók	erupting
sísiw	chick
(ti-)tikím	to taste; to sample; will taste
tuwíng	every, as in <u>tuwíng Sábado</u> 'every Saturday'
(um-)akyát	to go up, as in a house or a tree; to ascend
úri'	kind; type; class

GRAMMAR NOTES

1. The incompleted (present/progressive) aspect of the Um-verbs is formed by reduplicating the first CV or V of the verb root and then affixing the um- before the first vowel.

The following verbal paradigms (conjugations) show the changes that occur in the verb to signal the different aspect forms.

Aspect

Process of Change

LESSON 29

	<u>Reduplication</u>	<u>Affixation</u>
a. Verb base: <u>basa</u> 'read'		
Infinitive		<u>bumása</u>
Completed aspect		<u>bumása</u>
Contemplated aspect	<u>babása</u>	
Incompleted aspect	<u>babasa</u> →	<u>bumabása</u>
b. Verb base: <u>inom</u> 'drink'		
Infinitive		<u>uminóm</u>
Completed aspect		<u>uminóm</u>
Contemplated aspect	<u>iinóm</u>	
Incompleted aspect	<u>iinom</u> →	<u>umiinóm</u>

The incompleted aspect indicates action still going on or not consummated. Its closest equivalent in the English system is the progressive tense.

2. Nang is another conjunction which introduces a clause. Its function is very similar to the English subordinating conjunction 'when'.

CULTURAL NOTES

The last two dialogues under Cumulative Dialogues introduce two of the native delicacies, balut and duriyan. Balut is a boiled duck's egg with a developed embryo. Pateros, a town in Rizal, is well-known for balut.

On the other hand, duriyan is a foul-smelling fruit. Once one gets used to its smell, it is said to be delicious. But the first time one eats it, one has to hold his nose so as not to smell its offensive odor.

LESSON 30

Completed aspect of the Mag- and Ma-verbs

CYCLE #1: Action started and completed

- | | | |
|----|---|--|
| M1 | Anó ang nangyári kahápon?
Anó ang ginawá niyá? | What happened
yesterday?
What did he do? |
| M2 | Nagdugó ang úlo ni Pédro.
Umakyát siyá sa púno at
nahúlog siyá. | Pedro's head bled.
He climbed the tree and
fell. |
| C1 | Anó ang nangyári kahápon?
Nagdugó ang úlo ni Pédro. | |
| C2 | Bákit? Anó ang ginawá niyá?
Umakyát siyá sa púno at nahúlog siyá. | |

SUBSTITUTION DRILL

A. Nag-aral ako kahapon.

<u>Cue</u>	<u>Response</u>
simba	Nagsimba ako kahapon.
laba	Naglaba ako kahapon.
laro'	Naglaro ako kahapon.
linis	Naglinis ako kahapon.
luto'	Nagluto ako kahapon.
trabaho	Nagtrabaho ako kahapon.
basketbol	Nagbasketbol ako kahapon.

- | | | |
|---------------|----------------------|-----------------|
| B. tulog | Natulog ako kahapon. | |
| nood | Nanood ako kahapon. | |
| págod | Napágod ako kahapon. | got tired |
| kinig (dinig) | Nakinig ako kahapon. | |
| íwan | Naiíwan ako kahapon. | was left behind |
| bilí | Namilí ako kahapon. | went shopping |
| gútom | Nagútom ako kahapon. | became hungry |

LESSON 30

gálit	Nagálit ako kahapon.	became angry
tákot	Natákot ako kahapon.	was frightened
tuwá'	Natuwá ako kahapon.	felt glad

- C. Substitute other pronouns or noun phrases in the model sentence.

MOVING-SLOT DRILL

Model: Nag-aral kami ng leksiyon sa Tagalog.

<u>Cue</u>	<u>Response</u>
siya	Nag-aral <u>siya</u> ng leksiyon sa Tagalog.
Cebuano	Nag-aral siya ng leksiyon sa <u>Cebuano</u> .
nagbasa	<u>Nagbasa</u> siya ng leksiyon sa Cebuano.
tayo	Nagbasa <u>tayo</u> ng leksiyon sa Cebuano.
kabihasanan	Nagbasa tayo ng leksiyon sa <u>kabihasanan</u> .
estudyante	Nagbasa <u>ang estudyante</u> ng leksiyon sa kabihasanan.
nagsulat	<u>Nagsulat</u> ang estudyante ng leksiyon sa kabihasanan.
"TESL"	Nagsulat ang estudyante ng leksiyon sa " <u>TESL</u> ".
Pedro	Nagsulat <u>si Pedro</u> ng leksiyon sa "TESL".
"lesson plan"	Nagsulat si Pedro ng " <u>lesson plan</u> " sa "TESL".
(question pattern)	Nagsulat <u>ba</u> si Pedro ng "lesson plan" sa "TESL"?
ka	Nagsulat <u>ka</u> ba ng "lesson plan" sa "TESL"?

QUESTION-AND-ANSWER DRILL

Example

Question Ano ang ginawa nila?

Response Natulog sila.

<u>Cue</u>	<u>Response</u>
namin/pasyal	Ano ang ginawa <u>namin</u> ? Nagpasyal <u>kayo</u> .
natin/linis	Ano ang ginawa natin? Naglinis tayo.

TAGALOG FOR BEGINNERS

ninyo/laro'	Ano ang ginawa ninyo? Naglaro kami.
ko/luto'	Ano ang ginawa ko? Nagluto ka.
mo/nood	Ano ang ginawa mo? Nanood ako.
niya/kinig	Ano ang ginawa niya? Nakinig siya.
ni Nida/bili	Ano ang ginawa ni Nida? Namili siya.
ni Calvin/"resign"	Ano ang ginawa ni Calvin? Nag-"resign" siya.
ng mga trabahador/ istrayk	Ano ang ginawa ng mga trabahador? Nag-istrayk sila.
ng mga estudyante mo/ ligo'	Ano ang ginawa ng mga estudyante mo? Naligo sila.
ng Tiyo Andoy mo/lakbay	Ano ang ginawa ng Tiyo Andoy mo? Naglakbay siya.

CHAIN DRILL

T Nagturo ako sa klase kahapon.

- | | |
|--|---|
| Ano ang ginawa <u>mo</u> sa klase kahapon? | S1 Nag-aral <u>ako</u> sa klase kahapon. |
| Ano ang ginawa <u>niya</u> sa klase kahapon? | S2 Nag-aral <u>siya</u> sa klase kahapon. |
| Magtanong <u>ka</u> . | S3 Ano ang ginawa <u>mo</u> noong Linggo? |
| | S4 Nag-"swimming" <u>ako</u> noong Linggo. |
| | S5 Ano ang ginawa <u>niya</u> noong Linggo? |

LESSON 30

S6 Nag-“swimming” siya
noong Linggo.

At iba pa.

(Substitute other pronouns and other time expressions in your questions.)

EXPANSION-QUESTION-AND-ANSWER DRILL

(Note the change in word order when answering certain questions.)

A. Naglaba ang labandera.

<u>Cue</u>	<u>Response</u>
ng damit sa ílog	Naglaba ang labandera ng damit. Naglaba ang labandera ng damit sa ílog.
kanina	Naglaba ang labandera ng damit sa ilog kanina.

<u>Question</u>	<u>Response</u>
<u>Sino</u> ang naglaba ng damit?	Ang labandera ang naglaba ng damit.
<u>Saan</u> naglaba ang labandera ng damit?	Sa ilog naglaba ang labandera ng damit.
<u>Kailan</u> naglaba ang labandera ng damit?	Kanina naglaba ang labandera ng damit.

B. Nag-aral si Terry.

<u>Cue</u>	<u>Response</u>
ng sayaw sa eskuwelahan	Nag-aral si Terry ng sayaw. Nag-aral si Terry ng sayaw sa eskuwelahan.
kahapon	Nag-aral si Terry ng sayaw sa eskuwelahan kahapon.
ng hapon	Nag-aral si Terry ng sayaw sa eskuwelahan kahapon ng hapon.

TAGALOG FOR BEGINNERS

Question

Response

Sino ang nag-aral ng sayaw.

Si Terry ang nag-aral ng sayaw.

Saan nag-aral si Terry?

Sa eskuwelahan nag-aral si Terry ng sayaw.

Kailan ang-aral si Terry?

Kahapon ng hapon nag-aral si Terry ng sayaw.

C. Nagluto ang nanay.

Cue

Response

ng ulam

Nagluto ang nanay ng ulam.

sa kusina

Nagluto ang nanay ng ulam sa kusina.

noong

Nagluto ang nanay ng ulam sa kusina noong

Linggo

Linggo.

ng umaga

Nagluto ang nanay ng ulam sa kusina noong
Linggo ng umaga.

Finish the questions below and answer them following the pattern in the exercises A and B above.

Sino _____?

Saan _____?

Kailan _____?

D. Nagtanim ang magsasaka.

Cue

Response

ng pálay Nagtanim ang magsasaka ng pálay.

sa búkid Nagtanim ang magsasaka ng pálay sa búkid.

kanina Nagtanim ang magsasaka ng pálay sa búkid kanina.

umaga Nagtanim ang magsasaka ng pálay sa búkid kaninang
umaga.

Question

Sino _____?

Saan _____?

Kailan _____?

E. Naglaro ang estudyante.

LESSON 30

<u>Cue</u>	<u>Response</u>
ng balibol	Naglaro ang estudyante ng balibol.
sa istadyum	Naglaro ang estudyante ng balibol sa istadyum.
kanina	Naglaro ang estudyante ng balibol sa istadyum kanina.
hapon	Naglaro ang estudyante ng balibol sa istadyum kaninang hapon.

Question

Sino _____ ?
 Saan _____ ?
 Kailan _____ ?

DIALOGUE VARIATION

S1 Saan ¹ ka pumunta kahapon? S2 Sa ² eskuwelahan.

S1 Ano ang ginawa ³ mo roon? S2 ⁴ Naglaro ako ng
⁵ basketbol.

S1 Anong oras ka* umuwi'? S2 Alas ⁶ singko na.

Vary the dialogue by replacing (1) to (6) above with the substitutes below.

*Use the pronoun which corresponds to (1).

1	2	3
nanay mo	palengke	niya
magsasaka	bukid	niya
titser	eskuwelahan	niya
mga estudyante	estadyum	nila
mga "trainees"	tabing-dagat	nila
kayo	restawran	niyong

TAGALOG FOR BEGINNERS

4	5	6
bili	ulam	diyos na
tanim	palay	kuwatro lang
turo'	Inggles	singko y medya na
laro'	basketbol	dose na
langoy	dagat	sais na
kain	sugpo'	siyete lang

CUMULATIVE DIALOGUE

A1 Anó ang nangyári kahápon?	What happened yesterday?
B1 Pumuntá ang mga "trainees" sa tab íng-dágit.	Some of the trainees went to the beach.
A2 Anó ang ginawá nilá roón?	What did they do there?
B2 Nagpasyál, naglaró ng "volleyball", lumangóy at kumáin ng masaráp ng pagkáin.	They took a walk, played volleyball, swam and ate good food.
A3 Bákit hindi sumáma ang ibáng "trainees"?	Why didn't the other trainees go along?
B3 Kasí naglabá silá at naglínis ng kuwárto.	Because they did their laundry and cleaned their rooms.
A4 Ikáw, sumáma ka ba?	And you, did you go with them?
B4 Hindi'. Natúlog akó.	No. I slept.

WRITING EXERCISE

Write about:

- a significant "happening" in your life before you came to training.
- an interesting or humorous incident in the dormitory.

VOCABULARY

búkid	farm; rice field
gútom	hunger; starvation
ibá(-ng)	other; others
ílog	river
íwan	to leave behind
labandéra	laundrywoman

LESSON 30

(nag-)dugó'	bled; <u>dugó'</u> means 'blood'
(na-)gútom	became hungry; starved
(na-)húlog	fell
(na-)íwan	left behind
(na-)milí	went shopping
(na-)págod	became tired
(na-)tákot	became afraid; was frightened
(na-)tuwá'	became glad; was pleased
págod	tiredness; exhaustion
pálay	unhusked grain of rice; rice plant
tákot	fear
tuwá'	joy; pleasure; gladness

GRAMMAR NOTES

Unlike the Um-verbs, the Mag- and Ma-verbs indicate that action has started and has been completed by changing from m to n. It will be noted that mag- and ma- are both prefixed to the verb root.

Examples

Infinitive	Maglaba ka. Mag-aral ka. Makinig ka.
Completed	Naglaba ako (ng damit). Nag-aral ako (ng leksiyon). Nakinig ako (ng "stereo").

LESSON 31

Contemplated aspect of the Mag- and Ma-verbs

CYCLE #1: Action not started

- | | | |
|----|--|--|
| M1 | Anó ang gagawín natin mamayáng gabí?
Matutulóg ba táyo o magpapasyál?
Matutúlog ba táyo o magpapasyál mamayáng gabí? | What are we going to do tonight? Are we going to sleep or are we going for a walk? |
| M2 | Magpapasyál táyo sa báyan.

Magpasyál táyo. | We're taking a walk in town./We're going around town.

Let's go for a walk. |
| C1 | Anó ang gagawín natin mamayáng gabí? Matutúlog ba táyo o magpapasyál?
Magpapasyál táyo sa báyan./Magpasyál táyo. | |
| C2 | Matutúlog ba táyo o magpapasyál mamayáng gabí?
Magpapasyál táyo sa báyan./Magpasyál táyo. | |

SUBSTITUTION DRILL

Model: Magluluto siya.

- | <u>Cue</u> | <u>Response</u> |
|--|---|
| A. linis
aral
basa
sulat
laba
bihis
masid observe | Maglilinis siya.
Mag-aaral siya.
Magbabasa siya.
Magsusulat siya.
Maglalaba siya.
Magbibihis siya.
Magmamasíd siya. |
| B. tulog | Matutulog siya. |

LESSON 31

úhaw	to thirst	Mauúhaw siya.
kinig		Makikinig siya.
bili		Mamimili siya.
galit		Magagalit siya.
tuwa'		Matutuwa siya.
gutom		Magugutom siya.
dapá'	fall over	Madadapá siya.
busóg	be full	Mabubúsog siya.
lóko	become crazy	Malolóko siya.
takot		Matatakot siya.

QUESTION-AND-ANSWER DRILL

Add hindi ba to the preceding sentences and have the questions answered in full with nga'.

Example

Magluluto siya, hindi ba?

Oo, magluluto nga siya.

MORE SUBSTITUTION DRILL

A. Maglalaro ako ng "badminton" sa Sabado.

<u>Cue</u>	<u>Response</u>
tenis	Maglalaro ako ng tenis sa Sabado.
boling	Maglalaro ako ng boling sa Sabado.
basketbol	Maglalaro ako ng basketbol sa Sabado.
dáma	Maglalaro ako ng dáma sa Sabado.
domino	Maglalaro ako ng domino sa Sabado.

B. Magluluto siya ng adobo sa Linggo.

<u>Cue</u>	<u>Response</u>
pritong isda'	Magluluto siya ng pritong isda sa Linggo.
adobong manok	Magluluto siya ng adobong manok sa Linggo.
ulam	Magluluto siya ng ulam sa Linggo.
gulay	Magluluto siya ng gulay sa Linggo.

C. Mag-aaral ako ng "AAP" sa Linggo ng gabi

TAGALOG FOR BEGINNERS

<u>Cue</u>	<u>Response</u>
“TESL”	Mag-aaral ako ng “TESL” sa Linggo ng gabi.
“Math”	Mag-aaral ako ng “Math” sa Linggo ng gabi.
“Science”	Mag-aaral ako ng “Science” sa Linggo ng gabi.
Tagalog	Mag-aaral ako ng Tagalog sa Linggo ng gabi.
Cebuano	Mag-aaral ako ng Cebuano sa Linggo ng gabi.
Ilokano	Mag-aaral ako ng Ilokano sa Linggo ng gabi.

MOVING-SLOT DRILL

(Be sure that the verb form agrees with the time expression cue.)

Model: Mag-aaral siya bukas.

<u>Cue</u>	<u>Response</u>
kahapon	Nag-aral siya kahapon.
luto’	Nag-luto siya kahapon.
sa Linggo	Magluluto siya sa Linggo.
sayaw	Magsasayaw siya sa Linggo.
kagabi	Nagsayaw siya kagabi.
bukas ng gabi	Magsasayaw siya bukas ng gabi.
mamaya’	Magsasayaw siya mamaya’.
sa isang linggo	Magsasayaw siya sa isang linggo.
sila	Magsasayaw sila sa isang linggo.
lakbay	Maglalakbay sila sa isang linggo.
kami	Maglalakbay kami sa isang linggo.
iksamin	Mag-iiksamin kami sa isang linggo.
kaninang umaga	Nag-iksamin kami kaninang umaga.
tulog	Natulog kami kaninang umaga.
mamayang hapon	Matutulog kami mamayang hapon.
kanina	Natulog kami kanina.

EXPANSION DRILL

Expand the following sentences by adding the cues given. Use an appropriate marker with the cues.

A. Maglalaba siya.

<u>Cue</u>	<u>Response</u>
__ damit	Maglalaba siya ng damit.

LESSON 31

- ilog Maglalaba siya ng damit sa ilog.
- bukas Maglalaba siya ng damit sa ilog bukas.
- umaga Maglalaba siya ng damit sa ilog bukas ng umaga.

B. Maggugud-taym ang mga “trainee”. (‘good time’)

- | <u>Cue</u> | <u>Response</u> |
|-----------------------------------|---|
| <input type="checkbox"/> Honolulu | Maggugud-taym ang mga “trainee” sa Honolulu. |
| <input type="checkbox"/> Sabado | Maggugud-taym ang mga “trainee” sa Honolulu sa Sabado. |
| <input type="checkbox"/> umaga | Maggugud-taym ang mga “trainee” sa Honolulu sa Sabado ng umaga. |

C. Magluluto ang nanay.

- | <u>Cue</u> | <u>Response</u> |
|------------------------------------|--|
| <input type="checkbox"/> ulam | Magluluto ang nanay ng ulam. |
| <input type="checkbox"/> bahay | Magluluto ang nanay ng ulam sa bahay. |
| <input type="checkbox"/> Sabado | Magluluto ang nanay ng ulam sa bahay sa Sabado. |
| <input type="checkbox"/> tanghali’ | Magluluto ang nanay ng ulam sa bahay sa Sabado ng tanghali’. |

D. Magmamasid ang mga bata’.

- | <u>Cue</u> | <u>Response</u> |
|----------------------------------|---|
| <input type="checkbox"/> haláman | Magmamasid ang mga bata ng haláman. |
| <input type="checkbox"/> bakúran | Magmamasid ang mga bata ng haláman sa bakúran. |
| mamaya’ | Magmamasid ang mga bata ng halaman sa bakuran mamaya’. |
| hapon | Magmamasid ang mga bata ng halaman sa bakuran mamayang hapon. |

E. Maglalaro si Tony.

- | <u>Cue</u> | <u>Response</u> |
|------------------------------------|--|
| <input type="checkbox"/> basketbol | Maglalaro si Tony ng basketbol. |
| <input type="checkbox"/> plasa | Maglalaro si Tony ng basketbol sa plasa. |
| bukas | Maglalaro si Tony ng basketbol sa plasa bukas. |

TAGALOG FOR BEGINNERS

_ hapon Maglalaro si Tony ng basketbol sa plasa bukas ng hapon.

DIALOGUE VARIATION (CHAIN DRILL)

S1 Saan ka pupunta? S2 Sa ¹bayan.

S1 Bakit? S2 ²Magsisine ako.

At iba pa.

Substitute:

A.	¹ eskuwelahan	² magturo ng laro' mag-aral ng sayaw magdala ng kawáyan maglaro ng basketbol	to bring bamboo
B.	simbahan	magsimba	
C.	bangko	magpalít ng tséke maglabás ng pera magdepósito magpások maghúlog	to cash a check to withdraw] ng pera to deposit money
D.	bahay	matulog maglinis magluto' magpahingá	to rest
E.	Luneta	makinig sa bándá magpasyal	
F.	bayan	manood ng sine	

CUMULATIVE DIALOGUE

A1 Hoy, Náardo. Kumustá ka? Hey, Nardo. How are you?
B1 Héto, mabúti namán. Oh, all right.
A2 Anó ang gagawín mo sa What are you doing on
 Sábado? Saturday?
B2 Walá'. Bákit? Nothing. Why?
A3 Gustó mo bang sumáma? Would you like to come
 along with me?
B3 Saán? Where?
A4 Sa Taál Vísta Lódge. To Taal Vista Lodge.

LESSON 31

- | | | |
|----|--|--|
| B4 | Anó ang gagwín natin doón? | What are we going to do there? |
| A5 | Magpipíknic táyo, magbobóling, kukúha ng litráto at manonoód ng magagandang tanáwin. | We'll have a picnic, go bowling, take pictures and view the beautiful scenery. |
| B5 | O, síge. Saán táyo magkikíta? | Okay. Where do we meet? |
| A6 | Sa estasyón ng bus. | At the bus station. |
| B6 | Anóng óras? | At what time? |
| A7 | Alas sáis ng umága. | Six o'clock in the morning. |
| B7 | O síge, hanggáng Sábado. | Okay, see you on Saturday. |

WRITING EXERCISES

- A. Answer the following questions with as many sentences as you can construct, using the verbs you have learned.

Ano ang gagawin mo sa Linggo?
Ano ang gagawin mo sa Sabado?
Ano ang gagawin mo sa isang linggo?
Ano ang gagawin mo sa isang buwan?
Ano ang gagawin mo sa Pilipinas?
Ano ang gagawin mo pagbalik sa Amerika galing sa Pilipinas?
Ano ang gagawin mo sa eskuwelahan?
Ano ang gagawin mo sa Lunes sa bahay ng "host family" mo?
Ano ang gagawin mo sa Hilo?
Ano ang gagawin mo mamayang gabi?
Ano ang gagawin mo bukas?
Ano ang gagawin mo bukas ng gabi?
Ano ang gagawin mo sa Honolulu?

- B. Write a paragraph about your plans when you go to the Philippines using the following guide questions.

1. Kailan ka pupunta sa Pilipinas?
2. Kailan ka darating doon?
3. Saan ka unang pupunta o bibisita?
4. Saan kayo mag-"orientation"?
5. Ano kaya ang mangyayari'?
6. Anong baytang ang gusto mong turuan?
Ano ang ituturo mo?
Ano pa ang maaari mong ituro'?
7. Saan ka magpapasyal?

TAGALOG FOR BEGINNERS

VOCABULARY

bakúran	yard
bánda	band of musicians
baytang	grade; level
dáma	a native game of chess
estasyón/istasyón	station
haláman	plants
kawáyan	bamboo
maaári'	may; possibly; can
(ma-bu-)busóg	will be full; will have eaten
(ma-da-)dapá'/madarapa'	satisfactorily
(ma-ga-)gálit	will fall over
(mag-)dalá	will get angry
(mag-)húlog	to bring; to carry
(mag-)labás	to deposit
(mag-ma-)masíd	to take out; to withdraw
(mag-)pahingá	observe
(mag-)palít	to rest
(mag-)pások	to change; to exchange with
(ma-lo-)lóko	to put in; to deposit
(ma-u-)úhaw	will crack up; to become crazy
tanáwin	will be thirsty
tséke	scenery
úna(-ng)	a check
	first

GRAMMAR NOTES

The affixes mag- and ma- are not altered in the contemplated aspect of the verb. Because the action has not started and is merely contemplated or anticipated, the m- which signals such a state, is retained. In addition, the first syllable, CV-or V-, of the verb base is reduplicated to indicate the "incompleteness" of the action.

<u>Type of Verb</u>	<u>Infinitive Form</u>	<u>Contemplated Aspect</u>	
	<u>Affix + Verb base</u>	<u>Reduplicated Syllable</u>	<u>Verb Base</u>
<u>Mag-verb</u>	<u>maglínis</u> <u>mag-áral</u>	mag-li- mag-a-	línis áral

LESSON 31

Ma-verb

matúlog
maúhaw

ma-tu-
ma-u-

túlog
úhaw

LESSON 32

Incompleted aspect of the Mag- and Ma-verbs
Prepositions bágo and pagkatápos + infinitive form of the verb

CYCLE #1: Action started but not completed

- | | | |
|----|---|--|
| M1 | Anó ang ginagawá mo?
Anó ang ginagawá mo
gabí-gabí? | What are you doing?
What do you do every night? |
| M2 | Nag-aáyos akó ng silíd.
Nag-aáral, nalilígo at
tápos natutúlog. | I am tidying up the room.
I study, take a shower and
then go to sleep. |
| C1 | Anó ang ginagawá mo?
Nag-aáyos akó ng silíd. | |
| C2 | Anó ang ginagawá mo gabi-gabí?
Nag-aáral, nalilígo at tápos natutúlog. | |

SUBSTITUTION DRILL

A. Natatakot siyang palagi’.

<u>Cue</u>	<u>Response</u>
inís	Naiinís siyang palági’.
gutom	Nagugutom siyang palagi’.
galit	Nagagalit siyang palagi’.
uhaw	Nauuhaw siyang palagi’.
lungkót	Nalulungkót siyang palagi’.
kinig	Nakikinig siyang palagi’.
nood	Nanonood siyang palagi’.
pagod	Napapagod siyang palagi’.

B. Ano ang ginagawa mo tuwing umaga?

<u>Cue</u>	<u>Response</u>
taun-taon	Ano ang ginagawa mo taun-taon? every year

LESSON 32

kung Linggo	Ano ang ginagawa mo kung Linggo?	on Sundays
tuwing Sabado	Ano ang ginagawa mo tuwing Sabado?	every Saturday
pag Biyernes	Ano ang ginagawa mo pag Biyernes?	on Fridays
araw-araw	Ano ang ginagawa mo araw-araw?	
gabi-gabi	Ano ang ginagawa mo gabi-gabi?	every night
tuwing suweldo	Ano ang ginagawa mo tuwing suweldo?	every pay day
ngayon	Ano ang ginagawa mo ngayon?	
palagi'	Ano ang ginagawa mo palagi'?	always
hapun-hapon	Ano ang ginagawa mo hapun-hapon?	every afternoon
tuwing bakasyon	Ano ang ginagawa mo tuwing bakasyon?	every vacation

C. Nagsu-“swimming” ako.

<u>Cue</u>	<u>Response</u>
1. laba	Naglalaba ako.
sulat	Nagsusulat ako.
basa	Nagbabasa ako.
linis	Naglilinis ako.
sayaw	Nagsasayaw ako.
bili	Namimili ako.
2. luto'	Nagluluto ako nang dumating siya.
basketbol	Nagbabasketbol ako nang dumating siya.
aral	Nag-aaral ako nang dumating siya.
“review”	Nagre-“review” ako nang dumating siya.
tahi'	Nananahi ako nang dumating siya.
3. sugál	Nagsusugál siya nang pumasok ako.
tenis	Nagtetenis siya nang pumasok ako.
tulog	Natutulog siya nang pumasok ako.
áhit	Nag-áhit siya nang pumasok ako.
sipilyo	Nagsisipilyo siya nang pumasok ako.

CYCLE #2: Using the prepositions bago and pagkatapos

M1	Anó ang ginagawá mo bágo matúlog?	What do you do before sleeping (going to bed)?
----	--------------------------------------	---

TAGALOG FOR BEGINNERS

Anó ang ginagawá mo What do you do after work?
pakkatápos magtrabáho?

M2 Nagbabása akó bágo I read before sleeping.
matúlog.

Nagpapahingá akó I rest after work.
pagkatápos magtrabáho.

C1 Ano ang ginagawa mo bago matulog?
Nagbabasa (ako bago matulog).

QUESTION-AND-ANSWER DRILL

Question: Ano ang ginagawa mg bago matulog?

Cue

Question

niya/kain	Ano ang ginagawa niya bago kumain?
nila/pasok	Ano ang ginagawa nila bago pumasok?
ninyo/laro'	Ano ang ginagawa ninyo bago maglaro'?
natin/alís	Ano ang ginagawa natin bago umalis?
namin/uwi'	Ano ang ginagawa namin bago umuwi'?
ko/pahinga	Ano ang ginagawa ko bago magpahinga?
ni Ron/klase	Ano ang ginagawa ni Ron bago magklase?
ng mga lalake/ tulog	Ano ang ginagawa ng mga lalake bago matulog?

Answer: Nagbabasa ako (bago matulog).

Cue

Answer

hugas ng kamay	Naghuhugas siya ng kamay bago kumain.
ligo'	Naliligo sila bago pumasok.
aral	Nag-aaral kami bago maglaro'.
bihis	Nagbibihis tayo bago umalis.
miting	Nagmimiting kayo bago umuwi'.
turo'	Nagtuturo ka bago magpahinga.
sigarilyo	Nagsisigarilyo/Naninigarilyo siya bago magklase.
nood ng sine	Nanonood sila ng sine bago matulog.

LESSON 32

CHAIN DRILL

Change bágo to pagkatápos in the preceding questions and then answer them, giving appropriate responses.

MOVING-SLOT DRILL

Model: Nag-aaral ang mga “trainee” sa Hawaii bago pumunta sa Pilipinas.

<u>Cue</u>	<u>Response</u>
silá	Nag-aaral <u>silá</u> sa Hawaii bago pumunta sa Pilipinas.
handá’	<u>Naghahanda</u> silá sa Hawaii bago pumunta sa Pilipinas.
mga guro’	Naghahanda <u>ang mga guro</u> sa Hawaii bago pumunta sa Pilipinas.
lakbay	<u>Naglalakbay</u> ang mga guro sa Hawaii bago pumunta sa Pilipinas.
mga “PCV”	Naglalakbay ang <u>mga “PCV”</u> sa Hawaii bago pumunta sa Pilipinas.
pagkatapos	Naglalakbay ang mga “PCV” sa Hawaii <u>pagkatapos</u> pumunta sa Pilipinas.
magtrabaho	Naglalakbay ang mga “PCV” sa Hawaii pagkatapos <u>magtrabaho</u> sa Pilipinas.
Southeast Asia	Naglalakbay ang mga “PCV” sa <u>Southeast Asia</u> pagkatapos magtrabaho sa Pilipinas.

CUMULATIVE DIALOGUE

An introductory exchange between a PCV and the Kapitan del Barrio.

A1 Sino po silá?	May I know who you are?
B1 Si John Smith po akó. “PCV” po akó.	I am John Smith. I’m a PCV.
A2 Ah, “Peace Corps” ka palá. Kasáma ka ba ng “Malaria Spray Team”?	Oh, so you’re a Peace Corps Volunteer. Are you with the Malaria Spray Team?
B2 Hindí po’. Guro po akó.	No, sir. I’m a teacher.
A3 Ah, ganoón ba? Saan ka nagtutúro’?	Oh, is that right? Where do you teach?

TAGALOG FOR BEGINNERS

B3	Sa Jacinto Elementary School po'.	At Jacinto Elementary School.
A4	Ano ang itinutúro mo?	What do you teach?
B4	"Science" po, sa ikatlong baytang.	Science in the third grade.
A5	Anó pa ang ginagawá mo ríto?	What else do you do here?
B5	Nag-aáral din po akó ng kabihasnán ng mga Pilipíno.	I'm also studying/learning the culture of the Philippines.
A6	Abá, eh mabúti namán kung ganoón.	Oh, that's good.

WRITING EXERCISE

Write a paragraph about the things you do in training in preparation for your work in the Philippines.

VOCABULARY

handá'	ready; prepared
húgas	to wash
ikatló	third
kabihasnán	culture
mítng	a meeting
(nag-a-)áhit	shaving
(nag-ha-)handá'	preparing; getting ready
(nag-la-)lakbáy	traveling; taking a trip
(nag-su-)sugál	gambling, usually with cards
(nag-si-)sipílyo	brushing
pag	particle which means 'on' or 'if'
pagkatápos	afterwards; after finishing
palági'	always; often
sugál	any game, usually a game of cards, that involves a bet or wager
tápos	afterwards; a contraction of <u>pagkatápos</u>

GRAMMAR NOTES

1. The incompleting aspect of the Mag- and Ma-verbs is signaled by the reduplication of the first syllable of the verb base and the change of m- in the affix to n- to indicate action begun. The following shows the paradigms of some verbs.

LESSON 32

<u>VERB FORM</u>	<u>PROCESS OF CHANGE</u>		
	<u>Reduplication</u>	<u>Affixation</u>	<u>M- to N-</u>
1. <u>áyos</u> 'arrange; fix'			
Infinitive		<u>mag</u> -áyos	
Completed		<u>mag</u> -áyos →	<u>nag</u> -áyos
Contemplated	<u>a</u> -ayos →	<u>mag</u> -aáyos	
Incompleted	<u>a</u> -ayos →	<u>mag</u> -aáyos →	<u>nag</u> -aáyos
2. <u>laró'</u> 'play'			
Infinitive		<u>mag</u> laró'	
Completed		<u>mag</u> laró' →	<u>nag</u> laró'
Contemplated	<u>la</u> -laró' →	<u>mag</u> -lalaró'	
Incompleted	<u>la</u> -laró' →	<u>mag</u> -lalaró' →	<u>nag</u> lalaró'
3. <u>inís</u> 'annoy'			
Infinitive		<u>ma</u> -inís	
Completed		<u>main</u> ís →	<u>nain</u> is
Contemplated	<u>i</u> -inís →	<u>mai</u> inís	
Incompleted	<u>i</u> -inís →	<u>mai</u> inís →	<u>nai</u> inís
4. <u>lígó'</u> 'bathe'			
Infinitive		<u>mal</u> ígó'	
Completed		<u>mal</u> ígó' →	<u>nal</u> ígó'
Contemplated	<u>li</u> -lígó' →	<u>mal</u> ilígó'	
Incompleted	<u>li</u> -lígó' →	<u>mal</u> ilígó' →	<u>nal</u> ilígó'

2. Note that bago and pagkatapos are followed by verbs in the infinitive form. The sentence which precedes this adverbial phrase expresses what one does regularly or as a habit with reference to the action or activity in the adverbial phrase. This phrase may also be preposed to the sentence provided a pause (here indicated by a comma) occurs before continuing on with the rest of the sentence. The following examples illustrate.

- | | | |
|--|---|--|
| a. Naliligo sila bago pumasok. | = | Bago pumasok, naliligo sila. |
| b. Maglalakbay ang mga "PCV" pagkatapos magtrabaho sa Pilipinas. | = | Pagkatapos magtrabaho sa Pilipinas, maglalakbay ang mga "PCV". |

LESSON 33

Review of the three aspects of the Um-, Mag- and Ma-verbs

QUESTION-AND-ANSWER DRILL

Respond according to the cues.

Question: Ano ang ginagawa mo araw-araw?

<u>Cue</u>	<u>Response</u>
gising/6:00	Gumigising ako ng alas sais.
hilámos/mukha'	Naghihilámos ako ng mukha'.
sipilyo/ngipin	Nagsisipilyo ako ng ngipin.
sukláy/buhók	Nagsusukláy ako ng buhók.
agáhan/6:30	Nag-aagáhan ako ng alas sais y medya.
inom/kape	Umiinom ako ng kape.
kain tinapay at itlog	Kumakain ako ng tinapay at itlog.
pasok/eskuwelahan	Pumapasok ako sa eskuwelahan.
aral/wika'	Nag-aaral ako ng wika'.
salita'/Tagalog	Nagsasalita ako ng Tagalog.
kinig/guro'	Nakikinig ako sa guro'.
tanghalian/12:00	Nagtatanghalian/Nanananghalian ako ng alas dose.
sulat/magulang ko	Sumusulat ako sa magulang ko.
basa/libro	Nagbabasa ako ng libro.
laro'/5:00	Naglalaro ako ng alas singko.
basketbol	Nagbabasketbol ako.
ligo'	Naliligo ako.
bihis/damit	Nagbibihis ako ng damit.
hapunan/kapetirya/6:00	Naghahapunan ako sa kapetirya ng alas sais.
miting/kami/7:00	Nagmimiting kami ng alas siyete.
tulog/11:00	Natutulog ako ng alas onse.

QUESTION-AND-ANSWER DRILL

Following the model below, do a drill among three students at a time.

LESSON 33

Example

S1 Anong oras ka gumising?

S2 Alas sais ako gumising.

S1 Anong oras kaya siya gigising bukas?

S3 Siguro, alas sais din siya gigising bukas.

<u>Cue</u>	<u>Response</u>
agahan	Anong oras ka nag-agahan?
pasok	Anong oras ka pumasok?
tanghalian	Anong oras ka nananghalian/nagtanghalian?
basketbol	Anong oras ka nagbasketbol?
hapunan	Anong oras ka naghapunan?
miting	Anong oras ka nagmiting?
tulog	Anong oras ka natulog?
dating sa klase	Anong oras ka dumating sa klase?
alis kanina	Anong oras ka umalis kanina?

SUBSTITUTION DRILL

A. Sumusulat ako ngayon kasi hindi ako sumulat kahapon.

<u>Cue</u>	<u>Response</u>
laba	Naglalaba ako ngayon kasi hindi ako naglaba kahapon.
linis	Naglilinis ako ngayon kasi hindi ako naglinis kahapon.
luto	Nagluluto ako ngayon kasi hindi ako nagluto kahapon.
aral	Nag-aaral ako ngayon kasi hindi ako nag-aral kahapon.
trabaho	Nagtatrabaho ako ngayon kasi hindi ako nag-trabaho kahapon.
“exercise”	Nag-e-“exercise” ako ngayon kasi hindi ako nag-“exercise” kahapon.

B. Hindi ako naligo kanina kaya maliligo ako mamaya’.

<u>Cue</u>	<u>Response</u>
tulog	Hindi ako natulog kanina kaya matutulog ako mamaya’.

TAGALOG FOR BEGINNERS

kinig	Hindi ako nakinig kanina kaya makikinig ako mamaya’.
nood	Hindi ako nanood kanina kaya manood ako mamaya’.
aral	Hindi ako nag-aral kanina kaya mag-aaral ako mamaya’.
kopya	Hindi ako kumopya kanina kaya kokopya ako mamaya’.
takbo	Hindi ako tumakbo kanina kaya tatakbo ako mamaya’.
pahinga	Hindi ako nagpahinga kanina kaya magpapahinga ako mamaya’.
turo’	Hindi ako nagturo kanina kaya magtuturo ako mamaya’.

CONCORD DRILL

Change the verb form in the sentence according to the time expression cue.

A. Nagluto ang nanay ng gulay kahapon.

<u>Cue</u>	<u>Response</u>
mamaya’	Magluluto ang nanay ng gulay mamaya’.
bukas	Magluluto ang nanay ng gulay bukas.
tuwing Biyernes	Nagluluto ang nanay ng gulay tuwing Biyernes.
noong Linggo	Nagluto ang nanay ng gulay noong Linggo.
araw-araw	Nagluluto ang nanay ng gulay araw-araw.
pag Biyernes	Nagluluto ang nanay ng gulay pag Biyernes.

B. Naliligo ang mga bata sa ilog tuwing hapon.

<u>Cue</u>	<u>Response</u>
sa Sabado	Maliligo ang mga bata sa ilog sa Sabado.
kaninang tanghali’	Naligo ang mga bata sa ilog kaninang tanghali’.
araw-araw	Naliligo ang mga bata sa ilog araw-araw.
mamayang hapon	Maliligo ang mga bata sa ilog mamayang hapon.
kamakalawa	Naligo ang mga bata sa ilog kamakalawa.
sa isang linggo	Maliligo ang mga bata sa ilog sa isang linggo.

LESSON 33

C. Magtuturo si Voltaire ng Tagalog mamayang gabi.

<u>Cue</u>	<u>Response</u>
kahapon	Nagturo si Voltaire ng Tagalog kahapon.
sa Sabado	Magtuturo si Voltaire ng Tagalog sa Sabado.
noong Lunes	Nagturo si Voltaire ng Tagalog noong Lunes.
mamayang hapon	Magtuturo si Voltaire ng Tagalog mamayang hapon.
araw-araw	Nagtuturo si Voltaire ng Tagalog araw-araw.
sa isang linggo	Magtuturo si Voltaire ng Tagalog sa isang linggo.

D. Pumunta sa bayan sina Ricardo at Ernesto.

noong isang linggo	Pumunta sa bayan sina Ricardo at Ernesto noong isang linggo.
tuwing Sabado	Pumupunta sa bayan sina Ricardo at Ernesto tuwing Sabado.
kahapon ng hapon	Pumunta sa bayan sina Ricardo at Ernesto kahapon ng hapon.
sa makalawa	Pupunta sa bayan sina Ricardo at Ernesto sa makalawa.
kanina	Pumunta sa bayan sina Ricardo at Ernesto kanina.
sa Linggo ng umaga	Pupunta sa bayan sina Ricardo at Ernesto sa Linggo ng umaga.

CHAIN DRILL

S1 Saan ka galing?

S2 Sa ¹eskuwelahan. ²Nagbasketbol ako.

S1 Saan ka pupunta?

S2 Sa ¹bahay at ²maliligo ako.

Choose the appropriate verbs for the locations you pick out as substitutes in the above exchange.

<u>Location</u>	<u>Verb</u>
-----------------	-------------

TAGALOG FOR BEGINNERS

aklatan	luto'
estadyum	boling
tabing-dagat	sayaw
bayan	kanta
palengke	basa
tindahan	sulat
bukid	turo'
kapitbahay	kain
kusina'	laba
kuwarto	ligo
klase	bihis
kapetirya	tulog
banyo	linis
	aral

CUMULATIVE DIALOGUE

<p>A1 Kumustá kayá ang panahón búkas?</p>	<p>I wonder how the weather will be tomorrow?</p>
<p>B1 Sigúro aáraw na.</p>	<p>Maybe it will be sunny.</p>
<p>A2 Baká kayá uulán pa.</p>	<p>It might still rain.</p>
<p>B2 Hindí na sigúro. Dalawáng áraw nang umuulán at humahángin.</p>	<p>It probably won't. It's been rainy and windy for two days now.</p>
<p>A3 Sána namán. Gustó kong magpasyál sa tabíng-dáगत at kumúha ng mga laráwan.</p>	<p>I hope not. I would like to go to the beach to take pictures.</p>

WRITING EXERCISES

A. Substitution-Transformation Exercise

	<u>Incompleted</u>	<u>Contemplated</u>
1. Nagpiknik ba kayo?	<u>Nagpipiknik ba kayo?</u>	<u>Magpipiknik ba kayo?</u>
tenis	_____	_____
basketbol	_____	_____
“review”	_____	_____
“swimming”	_____	_____
aral	_____	_____
trabaho	_____	_____

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	<u>Completed</u>	<u>Contemplated</u>
2. Nagkukulambó ba sila? luto' laro' áway taním	<u>Nagkulambó ba sila?</u> _____ _____ _____ _____	<u>Magkukulambó ba sila?</u> _____ _____ _____ _____
	<u>Completed</u>	<u>Incompleted</u>
3. Hindi siya maglilinis. tulog sayaw kanta nood kain kinig	<u>Hindi siya naglinis.</u> _____ _____ _____ _____ _____ _____	<u>Hindi siya naglilinis.</u> _____ _____ _____ _____ _____ _____

- B. Read the following letter and answer the questions that follow.

Marso 5, 1968

Mahál kong María,

Tinanggáp ko ang súlat mo kanínang umága. Maráming salámat.

Sa Pepeekéo ang “site námin. Isáng daán at tatlong “trainee” kami. 54 ang laláke at 49 ang babáe. Nag-aáral at nagpa-“practice” kami ng Tagálog áraw-áraw. Limáng óras at kalaháti ang kláse námin sa Tagálog. Mababaít ang áming mga gúro’.

Magandá ang Pepeekéo kung hindi umuulán. Maráming magagandang tanáwin dito. Noóng isáng Linggó, nagpunta kami sa tabíng-dáगत. Lumangóy kami at kumáin ng masaráp na pagkáin.

Sa Linggó, mag-aáral kami ng magsayáw ng ‘Tiniklín’, ang sayáw sa kawáyan. Marúnong na akó ng isáng kundíman. Ang pamagát ay ‘Dáhil sa Iyó’.

Tatlong linggó na lang at nása Pilipínas na kami. Gustó na náming pumunta roón ngayón.

TAGALOG FOR BEGINNERS

Mas marámi akóng balíta sa susunód kong súlat.
Maghihintáy akó sa susunód mong súlat.

Nagmamahál,
David

Comprehension Questions

1. Sino ang sumulat ng liham?
2. Kanino sumulat si David?
3. Saan ang “training site” nila?
4. Ilan ang “trainee” sa Pepeekeo?
5. Ano ang ginagawa nila araw-araw?
6. Lalaki bang lahat ang “trainee”?
7. Maganda ba ang Pepeekeo?
8. Saan nagpunta ang mga “trainee” noong isang Linggo?
9. Mag-aaral ba sila ng “Tinikling”?
10. Marunong na bang sumayaw si David ng “Tinikling”?
11. Marunong na ba siyang kumanta ng kundiman?
12. Ano ang pamagat ng kundiman?
13. Kailan pupunta ang mga “trainee” sa Pilipinas? (Use pagkatapos)
14. Gusto na ba nilang pumunta sa Pilipinas?
15. Marami pa bang balita si David?

C. More Writing Exercises

Give the correct form of the verbs in parentheses and fill in the blanks with the correct noun marker.

1. Ano ang ginagawa mo araw-araw sa klase?
(kinig) ako __ titser __ klase.
(salita') ako __ Tagalog.
(aral) ako __ leksiyon __ Tagalog.
(sanay) ako __ Tagalog araw-araw.
2. Ano ang gagawin mo sa Pilipinas?
(turo') ako __ Math __ unang baytang.
(salita') ako __ Tagalog __ mga tao __ baryo.
(aral) pa rin ako __ kabihasan ng Pilipino.
3. Ano ang ginawa mo kahapon ng umaga?
(gising) ako __ alas sais y media kahapon __ umaga.
(ligo') ako at (sipilyo) __ ngipin.
Pagkatapos, (suklay) ako __ buhok at (bihis).

LESSON 33

(almusal) ako __ pritong itlog at tinapay.
Pagkatapos, (pasok) ako __ klase.

4. Write a short paragraph to answer each of the following questions.
- Ano ang ginawa mo bago ka pumunta rito sa Hilo?
 - Ano ang gagawin mo kung milyonaryo ka?

VOCABULARY

agáhan	breakfast
áway	a quarrel
balíta'	news
g(-um-)igising	waking up; getting up
hilámos	wash the face
isá(-ng)	after <u>sa</u> it means 'next', as in <u>sa isáng linggó</u> 'next week'
kalaháti'	half
kulambó'	mosquito net
laráwan	picture
(mag-hi-)hintáy	will wait
(nag-)áway	quarreled
(nag-su-)sukláy	combing
(nag-)taním	planted
(nag-sa-)sánay	practicing
pamagát	title
panahón	weather
sána	an expression of hope; as in <u>sána umulán</u> 'I hope it rains/May it rain'
sánay	practice
sukláy	a comb
(su-)sunód	next; following
taním	plant
t(-in-)anggáp	received

GRAMMAR NOTES

The following summarize the three aspectual forms of the actor-focus Um-, Mag- and Ma-verbs. (A) shows the processes involved and (B) illustrates.

A. Process of Forming the Aspectual Forms of Actor-Focus Verbs

Infinitive Completed Contemplated Incompleted

TAGALOG FOR BEGINNERS

- a. Um-verbs:
um + base redup. of CV-/V-
of base redup. of CV-/V-
of base + um-
- b. Mag-verbs:
mag + nag + redup. of CV-/V- redup. of CV-/V-
base base of base + prefix of base + prefix
 mag- nag-
- c. Ma-verbs:
ma + na + base redup. of CV-/V- redup. of CV-/V-
base of base + prefix of base + prefix
 ma- na-

B. Illustration of (A)

	<u>Infinitive</u>	<u>Completed</u>	<u>Contemplated</u>	<u>Incompleted</u>
a. <u>Um</u> -verb: <u>kain</u> and <u>inom</u>		k-um-ain um-inom	ka-kain i-inom	k-um-a-kain um-i-inom
b. <u>Mag</u> -verb: <u>basa</u> and <u>aral</u>	mag-basa mag-aral	nag-basa nag-aral	mag-ba-basa mag-a-aral	nag-ba-basa nag-a-aral
c. <u>Ma</u> -verb: <u>ligo'</u> and <u>inis</u>	ma-ligo ma-inis	na-ligo' na-inis	ma-li-ligo' ma-i-inis	na-li-ligo' na-i-inis

UNIT V
ASPECTS OF VERBS IN
GOAL-FOCUS

LESSON 34

Completed aspect of the In-verbs

CYCLE #1: Telling what one did

- M1 Anó ang kináin mo sa agáhan? What did you eat for breakfast?
- M2 Kumáin akó ng kapé at tinápáy. I had coffee and bread.
Kapé at tinápáy ang kináin ko.
- C1 Anó ang kináin mo sa agáhan? Kumáin akó ng kapé at tinápáy.
- C2 Anó ang kináin mo sa agáhan? Kapé at tinápáy (ang kináin ko).

SUBSTITUTION DRILL

Model: Ano ang binasa mo?

<u>Cue</u>	<u>Response</u>
bili	Ano ang binili mo?
kuha'	Ano ang kinuha mo?
hiram	Ano ang hiniram mo?
luto'	Ano ang niluto mo?*
gawa'	Ano ang ginawa mo?
linis	Ano ang nilinis mo?*
dala	Ano ang dinala mo?
sabi	Ano ang sinabi mo?
sulat	Ano ang sinulat mo?
laro'	Ano ang nilaro mo?

* If the root word begins with l, as in luto' and linis, the infix in becomes ni and is prefixed to the root.

TAGALOG FOR BEGINNERS

SUBSTITUTION - CONVERSION DRILL

Convert the actor-focus sentences into goal-focus.

A.	<u>Actor-focus</u>	<u>Goal-focus</u>
	<u>Nagdala</u> siya <u>ng</u> bola.	<u>Dinala</u> niya <u>ang</u> bola.
<u>Cue</u>		
hagis	Naghagis siya ng bola.	Hinagis niya ang bola.
tapon	Nagtapon siya ng bola.	Tinapon niya ang bola.
bili	Bumili siya ng bola.	Binili niya ang bola.
kuha	Kumuha siya ng bola.	Kinuha niya ang bola.
hiram	Humiram siya ng bola.	Hiniram niya ang bola.
saúli'	Nagsaúli siya ng bola.	Sinaúli niya ang bola.
saló	Sumaló siya ng bola.	Sinaló niya ang bola.

B. Using the same verb cues as above, change the goal-focus statements to questions, using ba.

CYCLE #2: Telling what one did with something

- M1 Anó ang ginawá mo sa téla? What did you do with the cloth (dress material)?
- M2 Tinahí ko ang téla. I sewed the cloth.
Ginawá kong damít ang téla. I made a dress out of the cloth.
- C1 Anó ang ginawá mo sa téla?
Tinahí ko ang téla.
- C2 Anó ang ginawá mo sa téla?
Ginawá kong damít ang téla.

SUBSTITUTION DRILL

Model: Niluto ko ang manok.

<u>Cue</u>	<u>Response</u>
kain	Kinain ko ang manok.
húli	Hinúli ko ang manok.
patáy	Pinatáy ko ang manok.
linis	Nilinis ko ang manok.
luto'	Niluto ko ang manok.
lága'	Nilága ko ang manok.

LESSON 34

prító Pínirító/Pínrító ko ang manok.

CUED-RESPONSE DRILL

Model:	Question	Ano ang dinala niya?
	Cue	bola
	Response	Bola ang dinala niya.

<u>Question</u>	<u>Cue</u>	<u>Response</u>
Ano ang niluto niya?	adobo	Adobo ang niluto niya.
Ano ang binili niya?	payong	Payong ang binili niya.
Ano ang kinain mo?	“steak”	“Steak” ang kinain ko.
Ano ang ininom mo?	serbesa	Serbesa ang ininom ko.
Ano ang kinanta niya?	“folk song”	“Folk song” ang kinanta niya.
Ano ang sinayaw nila?	‘Pandanggo sa Ilaw’	‘Pandanggo sa Ilaw’ ang sinayaw nila.
Ano ang binasa ninyo?	Leksiyong pito	Ledsiyong pito ang binasa namin.
Ano ang tinugtog niya?	‘Dahil sa Iyo’	‘Dahil sa Iyo’ ang tinugtog niya.
Ano ang hiniram niya?	radyo	Radyo ang hiniram niya.
Ano ang kinuha niya?	bola	Bola ang kinuha niya.

CONVERSION DRILL

Convert the following goal-focus sentences into actor-focus.

<u>Goal-focus</u>	<u>Actor-focus</u>
A. Hiniram ni Sol ang bisikleta. Binili nila ang telebisyon. Binasa ko ang bagong dyaryo. Kinuha namin ang kawayan sa bukid.	Humiram si Sol ng bisikleta. Bumili sila ng telebisyon. Nagbasa ako ng bagong dyaryo. Kumuha kami ng kawayan sa bukid.

TAGALOG FOR BEGINNERS

Tinahi niya ang damit sa makina.	Nanahi siya ng damit sa makina.
B. Serbesa ang ininom ng mga lalake. "Cha-cha" ang sinayaw na mga "PCV". "Hula" ang sinayaw ng bisita. Pansit ang kinain namin sa restawran ng Intsik. "Football" ang nilaro ng mga estudyante sa istadyum.	Uminom ang mga lalake ng serbesa. Sumayaw ang mga "PCV" ng "cha-cha". Sumayaw ang bisita ng "hula". Kumain kami ng pansit sa restawran ng Intsik. Naglaro ang mga estudyante ng "football" sa istadyum.

CUMULATIVE DIALOGUE

A1 Nabása mo na ba ang nangyári sa eskuwelahan sa San Francisco?	Did you read what happened in a school in San Francisco?
B1 Hindí pa. Walá ang dyáryo sa aklátan. Anó raw ba ang nangyári?	Not yet. The papers are not in the library. Why, what happened?
A2 Nag-istráyk daw ang mga estudyánte. May mga sinúnog siláng mga básurahán sa tabí ng mga "buildings".	The students went on strike. They burned some of the garbage cans beside the buildings.
B2 O eh anó raw ang ginawá ng "administration"?	And what did the administration do?
A3 Tinawag daw ang mga pulís péro tulóy pa rin ang guló.	The police were called in but the riot continued.
B3 Téka múna. Maibá nga akó ng usapan. Anó ba ang nangyári roon sa nawawaláng estudyánte? Nakíta na ba?	Just a minute. Let me change the subject. What ever happened to that missing student? Was he/she found?

VOCABULARY

básura(-hán)	garbage can; any place or receptacle wherein garbage or trash is disposed of
guló	riot; trouble
h(-in-)úli	caught; nabbed
kapé	coffee

LESSON 34

(ma-)iba	to change; to divert
mákina	sewing machine
(na-)kíta	was found
(na-wa-)walá(-ng)	missing
(ni-)lága'	boiled
p(-in-)atáy	killed; slaughtered
p(-in-)rító	fried
prító	fry
sábi	say
s(-in-)ábi	said
s(-in-)únog	was set on fire; was burned
s(-um-)aló	to catch
tulóy	continue

GRAMMAR NOTES

1. Verbal affixes indicate a grammatical relation between the verb and one of the complements in the sentence. This particular complement is said to be in focus and is called the topic of the sentence. The topic may be any of the following.

Ang-noun phrases

ang babae

ang mga lapis

Si/Sina before proper nouns

si Pedro

sina Pedro

Ang-pronouns

ako

kami

ikaw, ka

tayo

siya

kayo

silá

Ang-demonstratives

ito

iyan

iyon

2. The verbs with um-, mag- and ma- affixes are called actor focus verbs because they focus on the actor of the sentence which then becomes the topic.

Verb

(Actor-focus)

Topic

(Actor)

Goal Complement

(Non-focus)

Nag hágis

Bumili

siya

si Maria

ang bata

ito

ng bola.

TAGALOG FOR BEGINNERS

Notice that the non-focused phrase takes a ng particle. The non-focused goal may be any of the following.

<u>Ng</u> -noun phrases	<u>ng</u> bola
	<u>ng</u> mga manok
<u>Ni/nina</u> before proper nouns	<u>ni</u> Pedro
	<u>nina</u> Pedro
<u>Ng</u> -pronouns	<u>ko</u> <u>natin</u>
	<u>mo</u> <u>namin</u>
	<u>niya</u> <u>ninyo</u>
	<u>nila</u>
<u>Ng</u> -demonstratives	<u>nito</u>
	<u>niyan</u>
	<u>niyon</u>

3. The -in affix of the verb indicates that the goal is in focus. The goal complement therefore, occurs as the Topic and is marked accordingly. The actor of the sentence which is non-focused in this case takes one of the ng- units. The following illustrates the corresponding changes in the actor and goal focus sentences.

<u>Focus</u>	<u>Verb</u>	<u>Actor</u>	<u>Goal</u>
a. Actor-focus	Uminom	<u>ang</u> lalaki <u>si</u> <u>ito</u> <u>si</u> Pedro	<u>ng</u> serbesa <u>nito</u>
b. Goal-focus	Ininom	<u>ng</u> lalake <u>nila</u> <u>nito</u> <u>ni</u> Pedro	<u>ang</u> serbesa <u>ito</u>

4. Actor and goal focus sentences may be viewed as referring to voice (active and passive) in English, with an important modification. In Tagalog, as in most Philippine languages, voice distinctions are not limited to just the active and passive. In addition to the active voice (equated with actor focus) and the passive (equated with goal focus), Tagalog has three more focuses: the locative, the benefactive and the instrumental. These will be discussed in later lessons.

5. The following are possible translations of the sentences in paragraph three.

LESSON 34

1. a. The man drank beer. (Definite Actor)
 b. The man drank the beer. (Definite Object)
2. a. The man was the one who drank the beer.
 b. It was the beer that was drunk by the man.
3. a. The man drank beer.
 b. The man drank beer. (Emphasis by means of stress)
4. a. The man drank the beer. (Active Voice)
 b. The beer was drunk by the man. (Passive Voice)

6. The completed aspect of an In-verb is formed by affixing in- before the first vowel of the verb base.

<u>Type of Verb</u>	<u>Infinitive Form</u> (Verb base + affix)	<u>Completed Aspect</u> (Affix + verb base)
<u>In</u> -verb	hiram- <u>in</u> inom- <u>in</u>	h- <u>in</u> -iram-inom <u>in</u> -inom

a. Usually, when the verb base begins with l, as in luto', laga' and linis, the affix in changes to ni and is prefixed to the base to form the completed aspect.

Examples

in	+	lúto'	nilúto'
in	+	lága'	nilága'
in	+	línis	nilínis

However, in some parts of the Tagalog speaking region, the forms linuto', linaga, lininis, etc., which follow the rule for forming the completed aspect, also occur.

b. Note that the affixation of in to the verb base does not affect the placement of the word stress.

LESSON 35

Contemplated aspect of the In-verbs

CYCLE #1: Telling what one will do

- M1 Anó ang gagawín mo? What are you going to do?
- M2 Hihirám akó ng libró sa aklátan. I am going to borrow a book from the library.
Hihiramín ko ang libró sa aklátan.
- C1 Anó ang gagawín mo?
Hihirám akó ng libró sa aklátan.
- C2 Anó ang gagawín mo?
Hihiramín ko ang libró sa aklátan.

SUBSTITUTION DRILL

Model: Ano ang bibilhin niya?

<u>Cue</u>	<u>Response</u>
kuha	Ano ang kukunin niya?
dala	Ano ang dadalhin niya?
abot	Ano ang aabutin niya?
kain	Ano ang kakainin niya?
linis	Ano ang lilinisin niya?
luto'	Ano ang lulutuin niya?
gawa'	Ano ang gagawin niya?
gamit	Ano ang gagamitin niya?
hiram	Ano ang hihiramin niya?

SUBSTITUTION DRILL

A. Lulutuin niya ang pagkain.

<u>Cue</u>	<u>Response</u>
bili	Bibilhin niya ang pagkain.

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kuha	Kukunin niya ang pagkain.
dala	Dadalhin niya ang pagkain.
abut	Aabutin niya ang pagkain.
kain	Kakainin niya ang pagkain.
ínit	Iinítin niya ang pagkain.

B. Iinumin ko ang serbesa.

kain/pansit	Kakainin ko ang pansit.
basa/dyaryo	Babasahin ko ang dyaryo.
dilíg/halaman	Didiligín ko ang halaman.
hiram/libro	Hihiramin ko ang libro.
dalá/pláka	Dadalhin ko ang pláka.
hingí'/bulaklak	Hihingin ko ang bulaklak.
luto'/ulam	Lulutuín ko ang ulam.

CONVERSION DRILL

Change the preceding goal-focus sentences to actor-focus.

Examples

- A. Lulutuín niya ang pagkain.
Magluluto siya ng pagkain.
- B. Iinumin ko ang serbesa.
Inom ako ng serbesa.

CHAIN DRILL

1
S1 Iinom ako.

S2 Ano ang iinumin mo?

2
S1 Tubig. Ano ang iinumin ko?

S3 Tubig ang iinumin mo.

Substitute

TAGALOG FOR BEGINNERS

1	2
kain	pansit
luto'	kanin
basa	leksiyon sa Tagalog
bili	barong-Tagalog
linis	ang kuwarto ko
sayaw	'Pandanggo sa Ilaw'
kanta	'Dahil sa Iyo'

Next time around, express the verbs in the completed aspect.

CYCLE #2: Asking when

M1	Kalián mo kukunin ang pantalón mo sa sástre?	When will you pick up your trousers from the tailor?
M2	Sa Sábado na. Sa Sábado ko kukunin ang pantalón ko sa sástre.	Not till Saturday. On Saturday I'll pick up my trousers from the tailor.
C	Kailán mo kukunin ang pantalón mo sa sástre? Sa Sábado na.	

TRANSFORMATION DRILL

Change the following statements to questions with kailan.

<u>Cue</u>	<u>Response</u>
Tátahiín niya ang damit mo.	Kailan niya tátahiín ang damit mo?
Kúkulutín ni Perla ang buhok ko.	Kailan kúkulutín ni Perla ang buhok ko?
Gúgupitín ni Sara ang buhok ni Nick.	Kailan gúgupitín ni Sara ang buhok ni Nick?
Iinumín ni Carlos ang gamot.	Kailan iinumín ni Carlos ang gamot?
Susubúkin ng mga "astronauts" ang Apollo 8.	Kailan susubúkin ng mga "astronauts" ang Apollo 8?
Susunugin ang tubuhan.	Kailan susunugin ang tubuhan.

LESSON 35

CHAIN DRILL

Using the questions in the preceding drill, conduct a chain drill giving a future time expression in the response. Give a full answer.

Example

- S1 Kailan niya tatahiin ang damit mo?
S2 Sa Linggo niya tatahiin ang damit ko.

CUMULATIVE DIALOGUE

Talking about utang na loób

- A1 Pumuntá ríto kanína si Bernie, ang asáwa ni Cristina. Inaalók niyá táyo ng telebisyon. Bernie, Cristina's husband, was here earlier today. He's going to (wants to) sell us a television set.
- B1 Bákit ahénte na ba siyá ngayón? Why, is he a salesman now?
- A2 Óo, sa Sun Brothers daw. Yes, at Sun Brothers.
- B2 O, eh anó ang sinábi mo? What did you tell him?
- A3 Sábi ko, híhintayín múna kitá at sásabíhin ko sa iyó. I said I'd have to wait for you and tell you about it.
- B3 Hindí pa nátin káyang bumilí ng telebisyon. We can't afford to buy a TV set yet.
- A4 Alám ko. Péro hindi ba nakakahiyá kay Cristina? Guro pa namán siyá ni Junior, baká sabíhin walá táyong utang na loób. I know. But wouldn't it offend Cristina? After all, she's Junior's teacher and, probably, presumes we ought to show our appreciation by returning the favor (and patronizing her husband's offer).

VOCABULARY

ahénte	agent; salesman
barong-Tagalog	native Filipino shirt for men
dilíg	to water (plants)
(gu-)gupit(-ín)	will be cut or trimmed
(hi-)hintay(-ín)	will await; will wait for

TAGALOG FOR BEGINNERS

hingí'	to ask for; to ask for something for free
ínit	heat
(i-)inít(-in)	to heat
(in-a-)alók	being offered
káya(-ng)	able; can afford
(ku-)kulut(-ín)	will be given a permanent; to make one's hair curly
(naka-ka-)hiyá'	embarrassing
pláka	a musical record; a disc
(sa-)sabí(-hin)	to tell; to say
(su-)subúk(-in)	will be tried; will be tested
(ta-)tahi(-ín)	will be sewn
tubuhán	sugar cane plantation or field
utang na loób	an expression meaning 'a debt of gratitude'

GRAMMAR NOTES

1. The contemplated aspect of the In-verb is formed by reduplicating the first CV-or V-or the verb base and suffixing -in to it.

<u>Type of verb</u>	<u>Infinitive form</u>	<u>Contemplated aspect</u>
(<u>In-verb</u> , verb base)	(Verb base + affix)	Reduplicated (Verb base + affix) syllable)
káin	kaín- <u>in</u>	<u>ka-</u> kain- <u>in</u>
abót	abot- <u>ín</u>	<u>a-</u> abot- <u>in</u>

The forms kainin and kakainin are commonly reduced to kanin and kakanin respectively in rapid speech.

2. Note the shift of the stress in the examples above after the process of affixation. The stress shifts to the succeeding syllable when the verb base acquires a suffix.

3. It may be recalled that in Lesson 16, paragraph two of the Grammar Notes deals with the affixation of -in and also explains the dropping of the final vowel in the root when hin is suffixed. In this lesson, it will be observed that the reduced form is also manifested in the contemplated aspect.

Examples

dala	+	-in	=	dalahin	→	dalhín	→	dadalhín
gawa'	+	-in	=	gawain	→	gawín	→	gagawín
kuha	+	-in	=	kuhahin	→	kúnin	→	kukúnin

LESSON 36

Incompleted aspect of the In-verbs

CYCLE #1: Telling what one is doing with something

- M1 Anó ang ginagawá mo sa damít? What are you doing with the dress?
M2 Tinatahí ko ang damít. I am sewing the dress.
C Anó ang ginagawá mo sa damít?
Tinatahí ko (ang damít).

SUBSTITUTION DRILL

Model: Tinatahi niya ang damit.

<u>Cue</u>	<u>Response</u>
basa/nobela	Binabasa niya ang nobela.
kain/balut	Kinakain niya ang balut.
inom/serbesa	Iniinom niya ang serbesa.
kuha/sulat	Kinukuha niya ang sulat.
sunog/basura	Sinusunog niya ang basura.
dilig/halaman	Dinidilig niya ang halaman.
luto'ulam	Niluluto niya ang ulam.
linis/bahay	Nililinis niya ang bahay.
walís/bakuran	Winawalís niya ang bakuran.

EXPANSION DRILL

Expand the sentences in the preceding drill by the following.

- A. Adding the particle pa to indicate that the action is still going on or that the actor is still at it.

Example

Tinatahi niya ang damit.
Tinatahi pa niya ang damit.

TAGALOG FOR BEGINNERS

B. Making questions of the resulting sentences in (A).

Example

Tinatahi pa niya ang damit.

Tinatahi pa ba niya ang damit?

MOVING-SLOT DRILL

Model: Ano ang ginagawa ninyo araw-araw?

<u>Cue</u>	<u>Response</u>
tuwing hapon laro'	Ano ang ginagawa ninyo <u>tuwing hapon</u> ?
basa	Ano ang <u>nilalaro</u> ninyo tuwing hapon?
kung gabi aral	Ano ang <u>binabasa</u> ninyo tuwing hapon?
sa umaga leksiyon	Ano ang binabasa ninyo <u>kung gabi</u> ?
"practice"	Ano ang <u>inaaral</u> ninyo kung gabi?
pag umaga gabi-gabi	Ano ang inaaral ninyo <u>sa umaga</u> ?
"discuss"	Ano ang <u>nilileksiyon</u> ninyo sa umaga?
	Ano ang <u>pina-"practice"</u> ninyo sa umaga?
	Ano ang pina-"practice" ninyo <u>pag umaga</u> ?
	Ano ang pina-"practice" ninyo <u>gabi-gabi</u> ?
	Ano ang <u>dini-"discuss"</u> ninyo gabi-gabi?

QUESTION-AND-ANSWER DRILL

A. Answer the following questions as cued with complete sentences. (Pictures may be used for cues.)

Example

Q Ano ang niluluto ng nanay?

R Isda' (ang niluluto niya).

<u>Question</u>	<u>Cue</u>	<u>Response</u>
Ano ang iniinom ng bata'?	gatas	Gatas ang iniinom ng bata'.
Ano ang hinihípan ng bata'?	lóbo	Lobó ang hinihípan ng bata'.
Ano ang binibili ng babae?	singsing	Singsing ang binibili ng babae.
Ano ang hinihiram ng estudyante?	gunting	Gunting ang hinihiram ng estudyante.

LESSON 36

Ano ang ginugupit niya? “visual aids” niya. “Visual aids” ang ginugupit niya.
Ano ang sinusulat mo? balita’ Balita ang sinusulat ko.

B. Answer the questions in (A) with sentences in the actor-focus. Choose a different object to fill the goal slot.

Example

Q Ano ang niluluto ng nanay?
R Nagluluto siya ng manok.

<u>Question</u>	<u>Response</u>
Ano ang iniinom ng bata’?	Umiinom ang bata ng ____.
Ano ang hinihipan ng bata’?	Nag-ihip ang bata ng ____.
Ano ang binibili ng babae’?	Bumibili ang babae ng ____.
Ano ang hinihiram ng estudyante?	Humihiram ang estudyante ng ____.
Ano ang ginugupit niya?	Gumugupit siya ng ____.
Ano ang sinusulat mo?	Nagsusulat ako ng ____.

QUESTION-AND-ANSWER DRILL

After each sentence, formulate an anó or sinó question and a saán question, and have them answered by your classmate.

A. Kinukuha niya ang magandang damit sa malaking kahon.

<u>Question</u>	<u>Response</u>
Ano ang kinukuha niya sa malaking kahon?	Ang magandang damit.
Saan niya kinukuha ang magandang damit?	Sa malaking kahon.

B. Binibili ni Max ang medyas niya sa Berg’s Department Store.

Ano ang binibili ni Max sa Berg’s Department Store?	Ang medyas niya.
Saan binibili ni Max ang medyas niya?	Sa Berg’s Department Store.

C. Inaayos ng mga “trainee” ang palaró sa oditoryum.

TAGALOG FOR BEGINNERS

Ano ang inaayos ng mga “trainee” sa oditoryum? Ang palaró’.
Saan inaayos ng mga “trainee” ang palaró’? Sa oditoryum.

D. Sinusunog ng mga magsasaka ang mga tubó sa bukid.

Ano ang sinusunog ng mga magsasaka? Ang mga tubó.
Saan sinusunog ng mga magsasaka ang mga tubó? Sa bukid.

E. Ini-“interview” ng “Selection Officer” ang lahat ng “trainee” sa opisina ng “FAO”.

Ano ang ginagawa ng “Selection Officer”? Ini-“interview” niya ang lahat ng “trainee”.
Sino ang ini-“interview” ng “Selection Officer”? Ang lahat ng “trainee”.
Saan ini-“interview” ang lahat ng “trainee”? Sa opisina ng “FAO”.

TRANSFORMATION DRILL

Answer the following questions by converting the verb in the completed aspect to the incompleted aspect form.

Question

Response

Kinuha na ba ni Elsa ang sulat?	Kinukuha na ni Elsa ang sulat.
Tinapon na ba ng diyanitor ang basura?	Tinatapon na ng diyanitor ang basura.
Ininom na ba ng bisita ang alak?	Iniinom na ng bisita ang alak.
Niluto na ba ang itlog?	Niluluto na ang itlog.
Pinatay na ba ang baboy?	Pinapatay na ang baboy.
Nilabhan na ba ang kumot?	Nilalabhan na ang kumot.
“D-in-istribute” na ba ang mga baol?	Dini-“distribute” na ang mga baol.
“T-in-a-ype” (“type”) na ba ng sekretarya ang “petition” natin?	Tina-“type” na ng sekretarya ang “petition” natin.

LESSON 36

CUMULATIVE DIALOGUE

- A1 Nakita mo ba si Kárdo? Have you seen Kardo?
B1 Óo, kinakaúsap niyá si Josie Yes, he is talking with Josie at
sa tindáhan sa kánto. Bákit? the corner store. Why?
A2 Kasí paplanúhin pa námin Because we still have to plan
ang prográma pára sa pista. the program for the fiesta.
B2 Anú-anó ba ang páрте ng What will the program
prográma? consist of?
A3 Hindí ko pa nga alám, eh. I don't know yet. We'll have
Tatanúngin pa rin námin si to consult with Josie (too).
Josie. Bayáan mo at (Be patient and) I'll let you
sasabíhin ko sa iyó pagtapós know as soon as the plans are
na ang pláno. O síge, diyán made (finished). Well, see
ka na. you.

WRITING EXERCISE

Fill in the blanks with the correct pronoun, linker or article.

- A. Pumunta ako __ bayan __ Hilo kahapon. Gusto ko __ bumili
__ bóta at kapote. Mayroon __ kapote sa tindahan pero
wala __ bota. Binili __ __ kapote. Babalik ako __ isa __
linggo para bumili __ bota.
- B. Nagpasyal sina Jose at Juan __ tabing-dagat __ __ Sabado.
Pagkatapos, pumunta __ __ restawran para kumain __
tanghalian. Tinawag __ __ serbidora. Humingi __ __
pansit, prito __ manok at adobo __ karne.

VOCABULARY

baól	footlocker; a rectangular wooden box used for keeping clothes
bayáan	to allow; to tolerate; to let alone
bóta	(rain) boots
guntíng	scissors
(h-in-i-)hípan	blowing
kánto	corner
(k-in-a-)kaúsap	is talking with
kúmot	blanket; bed sheet
lóbo	balloon
malakí(-ng)	big; large
(na-)kíta	was seen
palaró'	the games planned for an occasion

TAGALOG FOR BEGINNERS

(pa-)planú(-hin)	to plan; to map out plans
párte	part or parts
pláno	plan
serbidóra	waitress; the masculine form is <u>serbidor</u>
(ta-)tanung(-in)	will ask
tubó	sugar cane
walís	broom
(w-in-a-)walís	sweeping

GRAMMAR NOTES

1. The incompleting aspect of the In-verb is indicated by reduplicating the first CV-or V-of the root and then affixing(-) in- before the first vowel of the resulting form.

The following paradigms show the processes involved in the derivation of the different aspectual forms.

ASPECT	PROCESS OF CHANGE		
	<u>Reduplication</u>	<u>Suffixation</u>	<u>Affixation of in-</u>
a. Verb base: <u>kain</u> 'eat'			
Infinitive		kaínin ~ kánin	
Completed			kináin
Contemplated	<u>kakain</u> →	kakaínin ~ kakánin	
Incompleted	<u>kakain</u>	→	kinakáin
b. Verb base: <u>abot</u> 'reach'			
Infinitive		abotín	
Completed			inabót
Contemplated	<u>aabot</u> →	aabotín	
Incompleted	<u>aabot</u>	→	inaabót
c. Verb base: <u>linis</u> 'clean'			
Infinitive		linísin	
Completed			nilínis ~ linínis
Contemplated	<u>lilinis</u> →	lilinísin	

LESSON 37

Aspects of the I- and An- verbs in Goal-Focus

CYCLE #1: The completed and contemplated aspects of the I- verbs in instrumental-goal focus

- M1 Isinará mo ba ang pintó sa lúpa'?
Sinar(a)hán mo ba ang pintó sa lúpa'?¹ Did you close the door downstairs?
- M2 Hindí pa, páro isásará ko na.
Hindí pa, péro sasarhán ko na. Not yet, but I will close it now.
- C1 Isinará mo ba ang pintó sa lúpa'?
Hindí pa, péro isásará ko na.
- C2 Sinar(a)hán mo ba ang pintó sa lúpa'?
Hindí pa, péro sasar(a)hán ko na.

SUBSTITUTION DRILL²

Model: Ano ang isinara mo?

<u>Cue</u>	<u>Response</u>
bukas	Ano ang ibinukas mo?
tapon	Ano ang itinapon mo?
bigay	Ano ang ibinigay mo?
tanim	Ano ang itinanim mo?
sauli'	Ano ang isinawi mo?
hágis	Ano ang ihinágis* mo?
turo'	Ano ang itinuro mo?

1 Note that either i- or -an can be affixed to sara.

2 In this group of verbs only sara and bukas can also take the -an affix to focus on the goal.

* Often, this particular form becomes inihágis.

TAGALOG FOR BEGINNERS

Example

Isinasara niya ang bintana’.

Isinasara niya ang mabigát na bintana sa silid.

Itinutúlak niya ang karitón. He is pushing the cart.

Inililista niya ang mga pangalan. He is listing the names.

Inihahanda niya ang mesa. He is setting the table.

Isinusulat niya ang “skit”. He is writing up the skit.

Isinusulat niya ang “grass skirt”. He is trying on the grass skirt.

Ikinukuwento niya ang nangyari’. He is relating what happened (the happening).

Ibinabalot niya ang regalo. He is wrapping the gift.

CYCLE #3: The aspects of the An-verbs in locative-goal focus

M1 Piníntahán mo na ba (sa sílong) ang kábinet? Have you painted the cabinet under the house (the open space under a house)?

M2 Pinípintahán ko na. I am painting it now.
Sa báhay ko na pípintahán. I will paint it inside the house.

C1 Piníntahán mo na ba ang kábinet?
Pinípintahán ko na.

C2 Piníntahán mo na ba sa sílong ang kábinet?
Hindi’. Sa báhay ko na pípintahán.

SUBSTITUTION DRILL

Model: Ano ang pinintahan niya?

<u>Cue</u>	<u>Response</u>
punas	Ano ang pinunasan niya?
hugas	Ano ang hinugasan niya?
laba	Ano ang nilabhan niya?

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hilamos	Ano ang hinilamusán niya?
páhid	Ano ang pinahirán niya?
palit	Ano ang pinalitan niya?
sara	Ano ang sinarhan niya?
bukas	Ano ang binuksan niya?

CONVERSION DRILL

Express the preceding questions in the (A) contemplated, and (B) incompleted aspects.

Example

Ano ang pinintahan niya?

A. Ano ang pipintahan niya?

B. Ano ang pinipintahan niya?

CUED-RESPONSE DRILL

Example

Bakit hindi mo pa pinupunasan ang mesa?	Why haven't you wiped the table?
Kasi <u>hahanap</u> pa ako ng <u>basáhan</u> .	Because I still have to look for a rag.

<u>Question</u>	<u>Cue</u>	<u>Response</u>
Bakit hindi mo pa hinuhugasan ang pinggán?	kuha'/tubig	Kasi kukuha pa ako ng tubig.
Bakit hindi mo pa nilalabhan ang mga damit?	bili/sabon	Kasi bibili pa ako ng sabon.
Bakit hindi no pa pinapahiran ang basá sa kuwarto?	wala'/basahan	Kasi wala pa akong basahan.
Bakit hindi mo pa pinapalitan ang mga kumot mo?	may/trabaho	Kasi may trabaho pa ako.
Bakit hindi mo pa pinipintahan ang baol mo?	hingi'/pintura	Kasi hihingi pa ako ng pintúra.
Bakit hindi mo pa isinusukat ang bagong damit mo?	ligo'	Kasi maliligo pa ako.

TAGALOG FOR BEGINNERS

Bakit hindi mo pa ibinabalot bili/“wrapper” Kasi bibili pa ako ang regalo mo? ng “wrapper”.

CUMULATIVE DIALOGUE

At the churchyard

- | | |
|---|---|
| A1 Anó, Robérto, mukháng gáling ka sa simbáhan ah. | Well, Robert. You look like you've come from church. |
| B1 Óo, nagbáwas táyo ng kaunting kasalánan. | Yes, with a few less sins, I hope. |
| A2 Ikinúmpisál mo bang lahá? | (Jokingly) Did you confess everything? |
| B2 Óo, kasí médyo bumi-bigát na, eh. Ikáw ba? | Yes, because they were getting a bit heavy. What about you? |
| A3 Óo, magsisimbá rin. Nagsísimulá na ba ang susunód na mísa? | Yes, I'll be going in, too. Has the next mass started yet? |
| B3 Hindí pa. | Not yet. |
| A4 Sínong páre ba ang mabúting kausápin diyán? | Who is a good priest to talk to in there? |
| B4 Si Pádre Réyes. Maúnawaín siyá. | Father Reyes. He is very understanding. |

VOCABULARY

basáhan	rag
(i-b-in-a)-bálot	wrapping
(i-)k(-in-)umpisál	confessed
(i-s-in-u)-súkat	trying on
(i-t-in-u)-túlak	pushing
karitón	cart
kasalánan	sin
kausáp(-in)	to talk with
lúpa'	earth; ground; downstairs; groundfloor
mabigát	heavy
maúnawaín	understanding
mísa	mass
(nag-)báwas	to lessen; to reduce; to remove
pádre	used as an appellation for a priest; a borrowing from Spanish which means 'father'
páhid	to wipe off; to smear on

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páre'/pári'	priest
pinggán	plate; another common term for this is <u>pláto</u>
p(-in-)inta(-hán)	painted
púnas	to wipe
sílong	the open space underneath the house; groundfloor
tágo'	to keep; to hide

GRAMMAR NOTES

1. Generally, the goal-focus verb is indicated by the in affix. There are some verbs, though, that require an i- or -an affix to focus on the goal complement.

Examples

sará → isará	(and not <u>sarahin</u>)
hágis → ihágis	(and not <u>hagisin</u>)
labá → labhán	(and not <u>labhin</u>)

2. Usually, the in affix corresponds to the actor-focus affix um-; and i- and -an affixes are the goal-focus counterpart of the mag- actor-focus affix.

3. The following verbal paradigms show the aspect system of the i- and -an goal-focus affixes.

ASPECT	PROCESS OF CHANGE	
	<u>Reduplication</u>	<u>Affixation</u>
a. Verb base: <u>bukás</u> 'open'		
Infinitive		<u>ibukás</u>
Completed		<u>ibinukás</u>
Contemplated	<u>bubukas</u>	<u>ibubukás</u>
Incompleted	<u>bubukas</u>	<u>ibinubukás</u>
b. Verb base: <u>púnas</u> 'wipe'		
Infinitive		<u>punásan</u>
Completed		<u>pinunásan</u>
Contemplated	<u>pupunás</u> →	<u>pupunásan</u>
Incompleted	<u>pupunás</u> →	<u>pinupunásan</u>
c. Verb base: <u>labá</u> 'laundry'		
Infinitive		<u>labhán labán</u>

TAGALOG FOR BEGINNERS

Completed		nilabhán linabhán
Contemplated	lalaba →	lalabhán lalabán
Incompleted	lalaba →	nilalabhán linalabhán

d. Verb base: bukás 'open' (with -an)

Infinitive		b <u>uksán</u>
Completed		<u>bin</u> uksán
Contemplated	b <u>u</u> bukas →	b <u>u</u> b <u>u</u> ksán
Incompleted	b <u>u</u> bukas →	<u>bin</u> ub <u>u</u> ksán

Note the following from the preceding illustration:

(1) that in the completed and incompleted forms of the verbs in is infixed to indicate action started.

(2) that final-stressed vowels in the root are sometimes lost after a suffix is added and the stress has shifted to the suffix.

(3) that like -in, -an has a variant form -han when the base ends with a vowel.

5. The following summarize the different aspectual forms of the goal-focus In-, I- and An-verbs.

A. ASPECTUAL FORMS OF GOAL-FOCUS VERBS

	<u>Infinitive</u>	<u>Completed</u>	<u>Contemplated</u>	<u>Incompleted</u>
a. <u>In</u> -verbs	base + <u>in</u> - + base	redup. of CV-/V- of base + <u>(h)in</u>	redup. of CV-/V- of base + <u>(h)in</u>	<u>in</u> + redup. of CV-/V- of base
b. <u>I</u> -verbs	<u>i</u> + base	<u>i</u> + <u>-in</u> - + base	<u>i</u> - + redup. of CV-/V- of base	<u>i</u> + <u>-in</u> - + redup. of CV-/V- of base
c. <u>An</u> -verbs	base + <u>(h) an</u>	<u>in</u> + base + <u>(h)an</u>	redup. of CV-/V- of base + <u>(h)an</u>	<u>in</u> + redup. of CV-/V- of base + <u>(h)an</u>

B. ILLUSTRATION OF A

	<u>Infinitive</u>	<u>Completed</u>	<u>Contemplated</u>	<u>Incompleted</u>
a. <u>In</u> -verbs	sunúg-in	s-in-únog	su-sunúg-in	s-in-u-súnog

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basá-hin	b-in-ása	ba-basá-hin	b-in-a-bása
inom-ín	in-inóm	i-inom-ín	in-i-inóm

b. I-verbs

i-bukás	i-b-in-ukás	i-bu-bukás	i-b-in-u-bukás
i-tápon	i-t-in-ápon	i-ta-tápon	i-t-in-a-tápon

c. An-verbs

punás-an	p-in-unás-an	pu-punás-an	p-in-u-punás-an
lab-hán	ni-lab-hán	la-lab-hán	ni-la-lab-hán

UNIT VI
THE SA-CONSTRUCTION AND
THE OTHER FOCUSES

LESSON 38

Review: Sa-phrases may/mayroón/walá'

Sa-demonstratives: dito/diyán/doón

CYCLE #1: Asking about the facilities in a place

- | | | |
|----|---|---|
| M1 | May simbáhan ba sa
"training site"? | Is there a church at the
training site? |
| | May simbahan ba dito? | Is there a church here? |
| M2 | Óo, mayroón. (May
simbáhan doón.) | Yes, there is. (There is a
church there/in that place.) |
| | Walá'. (Waláng simbáhan
dito.) | No, there isn't. (There is no
church here.) |
| | Walá dito, péro mayroón
diyán sa susunód na báryo. | There is none here, but there
is one in the next "barrio". |
| C1 | May simbáhan ba sa "training site"? | |
| | Óo, mayroón. (May simbáhan doón.) | |
| C2 | May simbáhan ba dito? | |
| | Walá', péro mayroón diyán sa susunód na báryo. | |

CYCLE #2: Asking for directions

- | | | |
|----|--------------------------|--------------------------|
| M1 | Saán (ba) ang réstawran? | Where is the restaurant? |
| M2 | Doón (ang réstawran). | Over there. |
| C | Saán ang réstawran? | |
| | Doón (ang réstawran). | |

REPETITION DRILL

Point towards the direction of the location identified in the statement. (Pretend that you are showing some Filipino visitors around the training site.)

Dito ang silid ng mga lalake.
Diyang ang silid ng mga babae.

TAGALOG FOR BEGINNERS

Doon ang silid ng mga may-asawa.
Doon ang oditoryum namin.
Diyan ang opisina ng Direktor ng “Project”.
Diyan ang aklatan namin.
Dito ang banyo ng mga babae at diyan naman ang banyo ng mga lalake.
Doon ang kapetirya ng lahat.
Doon ang bahay ng mga guro’.
Diyan ang miting natin.

SUBSTITUTION—QUESTION-AND-ANSWER DRILL

A. Answer with díto/diyán/doón in relation to your distance from the place mentioned.

Saan ang aklatan?
Saan ang silid-aralan?
Saan ang kasilyas?
Saan ang eskuwelahan?
Saan ang opisina ng prinsipal?
Saan ang klinika?
Saan ang silid ng agham?

B Use díto/diyán/doón with previous structures learned.

1. Saan tayo mag-aaral? Doon tayo mag-aaral.

<u>Cue</u>	<u>Question</u>	<u>Response</u>
klase	Saan tayo magkaklase?	___ tayo magkaklase.
tulog	Saan tayo matutulog?	___ tayo matutulog.
laro’	Saan tayo maglalaro’?	___ tayo maglalaro’.
kuha	Saan tayo kukuha?	___ tayo kukuha.
bili	Saan tayo bibili?	___ tayo bibili.
hingi’	Saan tayo hihingi’?	___ tayo hihingi’.
tuloy	Saan tayo tutuloy?	___ tayo tutuloy.

a. Answer the preceding questions using a sa-phrase for a specific location.

Example

Q Saan tayo mag-aaral?
R Sa oditoryum tayo mag-aaral.

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- b. Conduct a chain drill by changing the responses to questions using ba and having them answered with either yes or no.

2. Give a negative response to the following questions.

Example

Gusto mo ba ang pagkain dito?

Ayoko ng pagkain dito.

<u>Cue</u>	<u>Question</u>	<u>Response</u>
palabas/doon	Gusto mo ba ang palabas doon?	Ayoko ng palabas doon.
programa/dito	Gusto mo ba ang programa dito?	Ayoko ng programa dito.
tinda/riyan	Gusto mo ba ang tinda riyan?	Ayoko ng tinda riyan.
klima/doon	Gusto mo ba ang klima roon?	Ayoko ng klima roon.
mga kasama mo/dito	Gusto mo ba ang mga kasama mo rito?	Ayoko ng mga kasama ko rito.
palákad/dito	Gusto mo ba ang palákad dito?	Ayoko ng palákad dito.
paaralan/diyan	Gusto mo ba ang paaralan diyan?	Ayoko ng paaralan diyan.

3. Sino ang direktor dito?

(Give a name corresponding to the title or position asked for in the question.)

<u>Cue</u>	<u>Question</u>	<u>Response</u>
direktor/doon	Sino ang direktor doon?	Si ____ ang direktor doon.
pastór/diyan	Sino ang pastór diyan?	Si ____ ang pastór diyan.
pare'/doon	Sino ang pare roon?	Si ____ ang pare roon.
presidente/dito	Sino ang presidente rito?	Si ____ ang presidente rito.
Kapitan del barrio/diyan	Sino ang kapitan del barrio riyan?	Si ____ ang kapitan del barrio riyan.

TAGALOG FOR BEGINNERS

lider ninyo/ doon	Sino ang lider ninyo roon?	Si ____ ang lider namin doon.
guro ninyo/ doon	Sino ang guro ninyo roon?	Si ____ ang guro namin doon.

CUED-RESPONSE DRILL

Use the map sketched by the teacher to point out the following places. Use dito/diyan/doon in relation to the geographical distances of the different points.

Example

Pepeekeo "site"/Pepeekeo "village"/Hilo	Dito ang Pepeekeo "site", diyan ang Pepeekeo "village", doon ang Hilo.
---	---

Cue

silid natin/"Doctor's house"/"Pepeekeo Clinic"
Hilo/Pepeekeo/Kohala
Hawaii/Maui/Oahu
Europe/"mainland"/Hawaii
Australia/Guam/Hawaii
Los Angeles/Michigan/New York

MOVING-SLOT DRILL

A. May restawran dito sa kanto.

Cue

Response

barberya	May <u>barberya</u> dito sa kanto.
diyan	May barberya <u>diyan</u> sa kanto.
simbahan	May <u>simbahan</u> diyan sa kanto.
baryo	May simbahan diyan sa <u>baryo</u> .
Quiapo	May simbahan diyan sa <u>Quiapo</u> .
palengke	May <u>palengke</u> diyan sa Quiapo.
doon	May palengke <u>roon</u> sa Quiapo.
eskuwelahan	May <u>eskuwelahan</u> doon sa Quiapo.

B. May otel dito sa kanto.

Cue

Response

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sine	May <u>sine</u> dito sa kanto.
diyan	May sine <u>diyan</u> sa kanto.
kalye Mabini	May sine diyan sa <u>kalye Mabini</u> .
estasyon ng bus	May <u>estasyon ng bus</u> diyan sa kalye Mabini.
estasyon ng pulis	May <u>estasyon ng pulis</u> diyan sa kalye Mabini.
Avenida Rizal	May estasyon ng pulis diyan sa <u>Avenida Rizal</u> .

CYCLE #3: More specific directions

M1	Saán (ba) ang otél dito?	Where is the hotel here?
M2	Diyán sa tabí ng síne (ang otél dito).	There, beside the movie theatre.
C	Saán ba ang otél dito? Diyán sa tabí rig síne.	

REPETITION DRILL

With your teacher, point out the different places on a sketch of a barrio map as you say the following sentences.

Sa tabi ng sine ang otel dito.	The hotel (here) is beside the theatre.
Sa tapát ng simbahan ang plasa dito.	The plaza is across from the church.
Sa likód ng simbahan ang laruan dito.	The playground is behind the church.
Sa susunod na kanto ang botika dito.	The drugstore is on the next corner.
Malápit sa palengke ang bombero dito.	The fire station is near the market.
Malapit sa palengke ang estasyon ng bus dito.	The bus station is near the market.

SUBSTITUTION DRILL

A. Sa tabi ng sine ang otel.

<u>Cue</u>		<u>Response</u>
tapat	‘across from’	Sa tapat ng sine ang otel.
likod	‘behind’	Sa likod ng sine ang otel.

TAGALOG FOR BEGINNERS

gílid 'at the side' Sa gílid ng sine ang otel.
haráp 'in front of' Sa haráp ng sine ang otel.

B. Malapit sa plasa ang simbahan.

munisipyo Malapit sa plasa ang munisipyo.
palengke Malapit sa plasa ang palengke.
botika Malapit sa plasa ang botika.
post opis Malapit sa plasa ang post opis.
sine Malapit sa plasa ang sine.

C. Malapit sa munisipyo ang eskuwelahan namin.

barberya Malapit sa barberya ang eskuwelahan namin.
simbahan Malapit sa simbahan ang eskuwelahan namin.
panaderya Malapit sa panaderya ang eskuwelahan namin.
bahay ni Dr. Cruz Malapit sa bahay ni Dr. Cruz ang eskuwelahan namin.
tindahan ni Aling Orang Malapit sa tindahan ni Aling Orang ang eskuwelahan namin.

QUESTION-AND-ANSWER DRILL

A. With the sketch of a map provided by your teacher, try to answer the following questions.

<u>Question</u>	<u>Response</u>
1. Saan ba ang barberya dito?	Sa tapat ng sine.
Saan ba ang simbahan dito?	Sa may plasa.
Saan ba ang munisipyo dito?	Sa may palengke.
Saan ba ang estasyon ng bus dito?	Malapit sa palengke.
Saan ba ang post opis dito?	Sa likod ng munisipyo.
Saan ba ang sine dito?	Sa tapat ng tindahan ng kamera.

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- | | |
|--------------------------|--|
| 2. Saan ang bahay ninyo? | Sa susunod na kanto. |
| Saan ang eskuwelahan? | Sa kanto ng Kalye Mabini at Kalye Rizal. |
| Saan ang aklatan? | Sa may plasa, sa tabi ng simbahan. |
| Saan ang opisina? | Diyan sa may estasyon ng pulis. |

B. Ask saan questions to learn the location of the following.

1. wonders of the world
2. capital cities of the world
3. world-famous meetings or conferences

CUMULATIVE DIALOGUES

Asking for directions

- | | | |
|--------|--|--|
| 1a. A1 | Puwéde ho bang magtanóng? Saán ho ba ang báhay ni Ginoóng Réyes? | May I ask you a question? Where/Which way is Mr. Reyes' house? |
| B1 | Sínong Réyes? Arturo o Conrado? | Which Reyes? Arturo or Conrado? |
| A2 | Conrado ho'. Iyón hong gúro sa Tórres Elementary School. | Conrado, the teacher at Torres Elementary School. |
| B2 | Ah, si Conrado. Diyán lang sa susunód na kánto. | Oh, Conrado. Over there, on the next corner. |
| A3 | Salamat ho. | Thank you, sir. |
| b. A1 | Mawaláng gálang na nga po'. Maaári po bang magtanóng? | Excuse me, sir. May I ask for some information please? |
| B1 | Abá, ópo'. Anó po iyón? | Certainly. What is it? |
| A2 | Saán po ba ang <u>réstawran</u> dito? | Where is the nearest restaurant? |
| B2 | Doón, <u>malápit sa sine</u> . | Over there, near the theatre. |
| A3 | Salámat po'. | Thank you, sir. |
| B3 | Waláng anumán. | You are welcome. |

Vary the above dialogue by using the following substitutes.

TAGALOG FOR BEGINNERS

A2

post opis
munisipyo
estasyon ng bus
estasyon ng pulis
palengke
eskuwelahan

B2

sa susunod ng kanto
sa tabi ng palengke
malapit sa munisipyo
sa tapat ng bombéro
sa may simbahan
sa likod ng simbahan
sa tabi ng dagat

2. Giving directions

A1 Táksi! Táksi!

B1 Saán po táyo?

A2 Sa simbáhan ng Quiápo.
Bilisán mo ha?

B2 Ópo'.

A3 Diyán lang akó sa tapát ng
simbáhan. Héto ang báyad.

Taxi! Taxi!

Where do we go/Where to?

To Quiapo church. Please
hurry.

Yes, sir.

Stop in front of the church,
please. Here's my fare.

WRITING EXERCISE

Using any road map (bring one to class), direct someone coming from a specific point or place how to go to another section of town.

Example

Juan asks you to direct him to the Methodist Church. You are both in front of Shigii's Drugstore.

Tuwirín mo ang Kaméhaméha Avenue. Sa ika-ápat na kánto lumikó ka sa kaliwá'. Itó ang daáing Wáianúenué. Dirétsohín mo itó at pagkaraán ng ápat na kánto, makikíta mo ang aklátan. Sa tabí ng aklátan ang Methodist Church.

Go straight down Kamehameha Avenue. At the fourth street down, turn left. This is Waiianuenue Avenue. Follow this street and after four blocks, you will see the library. The Methodist Church is beside the library.

VOCABULARY

báryo	barrio; a subdivision of a town
báyad	payment; fare
bilis(-án)	to make fast; speed up; hurry
bombéro	fireman; fire station

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dirétso(-hin)	to go straight
gílid	beside; at the side or edge
haráp	front; in front of
ika-ápat	fourth
kaliwá'	left; left side
kasáma	a companion
kasílyas	toilet; restroom
klíma	climate; weather
likód	behind; in back of
l(-um-)ikó'	to turn; to make a turn
(mag-)tanóng	to ask; to inquire
mawaláng	an expression which means 'excuse me'; (Lit.:
gálang	Let me be disrespectful.)
munisípyo	municipal building
pagkaraán	after
palákad	policy (administrative)
panaderyá	bakery
pastór	pastor; minister
tabí	beside
tapát	across; in front of
(tu-)tulóy	will proceed; will continue; will stay on
tuwir(-ín)	to go straight (on a road)

GRAMMAR NOTES

1. The demonstrative pronouns that can replace locative phrases marked by sa are dito, diyan and doon. They are referred to as sa-demonstratives. The relative distances indicated by each of these demonstratives are the same as those of the ang-demonstratives (ito/iyan iyon).

Dito 'here' indicates that the place or location is near the speaker or near to both the speaker and the listener.

Diyan 'there' signals that the place or location is farther from the speaker and nearer the listener— or it may mean relatively far from both.

Doon 'over there, there, yonder' shows that the location of something is definitely far away from both speaker and the listener.

2. The variant forms rito, riyan and roon are often used when a vowel sound precedes.

TAGALOG FOR BEGINNERS

3. In giving more specific directions, the sa-demonstratives are sometimes followed by sa-phrases as modifiers. The following examples illustrate.

Sa-demonstratives

... dito
... diyan
... doon

Sa-modifiers

sa kanto
sa Kalye Mabini
sa Quiapo

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Sa-pronouns: sa ámin/sa átin/
 sa inyó/sa kanilá
 sa ákin/sa iyó/sa kaniyá

Personal proper noun marker káy/kína

Review: saán and kaníno

CYCLE #1: Sa-pronouns

M1 Saán ka gáling? Where have you been?

M2 Sa kanilá. At their house.

C Saán ka gáling?
 (Gáling akó) sa kanilá.

REPETITION DRILL

- A. Galing ako sa atin.* I've been at our (incl.) house/
 place.
 Galing ako sa amin. I've been at our (excl.) house.
 Galing ako sa inyo. I've been at your (plural) place.
 Galing ako sa kanila. I've been at their place.
- B. Humingi si Rosa ng pera Rosa asked for some money from
 sa akin. me.
 Humingi si Rosa ng pera Rosa asked for some money from
 sa iyo. you.
 Humingi si Rosa ng pera Rosa asked for some money from
 sa kaniya. him/her.
 Humingi si Rosa ng pera Rosa asked for some money from
 sa atin. us (incl.).
 Humingi si Rosa ng pera Rosa asked for some money from
 sa amin. us (excl.).
 Humingi si Rosa ng pera Rosa asked for some money from
 sa inyo. you (plural).

* In this context, only the plural forms occur; the singular forms akin/iyo/kaniya do not occur.

TAGALOG FOR BEGINNERS

Humingi si Rosa ng pera sa kanila. Rosa asked for some money from them.

SUBSTITUTION DRILL

A. Humiram ako ng “projector” sa inyo.

Cue Response

kanila Humiram ako ng “projector” sa kanila.
amin Humiram ako ng “projector” sa amin.
kaniya Humiram ako ng “projector” sa kaniya.

B. Kinuha ni Veny ang leksiyon sa akin.

Cue Response

iyong Kinuha ni Veny ang leksiyon sa iyo.
kaniya Kinuha ni Veny ang leksiyon sa kaniya.
amin Kinuha ni Veny ang leksiyon sa amin.
atin Kinuha ni Veny ang leksiyon sa atin.
inyong Kinuha ni Veny ang leksiyon sa inyo.

C. Isuot mo sa kaniya iyan.

Cue Response

bigay Ibigay mo sa kaniya iyan.
sauli' Isauli mo sa kaniya iyan.
hagis Ihagis mo sa kaniya iyan.
tulak Itulak mo sa kaniya iyan.
lagay Ilagay mo sa kaniya iyan.
sukat Isukat mo sa kaniya iyan.
táli' Itáli mo sa kaniya iyan.

CYCLE #2: Kay and kina to mark personal proper nouns

M1 Saán ang puntá mo? Where are you going? (Lit.: Where is your destination?)

Saán ka pupuntá?

M2 Sa magúlang ng To (the house of) the parents of one
estudyánte ko. of my students.

Kay Mr. Cruz. To Mr. Cruz's house/place.

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Kina Mr. Cruz.

C1 Saán ang puntá mo?
Sa magúlang ng estudyánte ko.

C2 Saán ka pupuntá?
Kina Mr. Cruz.

SUBSTITUTION DRILL

A. Humingi si Victor ng abúloy sa mga bata'.

<u>Cue</u>	<u>Response</u>
sa mga magulang ng bata'	Humingi si Victor ng abuloy sa mga magulang ng bata'.
sa mga kasápi sa "PTA"	Humingi si Victor ng abuloy sa mga kasapi sa "PTA".
sa mga guro sa paaralan	Humingi si Victor ng abuloy sa mga guro sa paaralan.
sa mga tao sa baryo	Humingi si Victor ng abuloy sa mga tao sa baryo.
sa mga manggagáwa' kay Lu	Humingi si Victor ng abuloy sa mga manggagawa'.
kina Ginoo at Ginang Bernabe	Humingi si Victor ng abuloy kay Lu.
kina Carlos	Humingi si Victor ng abuloy kina Ginoo at Ginang Bernabe.
	Humingi si Victor ng abuloy kina Carlos.

B. Kukuha si Nita ng bulaklak sa bukid.

<u>Cue</u>	<u>Response</u>
sa amin	Kukuha si Nita ng bulaklak sa amin.
kina Joy	Kukuha si Nita ng bulaklak kina Joy.
sa kanila	Kukuha si Nita ng bulaklak sa kanila.
kina Ginang Sanchez	Kukuha si Nita ng bulaklak kina Ginang Sanchez.
sa kaniyang lolo	Kukuha si Nita ng bulaklak sa kaniyang lolo.
sa aking hardin	Kukuha si Nita ng bulaklak sa aking hardin.
sa kanilang bahay	Kukuha si Nita ng bulaklak sa kanilang bahay.

TAGALOG FOR BEGINNERS

C. Dalhin mo sa akin iyan.

<u>Cue</u>	<u>Response</u>
kaniya/larawan	Dalhin mo sa kaniya ang larawan.
amin/baro mo	Dalhin mo sa amin ang baro mo.
kanila/aso mo	Dalhin mo sa kanila ang aso mo.
Marcia/ito	Dalhin mo kay Marcia ito.
Ginoo at Ginang	Dalhin mo kina Ginoo at Ginang
Tolentino/libro ninyo	Tolentino ang libro ninyo.
Lolo Ambo/regalo mo	Dalhin mo kay Lolo Ambo ang regalo mo.
“video-tape room”/mga estudyante	Dalhin mo sa “video-tape room” ang mga estudyante.
mga kaeskuwéla mo/puláng sombrero mo	Dalhin mo sa mga kaeskuwéla mo ang puláng sombrero mo.
bagong bahay ninyo/mga guro’	Dalhin mo sa bagong bahay ninyo ang mga guro’.

MOVING-SLOT DRILL

Model: Bumili si Tina ng damit sa Tina bought a dress from
 akin kahapon. me yesterday.

<u>Cue</u>	<u>Response</u>
sa kaniya	Bumili si Tina ng damit <u>sa kaniya</u> kahapon.
sa tindahan	Bumili si Tina ng damit <u>sa tindahan</u> kahapon.
siya	Bumili <u>siya</u> ng damit sa tindahan kahapon.
ng sapatos	Bumili siya <u>ng sapatos</u> sa tindahan kahapon.
kay Toni	Bumili siya ng sapatos <u>kay Toni</u> kahapon.
humiram	<u>Humiram</u> siya ng sapatos kay Toni kahapon.
ng “flannel board”	Humiram siya <u>ng “flannel board”</u> kay Toni kahapon.
sa amin	Humiram siya ng “flannel board” <u>sa amin</u> kahapon.
gumawa’	<u>Gumawa</u> siya ng “flannel board” sa amin kahapon.

LESSON 39

COMPREHENSION DRILL

Ask questions based on the sentences in the preceding SUBSTITUTION DRILL using the question words sino, anó, kailán, kaníno where appropriate, and have your classmates answer them.

Examples

1. Sino ang humingi ng abuloy sa mga bata'?
2. Ano ang ginawa ni Victor?
3. Ano ang hiningi ni Victor?
4. Kanino siya humingi ng abuloy?

CYCLE #3: Sa-pronouns expressing ownership

- M1 Kanínong lápís itó? Whose pencil is this?
M2 (Sa) ákin (po'). Mine.
 (Sa) áking lápís (po') iyán. That is my pencil.
C. Kanínong lápís itó?
 (Sa) ákin(g) lápís po iyán).

TRANSFORMATION DRILL

- A. Convert the following sentences with sa-pronouns to sentences with the ng-pronouns. (Note that there is no change in meaning.)

- | | |
|---------------------------------|------------------------------|
| Sa aking lapis iyan. | Lapis ko iyan. |
| Sa iyong lapis iyan. | Lapis mo iyan. |
| Sa kaniyang lapis iyan. | Lapis niya iyan. |
| Sa ating "bulletin board" iyan. | "Bulletin board" natin iyan. |
| Sa aming kotse iyon. | Kotse namin iyon. |
| Sa inyong kotse ito. | Kotse ninyo ito. |
| Sa kanilang tindahan iyon. | Tindahan nila iyon. |
| Sa ating paaralan ito. | Paaralan natin ito. |

- B. Repeat the preceding sentences with ng-pronouns and convert each one to sentences containing the sa-pronouns but omitting sa.

Example

TAGALOG FOR BEGINNERS

Lapis ko iyan.

Aking lapis iyan.

QUESTION-AND-ANSWER DRILL

Conduct a chain drill asking questions as to the ownership of various objects around the room. The student addressed gives a no response and identifies the owner of the object.

Example

- S1 Sa iyo bang bolpen ito?
S2 Hindi'. Sa kaniyang bolpen iyan.
Sa kaniya bang aklat iyan?
S3 Hindi'. Sa aking aklat ito.

CUMULATIVE DIALOGUES

1. Lost in a place

- | | |
|---|--|
| A1 (in a vehicle) Itó ho ba ang pápuntáng Kálye Maningning? | Is this the way to Maningning Street? |
| B1 (Man on the street) Abá, hindi'. Doón kayó sa kabiláng kálye dápat dumaán. | Oh no. You should have taken the other street. |
| A2 Naligáw palá kami. | Hmmm, so we're lost. |
| B2 Puwéde kayóng umatrasá diyán sa kánto, tápos dumirétso kayó. | You can back up to the corner, turn and then go straight up the next street. |

2. Talking about a proposed trip

- | | |
|---|--|
| A1 Kailán ang puntá mo sa Zamboánga? | When do you leave for Zamboanga? |
| B1 Éwan, hindi ko pa alám. Hinihintáy ko pa si José. | I don't know yet. I'm still waiting for Jose. |
| A2 Bákit, magkasáma ba kayó? | Why, are you going together? |
| B2 Óo, nag-úsap kami ng magbábakasyon doón ng isáng linggó. | Yes, we decided to take a week's vacation there. |
| A3 Kailán ba ang datíng niyá múla sa Ilókos? | When does he arrive from the Ilocos? |

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B3 Dápat ngayóng áraw na itó. It should be today.

VOCABULARY

abúloy	aid; subsidy; contribution
ákin	my; mine
átin	our; us (inclusive)
dal(a)(-hín)	to carry; to bring; to take
(h-in-i-)hintáy	waiting for
(i-)táli'	to tie
iyó	your, yours (singular)
kabilá(-ng)	the other side
kaeskuwéla	classmate
kanilá	their; theirs
kaniyá	his/her; hers
kasápi'	member
(mag-)kasáma	to be together
manggagáwa'	laborer; worker
(na-)ligaw	lost; strayed
sombréro/sumbréro/ sumbléro	hat
(um-)atrás	to retreat; to back up; to move back

GRAMMAR NOTES

1. Each of the locative pronouns, unlike the sa-demonstratives or the Ng-pronouns, requires the particle sa before it. When sa + Sa-pronoun occurs in a locative complement position in the sentence, it means 'to, from, or at' a specific place. It can also mean 'toward the direction of X'.

Verb	<u>Topic</u>	<u>Locative complement</u>	<u>Gloss of complement</u>
Galing	ako	sa atin	from/to our (incl) place
		sa inyo	from/to your (pl) place
Pumunta	ka	sa amin	to our (excl) place
Pupunta	ako	sa kanila	to their place

Only the plural forms of the Sa-pronouns can be used to indicate location or place.

TAGALOG FOR BEGINNERS

2. If personal proper nouns are used to indicate location, kay is used before the name. Kina is the plural form of kay.

<u>Verb</u>	<u>Topic</u>	<u>Locative complement</u>	<u>Gloss of complement</u>
Galing	ako	kay Joy	from/to Joy's place
Pupunta	ako	kina Joy	to Joy's (and her family's) place

As with the Sa-pronouns above, the plural form kina + Personal proper noun is oftentimes used to refer to the person's place instead of the singular kay + Personal proper noun.

3. Sa-pronouns also indicate possession. When the possessed object occurs immediately after the Sa-pronoun, the linker -ng which signals modification is affixed to the possessive pronoun.

<u>(sa) + Sa-pron. + -ng</u>	<u>Possessed object</u>	<u>Gloss</u>
(sa) aking	lapis	my pencil
(sa) kanilang	tindahan	their store
(sa) kaniyang	kotse	his car

The sa marker before the Sa-pronouns is not obligatory in this position. It is also correct to say, Aking lapis iyan, without sa.

4. The following illustrates the complete Sa-pronoun set.

<u>Number</u>	<u>Person</u>	<u>Sa-pronoun</u>	<u>Gloss</u>
Singular	1st	akin	my; mine
	2nd	iyo	your; yours (sing.)
	3rd	kaniya	his/her; his/hers
Plural	1st	amin	our; ours (excl.)
		atin	our; ours (incl.)
	2nd	inyo	your; yours (pl.)
	3rd	kanila	their, theirs

LESSON 40

Nása-phrases

Nása-pronouns

Personal proper noun marker na kay/na kina

CYCLE #1: The static locative phrase

- M1 Násaan ang Where are the scissors?
guntíng?
- M2 Nása mésa (ang (The scissors are) on the table.
guntíng).
Nása kahón ng (The scissors are) in the guntíng).
mésa (ang drawer of the table.
- C Násaan ang guntíng?
Nása kahón ng mésa (ang guntíng).

SUBSTITUTION DRILL

Looking at the pieces of furniture in a house, tell where each is located.

Model: Nasa kuwarto ang kama.

<u>Cue</u>	<u>Response</u>
sala/piyano	Nasa sala ang piyano.
silid/radyo	Nasa silid ang radyo.
sala/telebisyon	Nasa sala ang telebisyon.
kusina'/prídyider	Nasa kusina ang prídyider.
balkón/pápag	Nasa balkón ang pápag.
kusina'/bangkó'	Nasa kusina ang bangkó'.

QUESTION-AND-ANSWER DRILL

Convert the sentences in the preceding drill into questions using ba and have them answered. Then formulate your own questions using the same structure or the násaan question word. Have your questions answered.

TAGALOG FOR BEGINNERS

Example

- Q Nasa kuwarto ba ang kama?
R Oo, nasa kuwarto ang kama.
Wala', nasa sala ang kama.

- Q1. Nasa bahay ba ang nanay mo?
2. Nasaan ang nanay mo?
R1. Oo, nasa bahay ang nanay ko.
Wala', nasa palengke siya.
2. Nasa palengke siya.

IDENTIFICATION DRILL

Using a picture of a bedroom or some other room in a house, locate objects in it as they relate to each other. The following questions with possible answers illustrate.

<u>Question</u>	<u>Response</u>
Nasaan ang silya?	Nasa tabi ng mesa.
Nasaan ang mesa?	Nasa tabi ng kama.
Nasaan ang libro?	Nasa ibabaw ng mesa.
Nasaan ang tsinelas?	Nasa ilalim ng mesa.
Nasaan ang bola?	Nasa loob ne kahon.
Nasaan ang kahon?	Nasa tabi ng kama.
Nasaan ang kama?	Nasa tabi ng bintana'.

CONVERSION DRILL

Invert the comment-topic order of the following sentences.

<u>Sentence</u>	<u>Transformation</u>
Nasa barberya ang barbero.	Ang barbero ay nasa barberya.
Nasa klinika ang nars.	Ang nars ay nasa klinika.
Nasa ospital ang doktor.	Ang doktor ay nasa ospital.
Nasa estasyon ang pulis.	Ang pulis ay nasa estasyon.
Nasa opisina ang sekretarya.	Ang sekretarya ay nasa opisina.
Nasa Maynila ang prinsipal.	Ang prinsipal ay nasa Maynila'.
Nasa Albay ang Mayon Volcano.	Ang Mayon Volcano ay nasa Albay.
Nasa Pampanga ang Clark Air Base.	Ang Clark Air Base ay nasa Pampanga.

LESSON 40

EXPANSION DRILL

A. Using the following cues, construct expanded topics.

Examples

barbero/barberya nars/klinika	ang barberong nasa barberya ang nars na nasa klinika
----------------------------------	---

Cue

Response

magsasaka/bukid pare'/simbahan guro'/eskuwelahan superbisor/opisina mekaniko/garahe tindera/kanto "Peace Corps"/silid	ang magsasakang nasa bukid ang pareng nasa simbahan ang gurong nasa eskuwelahan ang superbisor na nasa opisina ang mekanikong nasa garahe ang tinderang nasa kanto ang "Peace Corps" na nasa silid
---	--

B. Use the preceding noun phrases in sentences.

QUESTION-AND-ANSWER DRILL

Answer the following questions.

- A. Kinuha mo ba ang librong nasa mesa?
Itinago mo ba ang librong nasa kama?
Binasa mo ba ang librong nasa sopa?
Hiniram mo ba ang librong nasa piyano?
Binili mo ba ang librong nasa silya?
- B. Sa iyo ba ang relong nasa ibabaw ng mesa?
Sa kaniya ba ang "transistor" na nasa loob ng kabinet?
Kay Selo ba ang singsing na nasa tabi ng radyo?
Kina Patsy ba ang "tape recorder" na nasa oditoryum?
Sa akin ba ang mga litratong nasa kama ko?

CYCLE #2: Nasa-pronouns and the personal proper noun markers na kay/na kina

- | | |
|---------------------------------------|--|
| M1 Nása iyó ba ang
pamburá ko? | Do you have my eraser? (Is my
eraser with you?) |
| M2 Óo, nása ákin (ang
pamburá mo). | Yes, I have it. (Yes, it is with
me.) |

TAGALOG FOR BEGINNERS

Walá', na kay Lourdes No, Lourdes has it. (No, your
(ang pamburá mo). eraser is with Lourdes.)

C1 Nása iyó ba ang pamburá ko?
Óo, nása ákin.

C2 Nása iyó ba ang pamburá ko?
Walá', na kay Lourdes.

C3 Násaan ang pamburá ko?
Na kay Nenet.

SUBSTITUTION DRILL

Model: Nasa akin ang plantsa.

<u>Cue</u>	<u>Response</u>
A. iyo	Nasa iyo ang plantsa.
kaniya	Nasa kaniya ang plantsa.
atin	Nasa atin ang plantsa.
amin	Nasa amin ang plantsa.
inyo	Nasa inyo ang plantsa.
kanila	Nasa kanila ang plantsa.
B. Na kay Fely	Na kay Fely ang plantsa.
kina	Na kina Fely ang plantsa.
Maria	Na kina Maria ang plantsa.
kay	Na kay Maria ang plantsa.
Marilou	Na kay Marilou ang plantsa.
Aling Sabel	Na kay Aling Sabel ang plantsa.

GAME: Guess who has the piece of gold?

As the group sings a short song, the leader goes from one member to another trying to hide the piece of gold in one member's hand. After the song is over, the "It" is allowed to make three guesses. If he makes the right guess, the person caught with the gold becomes "It"; otherwise, he remains "It".

Leader Nasaan ang ginto'?

"It" Na kay Bert.

Bert Wala sa akin.

"It" Na kay Carlos.

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Carlos Wala rin sa akin.

“It” Na kay Ben.

Leader Wala’. Na kay Toni./Nasa kaniya (pointing to whomever has it).

Toni Oo, nasa akin.

Leader (to “It”) Tayá ka ulít. (You are “It” again.)

QUESTION-AND-ANSWER DRILL

Formulate questions using the cues. In responding use wala’ if the place does not correlate with the topic, and give the appropriate place. The following cues with possible responses illustrate.

Examples

Nasa opisina ba ang magsasaka?

Wala’, nasa bukid siya.

Nasa silid-aralan ba ang mga estudyante?

Oo, nasa silid-aralan sila.

Cue

Response

opisina/pare’

Nasa opisina ba ang pare’?

Wala’, nasa simbahan siya.

bukid/guro’

Nasa bukid ba ang guro’?

Wala’, nasa eskuwelahan siya.

simbahan/labandera

Nasa simbahan ba ang labandera?

Wala’, nasa ilog siya.

ospital/tindera

Nasa ospital ba ang tindera?

Wala’, nasa tindahan siya.

eskuwelahan/

Nasa eskuwelahan ba ang estudyante?

estudyante

Oo, nasa eskuwelahan siya.

opisina/prinsipal

Nasa opisina ba ang prinsipal?

Oo, nasa opisina siya.

klinika/mekaniko

Nasa klinika ba ang mekaniko?

Wala’, nasa garahe siya.

klinika/nars

Nasa klinika ba ang nars?

Oo, nasa klinika siya.

TAGALOG FOR BEGINNERS

SUBSTITUTION-QUESTION-AND-ANSWER DRILL

(Observe the linker between the actor/noun and the nasa-phrase.)

Example

Q Ano ang ginagawa ng barberong nasa barberya?

R Naggugupit ang barberong nasa barberya.

<u>Cue</u>	<u>Response</u>
1. doctor at nars/ klinika iniksyón	Ano ang ginagawa ng doktor at nars na nasa klinika? Nag-íniksyón ang doktor at nars na nasa klinika.
2. tindera/tindahan bílang ng pera	Ano ang ginagawa ng tinderang nasa tindahan? Nagbibílang ng pera ang tinderang nasa tindahan.
3. pulis/estasyon sulat	Ano ang ginagawa ng pulis na nasa estasyon? Sumusulat ang pulis na nasa estasyon.
4. sekretarya/opisina makinílya	Ano ang ginagawa ng sekretaryang nasa opisina? Nagmámakinílya ang sekretaryang nasa opisina.
5. guro'/silid-aralan turo'	Ano ang ginagawa ng gurong nasa silid-aralan? Nagtuturo ang gurong nasa silid-aralan.
6. estudyante/labas ng silid laro'	Ano ang ginagawa ng estudyanteng nasa labas ng silid? Naglalaro ang estudyanteng nasa labas ng silid.
7. bata'/loob ng oditoryum palabas	Ano ang ginagawa ng batang nasa loob ng oditoryum? Nagpapalabas ang batang nasa loob ng oditoryum.

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8. superbisor/silid ni Ginang Santos masid Ano ang ginagawa ng superbisor na nasa silid ni Ginang Santos?
Nagmamasid ang superbisor na nasa silid ni Ginang Santos.

QUESTION-AND-ANSWER DRILL

Formulate an answer to each of the following questions. The following illustrates some possible responses.

<u>Question</u>	<u>Response</u>
Ano ang ginawa ng batang nasa silid?	Naglinis ng mga “desk” ang batang nasa silid.
Ano ang ginagawa ng mga estudyanteng nasa laruan?	Nag-e-“experiment” ang mga estudyanteng nasa laruan.
Ano ang gagawin ng lalaking nasa ibaba’?	Aayusin niya ang telepono natin.
Ano ang nangyari sa pagkaing nasa mesa?	Kinain ng pusa ang pagkaing nasa mesa.
Sino ang babaing nasa tabi mo?	“Co-teacher” ko ang babaing nasa tabi ko.
Sino ang taong nasa inyo ngayon?	Ang pinsang kong galing sa Baguio.
Ano ang nasa loob ng kahon?	Tsinelas ng nanay ko.

CUMULATIVE DIALOGUES

1. Looking for the school principal

A1 Hoy, báta’. Saán ba ang opisína ng prinsipál?	Hey, youngster. Can you tell me where the office of the principal is?
B1 Doón po sa dúlo ng kóridor.	Over there, sir, at the end of the corridor.
A2 Nása opisína kayá ang prinsipál?	Would the principal be in his office now?
B2 Walá po’. Nása “Home Economics building” po siyá.	No, sir. He is in the Home Economics building.
A3 Ah, ganoón ba?	Oh, is that so?

TAGALOG FOR BEGINNERS

- B3 Maupó múna kayó sa opisína at tatawágin ko siya. Please have a seat in the office and I'll call him.
- A4 Salámat. Thank you.
- B4 Walá pong anumán. You are welcome.

2. Asking for a favor

- A1 Pakikúha mo nga ang pen ko. Would you please get me my pen?
- B1 Násaan ba? Where is it?
- A2 Nása kuwárto, sa ibábaw ng mésa ko. In the room, on top of my table.
- B2 Walá namán díto, ah. It is not here.
- A3 Baká, nása bulsá ng pólo ko. Maybe, it is in the pocket of my polo shirt.

3. Borrowing something

- A1 Pahirám nga ng bol pen mo. May I borrow your ball point pen?
- B1 Óo, iyón lang palá, eh. Péro walá ríto. Nása itaás, sa kuwárto ko. Oh, sure. But it isn't here. It's in my room upstairs.
- A2 Saán doón? Where in the room?
- B2 Nása kartamunéda ko. In my purse.
- A3 Walá ríto, a... It's not in here...
- B3 Ah, baká nása kahón ng mésa ko. Oh, (then) maybe it's in my desk drawer.
- A4 Óo, héto nga'. Yes, I found it. (It's here all right.)

VOCABULARY

balkón	porch; balcony
bangkó'	bench; stool
bulsá	pocket
garáhe	garage
ibábaw	top; over; above
ilálim	under; beneath
itaás	upstairs; atop; above
(i)-t(-in)-ágo	kept; put away
kahón	drawer (of a table)
kártamunéda	purse

LESSON 40

loób	in; inside
mekániko	a mechanic
násaan	where (referring to a static position or place)
pápag	a bamboo bed; a wooden divan
plántsa	flat iron
pólo	polo shirt
sála	living room
tayá'	the "It" in a game

GRAMMAR NOTES

1a. Sa-constructions (Sa-phrases and sa + Sa-pronouns) may take the prefix na to state the definite position or specific location of an object, usually small, moveable things.

nasa + [

locative noun
<u>Sa</u> -pronoun

]

1b. Nasa + Sa-pronoun and na kay/kina + Personal proper noun may also mean being in possession of a focused object.

Examples

Nasa akin ang lapis.	The pencil is in my possession.
Na kay Fe ang lapis.	The pencil is in Fe's possession.
Na kina Juan ang lapis.	The pencil is in Juan and his company's possession.

2. The nasa-construction can occur as a non-verbal prepositional predicate or comment in a sentence.

PREP.	COMMENT	TOPIC	GLOSS
	<u>Particle</u> + <u>Nominal</u>	<u>Ang</u> + <u>Noun</u>	
Na	sa sala	ang piyano	The piano is in the living room.
Na	sa akin	ang pambura	The eraser is with me (in my possession).

TAGALOG FOR BEGINNERS

Na kay Fely ang The flat iron is with Fely (in
plantsa Fely's possession).
Na kina Nena ang The typewriter is with Nena/
makiniya Nena has the typewriter.

3. The nasa-phrase may be modified by a Ng-phrase which shows possession or attribution of the preceding noun as can be seen in the following example.

Nasa kahon ng mesa ang gunting. The pair of scissors
is in the drawer of
the table.

On the other hand, the nasa-phrase can also modify a preceding noun.

Example

Kinuha ko ang $\left[\begin{array}{l} \text{librong nasa mesa.} \\ \text{aklat na na kay Lito.} \end{array} \right.$
(Modified) (Modifier)

Note again, the use of the linker between the noun modified and the nasa-phrase modifier.

4. The question form nasaan requires a response with nasa or na kay/kina.

Examples

a. Q Nasaan ang relo mo?

A Nasa ibabaw ng mesa.
Na kay Cely.

b. Q Nasa ibabaw ba ng mesa ang relo mo?
Na kay Cely ba ang relo mo?

A Wala' $\left[\begin{array}{l} \text{diyan.} \\ \text{sa ibabaw ng mesa.} \end{array} \right.$

Wala $\left[\begin{array}{l} \text{kay Cely} \\ \text{sa kaniya} \end{array} \right]$ ang relo ko.

LESSON 40

Note the absence of the linker after wala because of its occurrence before a sa-construction, i.e. a sa-phrase, sa-pronoun, or sa-demonstrative. (Compare it with wala as used in Lesson 21, where the linker is obligatory when followed by a noun.)

LESSON 41

Review: násaan

Nása-demonstratives: nándito/nándiyan/nándoong*

CYCLE #1: The nása-demonstratives

- M1 Násaan si Róger? Where is Roger?
- M2 Nándoong sa tabí ng gusáli si Róger. Roger is there, beside the building.
Nándoong siyá sa tabí ng gusáli’.
- C Násaan si Roger?
Nándoong siyá sa tabí ng gusáli’.

REPETITION DRILL

Nandoong sa bahay si Pedro.
Nandito sa eskuwelahan si Maria.
Nandiyan siya sa tindahan.
Nandiyan sila sa silong.
Nandoong sa bukid ang bata’.
Nandiyan sa kusina ang nanay.
Nandito ang guro’.
Nandoong ang libro sa ibabaw ng mesa.

SUBSTITUTION DRILL

Model: Nandoong siya sa ilalim ng puno’.

<u>Cue</u>	<u>Response</u>
itaas	Nandoong siya sa itaas ng puno’.
likod	Nandoong siya sa likod ng puno’.

* The set of variant forms for nándito/nándiyan/nándoong, which is also frequently used, is nárito/náriyan/nároong, respectively.

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tabi	Nandoon siya sa tabi ng puno’.
ilalim ng bahay	Nandoon siya sa ilalim ng bahay.
itaas	Nandoon siya sa itaas ng bahay.
loob	Nandoon siya sa loob ng bahay.
harap	Nandoon siya sa harap ng bahay.
tabi	Nandoon siya sa tabi ng bahay.
likod	Nandoon siya sa likod ng bahay.

SUBSTITUTION-QUESTION-AND-ANSWER DRILL

A. Use nándito, nándiyan or nándoon in your answers.

Example

Q Nasaan ang tindera?

R Nandiyan sa tindahan.

Nandiyan sa tindahan ang tindera.

Cue

Response

sekretarya/
kapetirya

Nasaan ang sekretarya?
Nandoon sa kapetirya ang sekretarya.

pare’/
simbahan

Nasaan ang pare’?
Nandiyan sa simbahan ang pare’.

guro’/
aklatan

Nasaan ang guro’?
Nandito sa aklatan ang guro’.

mga “trainee”/
silid nila

Nasaan ang mga “trainee”?
Nandoon sa silid nila ang mga “trainee”.

direktor/
opisina

Nasaan ang direktor?
Nandiyan sa opisina ang direktor.

B. Expand the responses in the preceding exercise by adding the given verb cues after the locative phrase. Repeat the drill substituting an appropriate verb of your choice after the locative phrase.

Example

Q Nasaan ang tindera?

R Nandiyan sa tindahan at nagbibilang ng pera.

TAGALOG FOR BEGINNERS

<u>Cue</u>	<u>Response</u>
merienda	Nasaan ang sekretarya? Nandoon sa kapetirya at nagmimirienda.
misa	Nasaan ang pare’? Nandiyan sa simbahan at nagmimisa.
bigay ng eksamen	Nasaan ang guro’? Nandito sa aklatan at nagbibigay ng eksamen.
empáke ng gámit	Nasaan ang mga “trainee”? Nandoon sa silid nila at nag-eempáke ng gámit.
gawa ng mga “forms”	Nasaan ang direktor? Nandiyan sa opisina at gumagawa ng mga “forms”.

- C. (1) Replace the ang-slot in the following questions.
(2) Write 5 questions similar to the examples given.

1. Nasaan ang batang nagdala ng sulat?
Nasaan ang taong nagbigay ng “report”?
Nasaan ang lider na sumulat ng petisyon?
Nasaan ang bandang tumugtog sa Pepeekeo?
Nasaan ang babaeng tumula sa programa?
Nasaan ang “PCV”-ng nanalo sa “contest”?
2. Nandoon ba sa sayawan si Carolina kagabi?
Nandiyan ba siya sa miting ng mga guro’?

EXPANSION DRILL

Expand the sentences as cued.

Example

Nandito sa kahon ang bola.
Nandito sa loob ng kahon ang bola.
Nandito sa loob ng kahon ang bola ni Nonong.

1. Nandoon sa puno ang íbon.

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

itaas ng puno	Nandoon sa itaas ng puno ang íbon.
---------------	------------------------------------

LESSON 41

puno ng akáasya Nandoon sa itaas ng puno ng akáasya ang ibon.
bérdeng ibon Nandoon sa itaas ng puno ng akasya ang
bérdeng ibon.

2. Nandiyan sa bahay ang manok.

<u>Cue</u>	<u>Response</u>
ilalim ng bahay	Nandiyan sa ilalim ng bahay ang manok.
kaniyang manok	Nandiyan sa ilalim ng bahay ang kaniyang manok.
manok na Texas	Nandiyan sa ilalim ng bahay ang kaniyang manok na Texas.

3. Nandoon sa garahe ang kotse.

<u>Cue</u>	<u>Response</u>
garahe ni Mang Andoy	Nandoon sa garahe ni Mang Andoy ang kotse.
bagong kotse	Nandoon sa garahe ni Mang Andoy ang bagong kotse.
kotse ni Mang Berto	Nandoon sa garahe ni Mang Andoy ang bagong kotse ni Mang Berto.

4. Nandito sa aparadór ang ságing.

<u>Cue</u>	<u>Response</u>
aparadór ng úlam	Nandito sa aparadór ng úlam ang ságing.
hinóg na saging	Nandito sa aparador ng ulam ang hinóg na saging.
saging na pinitás sa hardín	Nandito sa aparador ng ulam ang hinog na saging na pinitás sa hardín.
sa hardin sa likod ng bahay	Nandito sa aparador ng ulam ang hinog na saging na pinitas sa hardin sa likod ng bahay.

TAGALOG FOR BEGINNERS

CUMULATIVE DIALOGUE

- A1 Magandang hápon po, Aling María. Good afternoon, Aling Maria.
Aling María.
B1 Magandang hápon namán. Tulóy kayó. Good afternoon. Come in.
A2 Nándito po ba si Nárido? Is Nardo in?
B2 Abá, nasaán nga ba ang bátang iyón? Now, where could that boy be?
A3 Ah, walá po ba siyá? Oh, isn't he around?
B3 Hindí'. Kanína lang eh nárito eh. He was here a while ago.
Nándoong sigúro sa kápit-báhay. Umupó kayó sandalí at tatawágin ko. He is probably over at the neighbor's house. Why don't you sit down while I call him.
A4 Salámat po'. Thank you.

VOCABULARY

akásya	acacia tree
aparadór	cupboard
gámit	personal things
gusalí'	building
hardín	garden
hinóg	ripe; mature
íbon	bird
(nag-bi-)bílang	counting
(nag-e-)empáke	packing
(na-)nálo	won
nándito/nárito	It is here; here
nándoong/nároon	It is over there; over there; over in that place
p(-in-)itás	picked (from stem or tree)

GRAMMAR NOTES

1. Like the Sa-pronouns, the Sa-demonstratives (dito, diyan, doon) can also take the na affix. The combination results in the forms nandito, nandiyan, nandoon with the variant forms narito, nariyan, and naroon, respectively. Both forms are commonly used.

2. As with the other nasa-constructions, the nasa-demonstratives also occur as responses to nasaan questions.

LESSON 42

Locative-focus verbs in three aspects

CYCLE #1: Focus on the location

- | | | |
|----|---|---|
| M1 | Anó ang ginawá mo?
Anó ang gagawín mo?
Anó ang ginagawá niyá kung
Linggó? | What did you do?
What will you do?
What does he do on
Sundays? |
| M2 | Pumuntá akó kay Miguél./
Pinuntahán ko si Miguél.
Pupuntá akó kay Miguél./
Pupuntahán ko si Miguél.
Pumupuntá siyá sa pasiyénte
niyá./
Pinúpuntahán niyá ang
pasiyénte niyá. | I went to see Miguel.

I will go to see Miguel.

He goes to see his
patient. |
| C1 | Anó ang ginawá mo?
Pumuntá akó sa kaniyá./Pinuntahán ko siyá. | |
| C2 | Anó ang gagawín mo?
Pupuntá ako sa kaniyá./Pupuntahán ko siyá. | |
| C3 | Anó ang ginagawá niyá kung Linggó?
Pumupuntá siyá sa pasiyénte niyá./Pinúpuntahán niyá ang
pasiyénte niyá. | |

SUBSTITUTION—CONVERSION DRILL

<u>Cue</u>	<u>Completed</u>	<u>Contemplated</u>	<u>Incompleted</u>
punta	Pinuntahan ko siya.	Pupuntahan ko siya.	Pinupuntahan ko siya.
bili	Binilhan ko siya.	Bibilhan ko siya.	Binibilhan ko siya.
hiram	Hiniraman ko siya.	Hihiraman ko siya.	Hinihiraman ko siya.
tawag	Tinawagan ko siya.	Tatawagan ko siya.	Tinatawagan ko siya.

TAGALOG FOR BEGINNERS

sulat	Sinulatan ko siya.	Susulatan ko siya.	Sinusulatan ko siya.
basa	Binasahan ko siya.	Babasahan ko siya.	Binabasahan ko siya.
tingin	Tining(i)nan ko siya.	Titingnan ko siya.	Tinitingnan ko siya.
turo'	Tinuruan ko siya.	Tuturuan ko siya.	Tinuturuan ko siya.

CONVERSION DRILL

Convert the sentences in the preceding drill into actor-focus sentences.

Example

Pinuntahan ko siya.	Pumunta ako sa kaniya.
Pupuntahan ko siya.	Pupunta ako sa kaniya.
Pinupuntahan ko siya.	Pumupunta ako sa kaniya.

CUED-RESPONSE DRILL

Formulate a command according to the given cue. Supply objects or other phrases as necessary. The student to whom the command is addressed will reply that the command has either been done, will be done, or is being done according to the given cue.

Example

Cue	puntahan/(completed)
S1	Puntahan mo si Catalina.
S2	Pinuntahan ko na siya.

<u>Cue</u>	<u>Response</u>
hiraman/(completed)	Hiraman mo siya ng pera. Hiniraman ko na siya.
hingan/(contemplated)	Hingan mo siya ng abuloy. Oo, hihingan ko siya.
bilhan/(incompleted)	Bilhan mo siya. Binibilhan ko siya.
tingnan/(incompleted)	Tingnan mo ang larawan. Tinitingnan ko na.
utusan/(completed)	Utusan mo ang katulong.

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turuan/(contemplated)	Inutusan ko na. Turuan mo ang bata’. Tuturuan ko mamaya’.
basahan/(completed)	Basahan mo siya. Binasahan ko na siya.
sulatan/(contemplated)	Sulatan mo si Mila. Susulatan ko si Mila.

QUESTION-AND-ANSWER DRILL

- A. Formulate questions using the cues given and have them answered with either yes or no.

Example

Cue	kainan (completed)
S1	Kinainan mo na ba ito?
S2	Oo, kinainan ko na iyan.

<u>Cue</u>	<u>Gloss</u>
tingnan (completed)	
tabúnan (contemplated)	to cover with soil
gupitan (incompleted)	to cut from with a pair of scissors
sulatan (incompleted)	
turuan (completed)	
putúlan (contemplated)	to take a cut from
tapúnan (incompleted)	to throw at
hagísan (completed)	to throw upward (or sideward)

- B. Using the verb cues in (A), ask information questions with anó and have them answered.

Example

Cue	kainan (completed)
Q	Ano ang kinainan nila?
R	“Chinese restaurant” and kinainan nila.

CUMULATIVE DIALOGUE

A1	May laró ng básketbol sa báryo Pepeekéo mamayang gabí.	There’s a basketball game at Barrio Pepeekeo tonight.
B1	Sínu-síno ang maglalaró’?	Who’s playing?

TAGALOG FOR BEGINNERS

- | | | |
|----|--|---|
| A2 | Ang mga kasáma náting “trainee” at ang mga estudyánte sa Hilo High School. | Our fellow trainees and students from Hilo High School. |
| B2 | Ah, ganoón ba? Téna puntahán nátin si Miguél sa silíd at sabihán nátin siyá. | Is that right? Let’s go into the room and tell Miguel all about it. |
| A3 | Gustó kayá niyáng manood? | Do you think he’d like to see the game? |
| B3 | Óo, mahílig siyá sa básketbol, hindí mo ba alám? | Yes, didn’t you know that he’s a basketball fan? |
| A4 | Hindí’. Téna kung ganoón. Magmádalí táyo at baká táyo mahulí. | No, I didn’t. Let’s go then. We’d better hurry or else we’ll be late. |

VOCABULARY

hagís(-an)	to hurl at; to cast something at
(mag-)madalí’	to act or move fast
mahílig	fond of; inclined to
(má-)huli	to be late
pasiyénte	a patient
putúl(-an)	to take a cut from
tabún(-an)	to cover with, (usually soil)
t(-in-)ingn(-án)	looked at something
utús(-an)	to give a command or order to someone

GRAMMAR NOTES

1. In this lesson, the locative focus is introduced. It indicates that the location of the action is the topic of the sentence. This focus is generally denoted in the verb by the affix -an.

2. When not in focus, the locative complement is marked by the particle sa. It will be recalled that the complement which is in focus is introduced by ang.

LESSON 42

<u>Focus</u>	<u>Verb</u>	<u>Actor</u>	<u>Locative</u>
Actor-focus	Pumunta	ako	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px; display: inline-block;"> sa pasiyente niya sa kaniya kay Miguel doon </div>
Locative-focus	Pimuntahan	ko	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px; display: inline-block;"> ang pasiyente niya siya si Miguel iyon </div>

3. The following chart presents a paradigm of the aspectual forms of locative-focus verbs. (Observe the similarity of formation between the In and the An-verb, cf. Lesson 36.)

VERB FORM	PROCESS OF CHANGE	
	<u>Reduplication</u>	<u>Affixation</u>
a. Verb base: <u>hiram</u> 'borrow'		
Infinitive		hiramán
Completed		hiniramán
Contemplated	<u>hi</u> hiram →	hihIRAMAN
Incompleted	<u>hi</u> hiram →	hiniHIRAMÁN
b. Verb base: <u>tingin</u> 'look; watch'		
Infinitive		tingnán
Completed		tining + nán
Contemplated	<u>ti</u> tingin →	titing + nán
Incompleted	<u>ti</u> tingin →	tiniting + nán
c. Verb base: <u>puntá</u> 'go; visit'		
Infinitive		puntahán
Completed		pinuntahán
Contemplated	<u>pu</u> punta →	pupuntahán
Incompleted	<u>pu</u> punta →	pinupuntahán
d. Verb base: <u>bilí</u> 'buy'		
Infinitive		bil + hán
Completed		binil + hán
Contemplated	<u>bi</u> bili →	bibil + hán
Incompleted	<u>bi</u> bili →	binibil + hán

TAGALOG FOR BEGINNERS

Observe that the same rule on the shifting of the stress to the succeeding syllable after suffixation (cf. Lesson 35) also applies to the An-verbs. Note, too, that -in- is infixes in the completed and incompleting aspects to show that the action has started.

LESSON 43

Pára sa-phrases

Pára sa-pronouns

Personal proper noun marker pára kay/pára kina

Review: kaníno

CYCLE #1: For whom something is done (common noun)

- | | | |
|----|--|---|
| M1 | Naglúto ka na ba pára sa mga bisíta? | Have you already cooked for the visitors? |
| M2 | Óo, naglúto na akó pára sa mga bisíta.
Hindí pa, maglulúto pa akó (pára sa mga bisíta).
Óo, naglulúto na akó (pára sa mga bisíta). | Yes, I have already cooked for the visitors.
Not yet. I will still have to cook for the visitors.
Yes, I am cooking now for the visitors. |
| C1 | Naglúto ka na ba pára sa mga bisíta?
Óo, naglúto na akó (pára sa mga bisíta). | |
| C2 | Naglúto ka na ba pára sa mga bisíta?
Hindí pa. Maglulúto pa akó (pára sa mga bisíta). | |

SUBSTITUTION DRILL

A. Nagtatrabaho si Ramon para sa magulang niya.

<u>Cue</u>	<u>Response</u>
aral	Nag-aaral si Ramon para sa magulang niya.
síkap 'to strive'	Nagsisíkap si Ramon para sa magulang niya.
ípon 'to save'	Nag-iípon si Ramon para sa magulang niya.
handa'	Naghahanda si Ramon para sa magulang niya.
salita'	Nagsasalita si Ramon para sa magulang niya.

B. Using the model sentence in (A), substitute the following cues.

TAGALOG FOR BEGINNERS

<u>Cue</u>	<u>Response</u>
para sa kanila	Nagtatrabaho si Ramon para sa kanila.
inyo	Nagtatrabaho si Ramon para sa inyo.
akin	Nagtatrabaho si Ramon para sa akin.
atin	Nagtatrabaho si Ramon para sa atin.
iyo	Nagtatrabaho si Ramon para sa iyo.
amin	Nagtatrabaho si Ramon para sa amin.
kaniya	Nagtatrabaho si Ramon para sa kaniya.
asawa niya	Nagtatrabaho si Ramon para sa asawa niya.
pamilya niya	Nagtatrabaho si Ramon para sa pamilya niya.

CYCLE #2: For whom something is done (proper personal noun)

- | | | |
|----|--|---|
| M1 | Bumilí ka na ba ng gamót pára kay Dénný? | Have you already bought the medicine for Denny? |
| M2 | Óo, bumilí na akó kahápon (ng gamót pára kay Dénný).
Hindí', hindí pa akó bumibilí (ng gamót pára kay Dénný). | Yes, I (already) bought the medicine for Denny yesterday.
No, I haven't bought the medicine for Denny yet. |
| C1 | Bumilí ka na ba ng gamót pára kay Dénný?
Óo, bumilí na akó kahápon (ng gamót pára kay Dénný). | |
| C2 | Bumilí ka na ba ng gamót pára kay Dénný?
Hindí', hindí pa akó bumibilí (ng gamót pára kay Dénný). | |

CYCLE #3: Beneficiary of an object

- | | | |
|----|--|--|
| M1 | Pára sa ákin ba itó? | Is this for me? |
| M2 | Óo, pára sa iyó iyán.
Hindí', pára kay Rebécca iyán.
Hindí', pára sa nánay iyán. | Yes, that is for you.
No, that is for Rebecca.
No, that is for mother. |
| C1 | Pára sa ákin ba itó?
Óo, pára sa iyó iyán. | |
| C2 | Pára sa ákin ba itó? | |

LESSON 43

Hindí', pára kay Páblo iyán.

C3 Pára sa ákin ba itó?

Hindí', pára sa nánay iyán.

CONVERSION DRILL

Reorder the following sentences.

<u>Cue</u>	<u>Response</u>
A. Ang larawang ito ay para sa iyo.	Para sa iyo ang larawang ito.
Ang kotseng ito ay para sa atin.	Para sa atin ang kotseng ito.
Ang kuwartong ito ay para sa kanila.	Para sa kanila ang kuwartong ito.
Ang kamang ito ay para sa kaniya.	Para sa kaniya ang kamang ito.
Ang kumot na ito ay para sa inyo.	Para sa inyo ang kumot na ito.
Ang radyong ito ay para sa amin.	Para sa amin ang radyong ito.
B. Ang libro ay para kay Loreto.	Para kay Loreto ang libro.
Ang panyó ay para kay Remy.	Para kay Remy ang panyo'.
Ang sinturón ay para kay Susana.	Para kay Susana ang sinturón.
Ang tela ay para kina Mario.	Para kina Mario ang tela.
Ang kendi ay para kina Sara.	Para kina Sara ang kendi.
Ang pitaka ay para kay Dado.	Para kay Dado ang pitaka.

COMPLETION DRILL

Fill in the goal-slot and/or the benefactive-slot in the following sentences.

Nag-"party" ang mga "trainee" para kina ___ at ___.

Gumawa si Bino ng ___ para kay ___.

Kukuha kami ng ___ para sa ___.

Nagtutúhog kami ng ___ para sa mga ___ ng estudyante namin.

Nagluto ang mga taga-baryo ng ___ para sa ___ kahapon.

Nilinis ko ang ___ para kay ___ kagabi.

TAGALOG FOR BEGINNERS

Bumili ako ng ____ para sa ____ sa Escolta.

MOVING-SLOT DRILL

Model: Para kanino ang pagkain sa ibabaw ng mesa?

<u>Cue</u>	<u>Response</u>
ang hipon sa loob ng paminggálan sa kaniya (statement) sa ibabaw ng mesa kay Ate Loida	Para kanino <u>ang hipon</u> sa ibabaw ng mesa? Para kanino ang hipon <u>sa loob ng paminggálan</u> ? Para <u>sa kaniya</u> ang hipon sa loob ng paminggalan. Para sa kaniya ang hipon <u>sa ibabaw ng mesa</u> . Para <u>kay Ate Loida</u> ang hipon sa ibabaw ng mesa.
ang pabangó	Para kay Ate Loida <u>ang pabangó</u> sa ibabaw ng mesa.
pasalúbong	Para kay Ate Loida ang <u>pasalubong</u> sa ibabaw ng mesa.
sa itaas ng kabinet sa mga guro'	Para kay Ate Loida ang pasalubong <u>sa itaas ng kabinet</u> . Para <u>sa mga guro</u> ang pasalubong sa itaas ng kabinet.

READING EXERCISE

Gáling sa Dávaeo ang Tátay. May mga pasalúbong siyá. May tabáko, balábal, baníg, tsinélas, silíndro at maníka'. Pára sa Lólo ang tabáko at pára sa Lóla ang balábal. Ang baníg ay pára sa Nánay at ang tsinélas ay pára sa Áte. Pára sa Kúya ang silíndro at pára kay Néne ang maníka'.

Father just came from Davao. He brought home some gifts. He had cigars, a shawl, a mat, a pair of slippers, a harmonica and a doll. The cigars are for Grandpa and the shawl for Grandma. The mat is for Mother and the pair of slippers for big sister. The harmonica is for big brother and the doll is for little sister.

Comprehension Questions

1. Saan pumunta ang Tatay?
2. Para kanino ang pasalubong?

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3. Anu-ano ang pasalubong ng tatay?
4. Para kanino ang tabako?
Para kanino ang silindro?
Para kanino ang balabal?
Para kanino ang tsinelas?
Para kanino ang manika’?
Para kanino ang banig?

WRITING EXERCISE

Write about an imaginary trip.

CUMULATIVE DIALOGUE

- | | |
|--|--|
| A1 Samáhan mo nga akó sa “department store”, puwéde ba? | Will you please come with me to the department store? |
| B1 Bákit? Anó ang kailángan mo? | Why? What do you need? |
| A2 Bibilí akó ng regalo pára kay Ána. | I am going to buy a gift for Ana. |
| B2 Uy ... nagreregálo ka na ngayón ha? | Hey ... so you’re at the gift-giving stage now, eh? |
| A3 Kasí “birthday” niyá sa Linggó, eh. | Well, it’s her birthday on Sunday. |
| B3 Anó ang íbig mong bilhín? | What do you want to buy? |
| A4 Hindí ko pa alám. Bahála na. Básta tulúngan mo akóng pumíli’. | I don’t know yet. We’ll see. Just so long as you help me choose. |
| B4 O, síge. Básta ikáw. Táyo na. | Okay. Anything you say./Anytime. Let’s go. |

VOCABULARY

balábal	shawl; a wrap
baníg	a mat
kailángan	necessary; indispensable
kay	personal proper noun marker meaning ‘for’; also marks possession; the plural form is <u>kina</u>
(mag-)ípon	to save; to collect; an abbreviated form of <u>magtípon</u>
(mag-)síkap	to strive
manika’	doll
(nag-tu-)túhog	stringing

TAGALOG FOR BEGINNERS

pabangó	perfume; lotion; cologne
paminggálan	cupboard
panyó'	handkerchief
pasalúbong	a present or gift (usually given after coming from a trip)
silíndro	a harmonica
sinturón	belt

GRAMMAR NOTES

1. Para sa is the non-focus marker of a benefactive complement. It marks the person (or thing) for whom an action is performed. Para sa is followed thus by a noun which is the beneficiary of the action. This phrase may be replaced by para sa + sa-pronoun or para + sa-demonstrative.

Example

Nagluto siya [para sa bisita.
para sa kaniya.
para dito.

2. Kay/kina replaces sa in the para sa marker when what follows is a personal proper noun.

Example

Nagluto siya [para kay Loida.
para kina Cres.

3. The para sa-phrase can also function as a non-verbal predicate or comment. It expresses the notion that the topic or object is for somebody, for something or for someplace.

Example

Para sa bata ang kendi.
Para kay Ben ang pitaka'.
Para sa iyo ang sinturon.
Para diyan ito.

LESSON 44

Benefactive-focus verbs in three aspects

CYCLE #1: I-benefactive focus for um-verbs

- | | | |
|----|---|--|
| M1 | Anó ang ginawá mo sa Hilo? | What did you do in Hilo? |
| | Anó ang gagawín mo sa Hilo? | What will you do in Hilo? |
| | Anó ang ginagawá mo dito sa Hilo? | What are you doing here in Hilo? |
| M2 | Tumingín akó ng téla pára kay Evelyn./Itiningín ko si Evelyn ng téla. | I looked for some dress material for Evelyn. |
| | Bibilí akó ng kapóte pára sa tátay ko./Ibibilí ko ang tátay ko ng kapóte. | I will buy a raincoat for my father. |
| | Bumibilí akó ng regalo pára sa kanilá./Ibinibilí ko silá ng regalo. | I am buying a gift for them. |
| C1 | Anó ang ginawá mo sa Hilo?
Itiningín ko si Evelyn ng téla. | |
| C2 | Anó ang gagawín mo sa Hilo?
Ibibilí ko ang tátay ko ng kapóte. | |
| C3 | Anó ang ginagawá mo dito sa Hilo?
Ibinibilí ko silá ng regalo. | |

COMPLETION—CONVERSION DRILL

Fill in the goal-slot with an appropriate object noun and the benefactive-slot with either a para sa-phrase, pronoun or personal proper noun. Then, convert the actor-focus sentences to benefactive-focus.

A. Completed aspect

Gumawa ako ng ____ para ____.	Iginawa ko ____ ng ____.
Kumopya ako ng ____ para ____.	Ikinopya ko ____ ng ____.

TAGALOG FOR BEGINNERS

Tumahi ako ng ____ para ____.
Sumulat ako ng ____ para ____.
Bumili ako ng ____ para ____.

Itinahì ko ____ ng ____.
Isinulat ko ____ ng ____.
Ibinili ko ____ ng ____.

B. Contemplated aspect

Bibili ako ng ____ para ____.
Kukuha ako ng ____ para ____.
Susulat ako ng ____ para ____.
Kokopya ako ng ____ para ____.
Gagawa ako ng ____ para ____.

Ibibili ko ____ ng ____.
Ikukuha ko ____ ng ____.
Isusulat ko ____ ng ____.
Ikokopya ko ____ ng ____.
Igagawa ko ____ ng ____.

C. Incompleted aspect

Bumibili ako ng ____ para ____.
Kumukuha ako ng ____ para ____.
Sumusulat ako ng ____ para ____.
Kumokopya ako ng ____ para ____.
Gumagawa ako ng ____ para ____.

Ibinibili ko ____ ng ____.
Ikinukuha ko ____ ng ____.
Isinusulat ko ____ ng ____.
Ikinokopya ko ____ ng ____.
Iginagawa ko ____ ng ____.

D. Convert the preceding sentences in the benefactive-focus to questions, changing ko to mo.

CYCLE #2: Ipag-benefactive focus for mag-verbs

- M1 Anó ang ginawá mo kahápon? What did you do yesterday?
Anó ang gagawín mo búkas? What will you do tomorrow?
Anó ang ginagawá mo sa báhay tuwíng Linggó? What do you do at home every Sunday?
- M2 (Naglabá akó ng damít pára kay Juána.)/ I washed clothes for Juana.
Ipináglabá ko si Juána ng damít. (Maglalabá akó ng damít pára kay Juána búkas.)/ I will wash clothes for Juana tomorrow.
Ipáglalabá ko siyá ng damít búkas. (Naglalabá akó ng damít pára sa nánay ko tuwíng Linggó.)/ I wash clothes for my mother every Sunday.

LESSON 44

- C1 Anó ang ginawá mo kahápon?
Ipináglabá ko si Juána ng damít.
- C2 Anó ang gagawín mo búkas?
Ipaglalabá ko siyá ng damít búkas.
- C3 Anó ang ginagawá mo sa báhay tuwíng Linggó?
Ipináglalabá ko ang nánay ko ng damít tuwíng Linggó.

CONVERSION DRILL

Convert the following actor-focus sentences to benefactive-focus.

A. Completed aspect

Cue

Nagluto ako para sa kaniya.
Nagbayad ako para sa kaniya.
Naglinis ako para sa kaniya.
Nagsulat ako para sa kaniya.
Nag-“type” ako para sa kaniya.
Naghanda ako para sa kaniya.

Response

Ipinagluto ko siya.
Ipinagbayad ko siya.
Ipinaglinis ko siya.
Ipinagsulat ko siya.
Ipinag-“type” ko siya.
Ipinaghanda ko siya.

B. Contemplated aspect

Cue

Magluluto ako para sa inyo.
Magbabayad ako para sa inyo.
Maglilinis ako para sa inyo.
Magsusulat ako para sa inyo.
Magta-“type” ako para sa inyo.
Maghahanda ako para sa inyo.

Response

Ipagluluto ko kayo.
Ipagbabayad ko kayo.
Ipaglilinis ko kayo.
Ipagsusulat ko kayo.
Ipagta-“type” ko kayo.
Ipaghahanda ko kayo.

C. Incompleted aspect

Cue

Nagluluto ako para kay Belen.
Nagbabayad ako para kay Belen.
Naglilinis ako para kay Belen.
Nagsusulat ako para kay Belen.

Response

Ipinagluluto ko si Belen.
Ipinagbabayad ko si Belen.
Ipinaglilinis ko si Belen.
Ipinagsusulat ko si Belen.

TAGALOG FOR BEGINNERS

Nagta-“type” ako para kay Belen. Ipinagta-“type” ko si Belen.
Naghahanda ako para kay Belen. Ipinaghahanda ko si Belen.

EXPANSION DRILL

Expand the sentences in the Ipág-column of the preceding exercise by adding phrases that will answer the questions: anó, saán, kailán and bákit?

Example

Ipinagluto ko siya.
Ano Ipinagluto ko siya ng relyéno.
Saan Ipinagluto ko siya sa kusina’.
Kailan Ipinagluto ko siya noong Sabado.
Bakit Ipinagluto ko siya kasi may sakit siya.

SUBSTITUTION—TRANSFORMATION DRILL

Substitute the following for the actor-pronoun and the topic-pronoun in the sentences in the Ipág-column of the CONVERSION DRILL and then convert the resulting sentences into questions.

Actor-pronoun (ko)

mo
ng estudyante
ng bata’
ni Roberto
ni Catalina
niya
mo
niya
niya
mo
ng sekretarya
ng mga tao

Topic-pronoun (siya)

sila
ang kaibigan niya
ang lola niya
si Joaquin
si Terry
ang mga bisita
kami
tayo
ang mga guro’
siya
ang amo
ang mga panauhin

QUESTION-AND-ANSWER DRILL

On the basis of the following cues, formulate a question using the I- or Ipág-form of the verb, and have a classmate answer it.

LESSON 44

<u>Aspect</u>	<u>Verb</u>	<u>Benefactive Complement</u>
Contemplated	handá'	mo ba "PCV's"
Completed	luto'	mo ba ang may kaarawan
Contemplated	bayad	mo ba siya
Incompleted	"type"	mo ba si Jerry
Completed	bili	mo ba kami (ng pagkain)
Contemplated	kuhá'	mo ba ang mga bata (ng kumot)

Expand the sentences above by using bágo or pagkatápos.

CUMULATIVE DIALOGUE

(Barbara, a PCV in the barrio school of Maasim, went to who is a good cook.) see Aling Juaning, a neighbor

- | | | |
|----|--|--|
| A1 | Táo po'. Magandáng áraw po'. | Hello. Good day. |
| B1 | Síno iyán? Ah, ikáw palá Bárbara.
Tulóy ka. | Who's there? Oh, it's you Barbara.
Come in. |
| A2 | Kumustá po kayó, Áling Juaníng? | How are you, Aling Juaning? |
| B2 | Mabúti namán. Halíka, umupó ka. Anó, napasyál ka. | Fine, thank you. Come here, sit down. What brings you here? |
| A3 | Kasí ho may ipakíkiúsap sána akó sa inyó. | I'd like to ask you a favor. |
| B3 | Anó iyón? Sabíhin mo. | What is it? Tell me. |
| A4 | May mga bisíta ho akó sa Sábado. Mga "PCV" sa Batángas at Lagúna. Puwéde bang ipaglúto ninyó akó ng dalawáng kláseng úlam? | I'll be having visitors on Saturday. PCV's from Batangas and Laguna. Could you cook two dishes for me? |
| B4 | Nakú, óo, iyón lang palá. Anó ba ang gustó mo? | Oh, certainly, that won't be any trouble at all. What would you like? |
| A5 | Relyénong alimásag ho at morkón. Mga magkáno ho kayá ang gástos? | Stuffed crab and (a kind of) meat loaf. About how much do you think that will cost? |
| B5 | Ilán kayóng kakáin? | How many will (you) there be? |
| A6 | Limá ho'. Táma na ho ba ang sampúng píso? | Five. Will ₱10 be enough? |

TAGALOG FOR BEGINNERS

- B6 Óo, sóbra pa sigúro iyán. Oh yes, that might even be too much.
- A7 O, kayó na ho ang bahála'. Héto ho ang péra, at kung kúlang eh sabíhin ninyó sa ákin. Well, I'll leave it up to you then. Here's the money and should it be insufficient, please let me know.

Comprehension Questions

1. Saan pumunta si Barbara?
2. Bakit siya pumunta roon?
3. Sino ang mga bisita ni Barbara?
4. Ano ang gustong ulam ni Barbara?
5. Ilan ang bisita niya?
6. Ilang piso ang ibinigay ni Barbara kay Aling Juaning?
7. Kailan ang dating ng mga bisita?
8. Hindi ba marunong magluto si Barbara?
9. Gusto ba niya ng pagkaing Pilipino?
10. Magaling bang magluto si Aling Juaning?
11. May "party" ba si Barbara para sa mga kaibigan niya?
12. Mga Pilipino ba ang bisita ni Barbara?
13. Husto kaya ang perang ibinigay ni Barbara kay Aling Juaning?

VOCABULARY

alimásag	crab
gástos	expenses
hustó	sufficient; enough
(i-bi-)bilí	will buy for
kúlang	lacking; not enough; insufficient
morkón	a kind of meat dish; (a meat roll stuffed with olives, pickles, sausage and hard-boiled eggs)
(nag-)báyad	paid for
panaúhin	visitor; guest
píso	peso
relyéno	a dish of stuffed chicken or stuffed fish
sóbra	in excess of; over

LESSON 44

GRAMMAR NOTES

1. In this lesson, the benefactive focus is introduced. This focus indicates that the topic of the sentence is the beneficiary of the action. The benefactive focus is signalled by i- or ipag in the verb.

2. The i- benefactive-focus affix is often the counterpart of the um- actor-focus affix. Ipag-, on the other hand, is that of mag-.

	<u>Focus</u>	<u>Verb</u>	<u>Actor</u>	<u>Goal</u>	<u>Benefactive</u>
a.	Actor-focus	<u>Bumili</u>	ako	ng regalo	para kay → Evelyn para sa → kaniya
	Benefactive-focus	<u>Ibinili</u>	ko	ng regalo	si Evelyn
b.	Actor-focus	<u>Naglaba</u>	ako	ng damit	para sa nanay
	Benefactive-focus	<u>Ipinaglaba</u>	ko	ng damit	ang nanay

Note that if a pronoun occurs as the topic in the benefactive slot its preferred position is before the goal; thus, Ibinili ko siya ng regalo.

3. Various forms of i- and ipag- verbs are given in the following chart.

VERB FORM	PROCESS OF CHANGE	
	<u>Reduplication</u>	<u>Affixation</u>
a. Verb base: <u>bili</u> 'buy'		
Infinitive		<u>ibili</u>
Completed		<u>ibinili</u>
Contemplated	<u>bibili</u> →	ibibili
Incompleted	<u>bibili</u> →	<u>ibinibili</u>
a. Verb base: <u>laba</u> 'laundry'		
Infinitive		<u>ipaglaba</u>
Completed		<u>ipinaglaba</u>
Contemplated	<u>lalaba</u> -----→	<u>ipaglalaba</u>
Incompleted	<u>lalaba</u> -----→	<u>ipinaglalaba</u>

Note that the stress is not affected because affixation does not involve any suffixes.

TAGALOG FOR BEGINNERS

Note that in addition to the i- or ipag- affix, -in- is infixes in the completed and incompleting aspects to indicate action started. (Compare this with goal and locative-focus verbs in Lesson 30 and Lesson 42.)

In rapid speech, i- is often dropped from ipag- or ipinag-.

UNIT VII
RECENTLY COMPLETED
ASPECT
AND
SOME MODALS

LESSON 45

Recently completed aspect

Review: na, lang

CYCLE #1: Action completed recently

- | | | |
|----|--|---|
| M1 | Kumáin ka na ba?
Have you eaten?
Nalígo na ba siyá? | Naglabá ka na ba?
Have you done your laundry?
Has he taken a bath? |
| M2 | Óo, kakákáin ko lang.
Óo, kalálabá ko lang sa
“laundromat” sa Hilo.
Óo, kalíligo lang niyá.
Hindí pa, kagígising ko
lang, eh. | Yes, I have just eaten.
Yes, I have just done my laundry
at the laundromat in Hilo.
Yes, he has just taken his bath.
Not yet, I just woke up. |
| C1 | Kumáin ka na ba?
Óo, kakákáin ko lang. | |
| C2 | Kumáin ka na ba?
Hindí pa, kagígising ko lang, eh. | |
| C3 | Naglabá ka na ba?
Óo, kalálabá ko lang sa “laundromat” sa Hilo. | |

SUBSTITUTION DRILL

Model: Kakakain ko lang.

<u>Cue</u>	<u>Response</u>
gising	Kagigising ko lang.
basa	Kababasa ko lang.
turo'	Katuturo ko lang.
tapos	Katatapos ko lang.
bihis	Kabibihis ko lang.
pasyal	Kapapasyal ko lang.
kanta	Kakakanta ko lang.
“recite”	Kare-“recite” ko lang.

TAGALOG FOR BEGINNERS

bigay	Kabibigay ko lang.
hulog	Kahuhulog ko lang.
dating	Kadarating ko lang.*

MOVING-SLOT DRILL

Model: Kagigising ko lang nang dumating ka.

<u>Cue</u>	<u>Response</u>
bángon	<u>Kabábángon</u> ko lang nang dumating ka.
linis	<u>Kalilinis</u> ko lang nang dumating ka.
ni Laura	Kalilinis lang <u>ni Laura</u> nang dumating ka.
alis	<u>Kaaalis</u> lang ni Laura nang dumating ka.
ako	Kaaalis lang ni Laura nang dumating <u>ako</u> .
tumawag	Kaaalis lang ni Laura nang <u>tumawag</u> ako.
dating	<u>Kadarating</u> lang ni Laura nang tumawag ako.
niya	Kararating lang <u>niya</u> nang tumawag ako.

EXPANSION DRILL

Expand the following sentences as cued using the recently completed aspect form of the verb.

Example

- kain/lang niya Kakakain lang niya.
- sa restawran Kakakain lang niya sa restawran.
- pasok/ako Kakakain lang siya sa restawran nang pumasok ako.

<u>Cue</u>	<u>Response</u>
1a. kanta/lang ni Silvia	Kakakanta lang ni Silvia.
b. sa radyo	Kakakanta lang ni Silvia sa radyo.
c. alis/ako	Kakakanta lang ni Silvia sa radyo nang umalis ako.

* Other acceptable forms are kadadating and kararating.

LESSON 45

- | | |
|--------------------------|--|
| 2a. sayaw/lang nila | Kasasayaw lang nila. |
| b. sa entablado | Kasasayaw lang nila sa entablado. |
| c. dating/ang bisita | Kasasayaw lang nila sa entablado nang dumating ang bisita. |
| 3a. basa/lang ni Isidro | Kababasa lang ni Isidro. |
| b. sa harap ng klase | Kababasa lang ni Isidro sa harap ng klase. |
| c. pasok/ka | Kababasa lang ni Isidro sa harap ng klase nang pumasok ka. |
| 4a. upo'/lang namin | Kauupo lang namin. |
| b. sa mesa | Kauupo lang namin sa mesa. |
| c. tayo'/si Ginang Solis | Kauupo lang namin sa mesa nang tumayo si Ginang Solis. |

FREE EXPANSION DRILL

Expand the sentences below by adding a goal or object phrase, a locative phrase or a time expression—or any combination of these phrases that may be allowed to occur in each sentence.

Example

Kaluluto lang ng nanay.

1. Kaluluto lang ng tanghalian ng nanay.
2. Kaluluto lang ng nanay sa bagong kalán.

Kalilinis lang ni Mang Juan.
Kaaaral lang ng mga bata'.
Kalalaro lang ng mga "Blue Eagles".
Katutulog lang ng guwárdiya.
Kasisipilyo ko lang.
Kapapasyal mo lang.
Katatapos lang namin.
Kagugupit lang niya.

TAGALOG FOR BEGINNERS

CHAIN DRILL

Convert the expanded sentences in the preceding drill to questions and have them answered with either an affirmative or a negative response.

CYCLE #2: More on the recently completed aspect

- M1 Pupunta ka ba sa Orchid Isle mamayang gabí? Will you be going to the Orchid Isle this evening?
- M2 Hindí', kasi kagágaling ko lang doon kagabí. No. I was just there last night.
Óo, kasi katátapos ko lang ng trabáho ko, gustó ko namáng mag-“reláx”. Yes. (Because) I've just finished my work and I want to relax a little.
- C1 Pupunta ka ba sa Orchid Isle mamayang gabí? Hindí', kasi kagágaling ko lang doon kagabí.
- C2 Pupunta ka ba sa Orchid Isle mamayang gabí? Óo, kasi katátapos ko lang ng trabáho ko, gustó ko namáng mag-“reláx”.

CHAIN DRILL

Invite a classmate to go with you some place. The response may be either in the affirmative or negative with a supporting reason stated in the recently completed aspect.

Example

- S1 Tena sa Hilo mamayang hapon.
S2 Ayoko, kagagaling ko lang doon kanina./
O sige, kasusuweldo lang natin eh.

CUMULATIVE DIALOGUES

1. Picking up a friend to go to a game

- A1 Magandang umága ho, Aling Lúcia. Gisíng na ho ba si Ródy? Good morning, Aling Lucia. Is Rody up yet?

LESSON 45

- | | | |
|----|---|--|
| B1 | Nakú, óo, kabábá ngon lang. Hayún at nagaalmusal na. Panhík ka. | Oh, yes, he just got up. He is in there having his breakfast. Why don't you come up? |
| C1 | Oy, Jim, halíka magalmusal múna táyo. | Hey, Jim, come and have breakfast. |
| A2 | Síge, Ródy, katátápos ko lang. Mukhá ng tinangháli ka yáta ng gising. | Thanks, Rody. I just had mine. You look like you woke up rather late. |
| C2 | Kasí nag-inumán kami sa kánto kagabí. Alas dós na akó umuwí'. | That's because we went out drinking at the corner store last night and I didn't come home until two. |
| B2 | Héto ang kape. Inumín mo na lang iyán kung áyaw mong kumáin. | Here's some coffee. Why don't you (drink) have some (of that) if you're not going to eat. |
| A3 | Salámat ho'. Nag-abalá pa kayó. | Oh, thank you. You shouldn't have bothered. |
| C3 | Aábot pa ba kayá táyo sa laró'? | Will we still make it to the game? |
| A4 | Óo, básta bilisán mo lang. | Yes, if you hurry. |

2. Your maid leaves for the market

- | | | |
|----|---------------------------------------|---|
| A1 | "Sir", lalakád na ho akó sa paléngke. | Sir, I'm leaving for the market now. |
| B1 | O, eh anó ba ang mga bibilhín mo? | What are you going to buy? |
| A2 | Manók, gúlay at mantekílya ho'. | Chicken, vegetables and butter. |
| B2 | Iyón lang ba? | Is that all? |
| A3 | Asúkal at kapé pa ho'. | Sugar and coffee, too. |
| B3 | Bigás. Mayroón pa ba táyong bigás? | What about rice? Do we still have some rice? |
| A4 | Óho'. Kabibilí ko lang ho kámakalawá. | Yes, sir. I just bought some the day before yesterday. |
| B4 | O síge. Táma na ba ang siyéte pésos? | Okay, then. Will seven pesos be enough? |
| A5 | Sigúro ho'. | I think so/Maybe, sir. |
| B5 | Dalián mo at waláng tao sa báhay ha? | Please hurry because there won't be anyone to mind the house. |

TAGALOG FOR BEGINNERS

A6 Óho', aalís na ho akó. Yes, sir. Goodbye.

VOCABULARY

(a-)ábot	will catch up with; will be in time for
bángon	to arise (from a lying position); to get up
gising	awake
húlog	to drop; to fall
(ka-gí-)gising	just woke up
(ka-ká-)káin	have just eaten
kalán	stove
mantekílya	butter
mukhá(-ng)	seemingly; looks like
(nag-)abalá	to have bothered; to have gone out of one's way to do something for somebody
(nag-)inúman	had a drinking spree
panhík	to come/go up the house (Verb roots like this one are also used in the command or imperative form.)

GRAMMAR NOTES

The recently completed aspect, as the name implies, refers to action just completed. It is formed by the affix ka- followed by the reduplicated CV-/V- of the verb base. The reduplication indicates that action has been started. The prefix ka- indicates that it has been recently completed. The verb is also followed by the particle lang 'just, only' which reinforces the recentness of the action completed. It will be noted that none of the following verbal-focus affixes, um-, mag-, ma-, in-, i-, or -an, occur with this aspect. Consequently, no verbal complement is ever focused; hence, there is never a topic of the sentence. All verbal complements are in non-focus relation to the verb and are introduced by their respective non-focus markers.

<u>Verb + lang</u>	<u>Non-focus actor</u>	<u>Other non-focus omplements</u>
<u>kakakain</u>	ko lang	ng almusal.
<u>kaaaral + lang</u>	niya	ng leksyon.
<u>kapapasyal + lang</u>	ni Laura	sa Luneta.
<u>kalalaro + lang</u>	ng mga bata	ng piko'.
<u>kararating + lang</u>	nito	sa bahay.

LESSON 45

Note that lang precedes the actor pronoun except when the pronoun ko occurs, in which case it follows.

LESSON 46

Modals maaári', puwéde, dápat and
kailángan

Review: na and pa

CYCLE #1: What someone can or may do (actor-focus)

- | | | |
|----|---|---|
| M1 | Anó ang maaári mong gawín sa Pilipíñas?
Anó ang puwéde mong itúro sa Pilipíñas? | What can you do in the Philippines?
What can you teach in the Philippines? |
| M2 | Maaári akóng magtúro sa Pilipíñas.
Puwéde akóng magtúro ng "Math" sa Pilipíñas. | I can teach in the Philippines.
I can teach Math in the Philippines. |
| C1 | Anó ang maaári mong gawín sa Pilipíñas?
Maaari akóng magtúro (sa Pilipíñas). | |
| C2 | Anó ang puwéde mong itúro sa Pilipíñas?
Puwéde akóng magtúro ng "Math" (sa Pilipíñas). | |

SUBSTITUTION DRILL

A. Maaari akong magturo'.

Cue

Response

sumama sa "food production project"
sumáli sa "community development project"
sumali sa "malaria eradication project"
magturo sa "special education project"
tumulong sa "urban development project"

Maaari akong sumama sa "food production project".
Maaari akong sumali sa "community development project".
Maaari akong sumali sa "malaria eradication project".
Maaari akong magturo sa "special education project".
Maaari akong tumulong sa "urban development project".

LESSON 46

tumulong sa “health project”

Maaari akong tumulong sa “health project”.

B. Use puwéde in place of maaári’ in the preceding exercise.

QUESTION-AND-ANSWER DRILL

Answer the following questions with complete sentences. You can use either maaári’ or puwéde.

Example

Q Sino ang maaaring magluto sa pista?

R Si Juanita ang maaaring magluto sa pista.

Sino ang maaaring maghawak ng kontribusyón?

Sino ang maaaring maglitson ng baboy?

Sino ang maaaring gumawa ng ensaláda?

Sino ang maaaring bumili ng mga inúmín?

Sino ang maaaring maghanda ng mesa?

Sino ang maaaring maghanda ng programa?

Sino ang maaaring mag-adórno ng oditoryum?

Sino ang maaaring humiram ng “record player”?

CYCLE #2: What can or may be done with something (goal-focus)

M1 Maaári bang inumín itóng túbig?

Puwéde bang inumín itóng túbig?

Can this water be drunk? (Is this water potable?)

M2 Óo, puwédeng inumín iyan.

Hindí’, hindí maaáring inumín iyan.

Yes, that can be drunk.

No, that cannot be drunk.

C1 Maaári bang inumín itóng túbig?

Óo, maaári (-ng inumín iyan. Malínis iyan).

C2 Puwéde bang inumín itóng túbig?

Hindí’. (Hindí puwéde/Hindí puwédeng inumín iyan. Kasí marumí.)

TAGALOG FOR BEGINNERS

SUBSTITUTION DRILL

A. Maaari bang hiramin ang “record player” niya?

<u>Cue</u>	<u>Response</u>
kuha’ tugtog	Maaari bang kunin ang “record player” niya? Maaari bang tugtugin ang “record player” niya?
baba’ dala/sa eskuwelahan alkilá	Maaari bang ibaba ang “record player” niya? Maaari bang dalhin sa eskuwelahan ang “record player” niya? Maaari bang alkilahín ang “record player” niya?
bitbít labas	Maaari bang bitbitín ang “record player” niya? Maaari bang ilabás and “record player” niya?

B. Answer the preceding questions first with an affirmative response, then with a negative one. You can use puwede in place of maaari’.

Example

Maaari bang hiramín ang “record player” niya?

Q

AR Oo, puwedeng hiramín ang “record player” niya?

NR Hindi’, hindi puwedeng hiramín ang “record player” niya.

CONVERSION DRILL

Change the sentences to the following.

1. statements with na
2. negative statements
3. negative statements with pa
4. positive questions with na

Example

Puwedeng hiramín ang bola.

1. Puwede nang hiramín ang bola.
2. Hindi puwedeng hiramín ang bola.
3. Hindi pa puwedeng hiramín ang bola.

LESSON 46

4. Puwede na bang hiramín ang bola?

Sentences

Puwedeng burahin ang sulat sa pisara.

Puwedeng kunin ang suweldo.

Puwedeng bisitahin ang pasiyente.

Puwedeng tingnan ang maysakit.

Puwedeng itago ang mga libro.

Puwedeng ligpitin ang mesa.

CYCLE #3: What someone must or ought to, or needs to do

- | | | |
|----|--|---|
| M1 | Anó ang dápat mong gawín bágo pumuntá sa Pilipínas?
Anó ang kailángan mong gawín bágo umuwí'? | What must you do before going to the Philippines?
What do you need/have to do before going back home? |
| M2 | Dápat akóng mag-áral ng mga ugáli ng mga Pilipíno./
Dápat kong alamín ang mga ugáli ng mga Pilipíno.
Kailángan akóng/kong magpasyál bágo umuwí'.
Kailángan kong tapúsin ang trabáho ko bágo umuwí'. | I must study the ways (customs) of the Filipinos.
I must know the ways of the Filipinos.
I need to take a trip before going back home.
I need to finish my work before going home. |
| C1 | Anó ang dápat mong gawín bágo pumuntá sa Pilipínas?
Dápat akóng mag-áral ng mga ugáli ng mga Pilipíno (bágo pumuntá sa Pilipínas). | |
| C2 | Anó ang kailángan mong gawín bágo umuwí'?
Kailángan akóng/kong magpasyál (bágo umuwí'). | |
| C3 | Anó ang kailángan mong gawín bágo umuwí'?
Kailángan kong tapúsin ang trabáho ko (bágo umuwí'). | |

SUBSTITUTION DRILL

A. Dapat ba akong pumunta sa "party"?

Cue Response

TAGALOG FOR BEGINNERS

sayaw	Dapat ba akong sumayaw sa “party”?
sali	Dapat ba akong sumali sa “party”?
inom	Dapat ba akong uminom sa “party”?
lasíng	Dapat ba akong maglasíng sa “party”?
sayá	Dapat ba akong magsayá sa “party”?
“enjoy”	Dapat ba akong mag-“enjoy” sa “party”?

B. Dapat ko bang ipúnin ang pera ko?

<u>Cue</u>	<u>Response</u>	‘save’
tipíd	‘frugal’	Dapat ko bang tipirín ang pera ko?
gastá	‘spend’	Dapat ko bang gastahín ang pera ko?
“withdraw”		Dapat ko bang “withdraw”-hin ang pera ko?
tágo’	‘keep’	Dapat ko bang itágo ang pera ko?
deposito		Dapat ko bang ideposito ang pera ko?
“invest”		Dapat ko bang i-“invest” ang pera ko?

C. Kailangan mo bang humiram ng damit?

<u>Cue</u>	<u>Response</u>
tahi’	Kailangan mo bang tumahi ng damit?
bili	Kailangan mo bang bumili ng damit?
dala	Kailangan mo bang magdala ng damit?
gawa’	Kailangan mo bang gumawa ng damit?
laba	Kailangan mo bang maglaba ng damit?
plantsa	Kailangan mo bang magplantsa ng damit?
únat	‘press’ Kailangan mo bang mag-únat ng damit?

TRANSFORMATION DRILL

Reorder the following sentences as shown in the example. Note the linker and the change in pronouns. (The original sentences may also take the ang-pronouns, but the reordered sentences can take only the ang-pronouns.)

Example

Kailangan mong bumili ng gamot.

Kailangang bumili ka ng gamot.

<u>Cue</u>	<u>Transformation</u>
------------	-----------------------

LESSON 46

Kailangan mong uminom ng gamot.	Kailangang uminom ka ng gamot.
Kailangan niyang mag-kotse araw-araw.	Kailangang mag-kotse siya araw-araw.
Kailangan ninyong sumali sa mga pista.	Kailangang sumali kayo sa mga pista.
Kailangan nating magmiting tungkol sa “peer rating”.	Kailangang magmiting tayo tungkol sa “peer rating”.
Kailangan ng mga “trainee”-ng sumulat ng “petition”.	Kailangang sumulat ang mga “trainee” ng “petition”.
Kailangan ni Director Sommer na magsalita sa mga estudyante.	Kailangang magsalita si Director Sommer sa mga estudyante.

MOVING-SLOT DRILL

Model: Kailangan nating batiin ang mga bisita. ‘greet’

<u>Cue</u>	<u>Response</u>
dapat salúbong	<u>Dapat</u> nating batiin ang mga bisita.
‘to meet’	Dapat nating <u>salubúngin</u> ang mga bisita.
panauhin	Dapat nating salubungin ang mga <u>panauhin</u> .
nila	Dapat <u>nilang</u> salubungin ang mga panauhin.
kailangan	<u>Kailangan</u> nilang salubungin ang mga panauhin.
ni Bobby	Kailangan <u>ni Bobbing</u> salubungin ang mga panauhin.
“entertain”	Kailangan ni Bobbing “entertain”-in ang mga panauhin.
natin	Kailangan <u>nating</u> “entertain”-in ang mga panauhin.

PROBLEM SOLVING

Tell us what you should do or ought to do in the following situations. Use either dápat, kailángan or maaári.

1. You are invited to a party where you are lavished with strange native foods.

TAGALOG FOR BEGINNERS

2. Your co-teacher engaging in a small business sells school supplies in your class. This is against the school policy.
3. Your friend is in need of money, but you don't have the money to lend him.
4. Your foster family won't let you pay for board and lodging, but you feel that such a situation is too much of an imposition on them.

CUMULATIVE DIALOGUE

Inquiring by telephone about plane arrivals

- | | |
|--|---|
| A1 Hello, maaári ho bang magtanóng? | Hello, may I have some information please? |
| B1 Óho', anó ho iyón? | Certainly. What can I do for you? |
| A2 Anóng óras ho ang datíng ng PANAM Flight 811 mulá sa Honolulu? | What is the arrival time of PANAM Flight 811 from Honolulu? |
| B2 Dápat dumatíng ng alas siyéte y médyá ng umága, péro hulí itó ng isáng óras. Mga alas ótso y médyá sigúro ang datíng. | It was scheduled to arrive at 7:30 a.m., but it has been delayed by one hour. It should arrive at 8:30. |
| A3 Salámat ho'. (Kailangáng sabíhin ko sa mga sasalúbong kung ganoón.) | Thank you. (In that case, I'll have to inform those meeting the plane). |

VOCABULARY

alkilá/arkilá	to rent
batí(-in)	to greet
bitbit(-ín)	to carry something by hand
ensaláda	salad
gasta(-hín)	to spend
(i-)labás	to take out
inúmin	drinks, beverage
kontribusyón	contribution
lasíng	drunk; inebriated
ligpit(-ín)	to clear; to put away
(mag-)adórno	to decorate
(mag-)háwak	to take care of (as in money); to keep; to hold
(mag-)sayá	to be happy; to be cheerful
(mag-)únat	to press; to iron; (lit.: to straighten out)

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malínis	clean
marumí/ madumí	dirty; filthy
salubúng(-in)	to meet (at a place)
s(-um-)áli	to join
tipir(-ín)/tipidín	to exercise frugality; the root is <u>tipíd</u>
tungkól	about; on

GRAMMAR NOTES

1. Unlike gusto, the modals introduced in this lesson occur with actor-focus topics.

Examples

Maaari akong magturo sa Pilipinas.
 Puwede ba akong magturo sa Pilipinas?
 Dapat ka bang magturo sa Pilipinas?

Kailangan, on the other hand, may occur with a focused or non-focused actor complement.

Example

Kailangan $\left[\begin{array}{c} \text{akong} \\ \text{kong} \end{array} \right]$ magpasyal. 'I must take a walk.'
 'I need to take a walk.'

Note that the verbs that follow the modals are in the infinitive form. Observe, too, the use of linkers between the actor pronoun and the verb.

2. Note that when the verb immediately follows the modal, a linker must be placed between them.

Examples

Kailangang uminom ka ng gamot.
 Puwedeng hiramín ang bola.
 Maaaring kunín ang "record player" niya.
 Dapat (na) itago ang libro.

When the word before the linker ends in n (cf. kailangan) the n is assimilated to the following -ng. Na after dapat is often omitted.

TAGALOG FOR BEGINNERS

3. If the adverbial particles pa 'still, yet' or na 'already' or the question marker ba is used in the sentence, the linker is attached to them.

Examples

Puwede nang hiramín ang bola.
Kailangan pang tingnan ang maysakit
Dapat na bang itago ang libro?

LESSON 47

Pseudo-verbs alám and íbig

CYCLE #1: What one can do or knows how to do

- | | | |
|----|---|--|
| M1 | Anó ang alám mong gawín? | What can you do? (Lit.: What do you know how to do?) |
| M2 | Alám kong magmaného.
I know how to drive. | Alám kong mag-alága ng manók.
I know how to raise chickens. |
| | Alám kong magmakinílya. | I know how to type. |
| C | Anó ang alám mong gawín?
Alám kong magmakinílya. | |

SUBSTITUTION DRILL

Model: Alam kong magmakinilya ng “thesis”.

Cue

Response

turo'/basketbol	Alam kong magturo ng basketbol.
tugtog/gitara	Alam kong tumugtog ng gitara.
sayaw/'Tinikling'	Alam kong sumayaw ng 'Tinikling'.
bigay/'first aid'	Alam kong magbigay ng "first aid".
laro'/dama	Alam kong maglaro ng dama.
kain/alimángo	Alam kong kumain ng alimango.
luto'/kanin	Alam kong magluto ng kanin.
tingin/sariwang isda'	Alam kong tumingin ng sariwang isda'.
punta/munisipyo	Alam kong pumunta sa munisipyo.
luwás/Maynila'	Alam kong lumuwás sa Maynila'.
tayá'/sabungan	Alam kong tumayá sa sabungan.

CYCLE #2: What one knows

- | | | |
|----|--------------------------------------|--|
| M1 | Alám mo ba ang nangyári sa Apollo 8? | Do you know what happened to Apollo 8? |
|----|--------------------------------------|--|

TAGALOG FOR BEGINNERS

- M2 Óo, alám ko (ang nangyári sa Apollo 8). Yes, I know (what happened to Apollo 8).
Hindi', hindi ko alám (ang nangyári sa Apollo 8). No, I don't know (what happened to Apollo 8).
- C1 Alám mo ba ang nangyári sa Apollo 8?
Óo, alám ko (ang nangyári sa Apollo 8).
- C2 Alám mo ba ang nangyári sa Apollo 8?
Hindi', hindi ko alám (ang nangyári sa Apollo 8).

SUBSTITUTION DRILL

Model: Alam ba niya ang palengke? Does he know where the market is?

Cue

Response

"post office"	Alam ba niya ang "post office"?
simbahang Romano	Alam ba niya ang simbahang Romano?
estasyon ng bus	Alam ba niya ang estasyon ng bus?
sabungan	Alam ba niya ang sabungan?
pakulútan	Alam ba niya ang pakulutan?
barberya	Alam ba niya ang barberya?
modista	Alam ba niya ang modista?
sastre	Alam ba niya ang sastre?

SUBSTITUTION DRILL

Model: Alam kong darating ka ngayon.

Cue

Response

niya	Alam niyang darating ka ngayon.
ni Violeta	Alam ni Violetang darating ka ngayon.
namin	Alam naming darating ka ngayon.
nina Berto	Alam nina Bertong darating ka ngayon.
ng nanay mo	Alam ng nanay mong darating ka ngayon.
ng mga kaibigan mo	Alam ng mga kaibigan mong darating ka ngayon.
ng pinsan ko	Alam ng pinsan kong darating ka ngayon.

LESSON 47

CONVERSION DRILL

Convert the following to negative sentences.

<u>Cue</u>	<u>Response</u>
A. Alam niyang maglaba.	Hindi niya alam maglaba.
Alam niyang magplantsa.	Hindi niya alam magplantsa.
Alam niyang manahi’.	Hindi niya alam manahi’.
Alam niyang lumában.	Hindi niya alam lumában.
Alam niyang tumulong.	Hindi niya alam tumulong.
B. Alam kong darating ka.	Hindi ko alam na darating ka.
Alam kong aalis ka.	Hindi ko alam na aalis ka.
Alam kong magtatrabaho ka.	Hindi ko alam na magtatrabaho ka.
Alam kong magpipiknik kayo.	Hindi ko alam na magpipiknik kayo.
Alam kong magbabakasyon siya.	Hindi ko alam na magbabakasyon siya.

CYCLE #3: What one wants to do (Compare with gustó)

M1 Anó ang íbig mong gawín?	What do you want to do?
Anó ang íbig niyang gawín?	What does he want to do?
M2 Íbig kong mag-“shópping”.	I want to go shopping.
Íbig ni Tínang tumirá sa báryo.	Tina wants to live in the barrio.
Íbig ng batang basáhin ang kómiks.	The child wants to read the comics.
C1 Anó ang íbig mong gawín?	
Íbig kong mag-“shópping”.	
C2 Anó ang íbig niyang gawín?	
Íbig niyang bilhín ang páyong na iyón.	

QUESTION-AND-ANSWER DRILL

- A. Answer the following questions with complete sentences either in the affirmative with óo or in the negative with ayóko.

TAGALOG FOR BEGINNERS

Ibig mo bang magsine mamaya’?
Ibig mo bang sumama sa piknik?
Ibig mo bang maligo sa “hot spring”?
Ibig ba ninyong mag-aral ng ‘Pandanggo’?
Ibig na ba nilang matulog?
Ibig ba ninyong magkantáhan?
Ibig ba ni Jaimeng mag-“slide-show”?
Ibig bang mag-alsa ng mga trabahador?
Ibig mo bang isauli ang sapatos sa tindahan?
Ibig mo bang ihulog ang sulat ngayon?

B. Answer the questions above with ayóko/óo followed by a kasi statement.

Example

Ibig mo bang magsine mamaya’?
Ayokong magsine mamaya kasi mag-aaral ako./
Oo, ibig kong magsine mamaya kasi maganda raw ang palabas.

CYCLE #4: What one wants

- | | | |
|----|--|---|
| M1 | Anó ang íbig mong bilhín?
Anó ang íbig mo, pansít o “chop suey”? | What do you want to buy?
What do you want, noodles or chop suey? |
| M2 | Íbig ko ng bestído.
Íbig ko ng pansít at “fried rice”. | I want a dress.
I want noodles and fried rice. |
| C1 | Anó ang íbig mong bilhín?
Íbig ko ng bestído. | |
| C2 | Anó ang íbig mo, pansít o “chop suey”?
Íbig ko ng pansít at “fried rice”. | |

CHAIN DRILL

Talk about travels, real or make-believe, and ask what one wants to do or wants to do with something there. Use íbig and an actor- or goal-focus form of the verb.

Example

LESSON 47

- S1 Ano ang ibig mong gawin sa Pilipinas?
S2 Ibig kong magpasyal sa buóng Pilipinas.
Ano ang ibig mong gawin sa Jerusalem?
S3 Ibig kong bisitahin ang lahat ng “historical spots” sa Jerusalem.
Ano ang ibig mong gawin sa Paris?

At iba pa.

CUMULATIVE DIALOGUES

1. Talking about an accident

- | | |
|---|---|
| A1 Alám mo bang naáksi-dénte siná Cárlos at Ricárdo? | Do you know that Charles and Richard had an accident? |
| B1 Hindí'. Saán? Kailán? | No. Where? When? |
| A2 Nag-“hitch-hike” daw silá kagabí patúngong Kóna. Médyo lasíng daw ang tsupér kayá nabanggá ang kótse sa póste. | They were hitch-hiking to Kona last night. The driver was a little high they said and the car hit a post. |
| B2 Kawáwa namán. Saán silá naronón ngayón? | Isn't that awful. Where are they now? |
| A3 Nása Hílo Hóspital. Íbig mo bang bumisíta? | At the Hilo Hospital. Do you want to go visit them? |
| B3 Síge, táyo na. | Sure, let's go. |

2. Inviting a friend to a “blow-out”

- | | |
|---|---|
| A1 Puwéde bang imbitahín ka sa meriénda mamayá'? | Can I invite you for a snack later? |
| B1 Bákit, “birthday” mo ba? | Why, is it your birthday? |
| A2 Hindí', íbig ko lang magsálu-sálo táyo niná Fred at Josie. Kaunting pasásalámat. | No, I just want us to get together with Fred and Josie. A sort of thanksgiving. |
| B2 Pasásalámat saán? | Thanksgiving for what? |
| A3 Alám mo, nadágdagán ang suwélido ko. | You know, I got a raise in pay. |
| B3 Abá, eh talagáng dápat kang mag-“blow-out”. | That really calls for a “blow-out”. |

TAGALOG FOR BEGINNERS

VOCABULARY

alimángo	big crabs
bestído	dress
buó(-ng)	around; whole; entire
ibig	want; like
imbita(-hín)	to invite
kawáwa'	pitiful
l(-um)-ában	to fight against
l(-um)-uwás	to go from the town to the city
(mag-)alága'	to raise (animals); to take care of
(mag-)alsá	to revolt; to stage a strike
(mag-)maného	to drive (a vehicle)
(mag-)sálu-sálo	to have a get-together
modista	dress shop
(na-)áksidénte	met an accident
(na-)banggá'	bumped into; hit
(na-)dágdag(-án)	was increased; was raised
pakulútan	beauty parlor
pasásalamat	thanksgiving
patúngo(-ng)	in the direction of; towards
póste	a post
sabungán	cockpit
saríwa(-ng)	fresh
sástre	tailor shop
t(-um)-ayá'	to bet
t(-um)-irá	to reside in; to stay in

GRAMMAR NOTES

1. Like gusto, alam and ibig usually occur without a topic in a sentence. They are followed by the infinitive form of the verb.

Examples

Alam kong mag-alaga ng manok.
mo bang mag-alaga ng manok?
niyang maglaba.
ba niyang maglaba?

Ibig kong mag-“shopping”.
mo bang mag-“shopping”?
(na) magsine ni Jaime.
bang magsine ni Jaime?/
ba in Jaimeng magsine?

LESSON 47

Note, again, that the linker -ng occurs right before the infinitive form of the verb. It is usually attached to the actor pronoun phrase or the ba particle that occurs before the verb.

2. Only the Ng-phrase or its substitute Ng-pronoun or Ng-demonstrative can function as the non-focus actor in sentences with alam or ibig.

CULTURAL NOTES

Giving a “blow-out” is a common practice in the Philippines among peer groups. A person who receives any kind of blessing like a promotion in position, a raise in pay, passing an examination, winning a contest, or the like, treats friends to a “blow-out” as an expression of thanksgiving as well as to share his joy with them. The “blow-out” is usually in the form of taking the group out to eat. It ranges from a snack or a drink to a sumptuous meal depending on the “degree” of importance or value of the considered blessing to the recipient.

LESSON 48

Request form makí- (actor-focus)

CYCLE #1: Another form of making a request

- M1 Makibilí ka nga ng kartolína sa tindahan. Will you please buy some 'cartolina' at the store?
Makidaán ka nga sa "Peace Corps Center", ha? Will you please stop by the Peace Corps Center?
- M2 Ópo'. Yes, sir.
Óo, iyón lang ba? Certainly, will that be all?
Óo, ilán ang kailángan mo? Sure, how many do you need?
Óo, anó ang ipakukúha mo? Surely, what do you want me to get there?
- C1 Makibilí ka nga ng kartolína sa tindáhan.
Óo, ilán ang kailángan mo?
- C2 Makidaán ka nga sa "peace Corps Center", ha?
Óo, anó ang ipakukúha mo?

SUBSTITUTION DRILL

Model: Makikuha ka nga ng basahan.

<u>Cue</u>		<u>Response</u>
pútol	'to cut'	Makipútol ka nga ng basahan.
dala		Makidala ka nga ng basahan.
abot		Makiabot ka nga ng basahan.
laba		Makilaba ka nga ng basahan.
gawa'		Makigawa ka nga ng basahan.
banláv	'to rinse'	Makibanláv ka nga ng basahan.

CONVERSION DRILL

Convert the following goal-focus requests to actor-focus sentences using makí-.

LESSON 48

Goal-focus

Pakiabot mo nga ang ulam.
Pakilinis mo nga ang silid.
Pakiluto mo nga ang manok.
Pakilabas mo nga ang bola.
Pakimakinilya mo nga ang
sulat.
Pakikopya mo nga ito.
Paki-“distribute” mo nga ang
libro.

Actor-focus

Makiabot ka nga ng ulam.
Makilinis ka nga ng silid.
Makiluto ka nga ng manok.
Makilabas ka nga ng bola.
Makimakinilya ka nga ng
sulat.
Makikopya ka nga nito.
Maki-“distribute” ka nga ng
libro.

CYCLE #2: Expressing aspect with makí-

- | | | |
|----|--|---|
| M1 | Bumilí ka na ba ng
téla? | Have you already bought some
dress material? |
| M2 | Hindí pa. Makíkibilí
na lang akó.
Nakibilí na akó
kanína. | Not yet. I will (just) ask someone
to buy it for me.
I asked someone to buy it for me
earlier today. |
| C1 | Bumilí ka na ba ng
téla?
Hindí pa. Makíkibilí na lang akó. | |
| C2 | Bumilí ka na ba ng
téla?
Nakibilí na akó
kanína. | |

CONVERSION DRILL

- A. Express the following sentences in the completed form as sentences in the contemplated form.

Completed Aspect

Nakitawag ako sa telepono.
Nakituloy ako sa bahay ni
Violeta.
Nakitahi ako sa makina ni
Minerva.

Contemplated Aspect

Makikitawag ako sa telepono.
Makikituloy ako sa bahay ni
Violeta.
Makikitahi ako sa makina ni
Minerva.

TAGALOG FOR BEGINNERS

Nakikain kami sa nanay ni Julian.	Makikikain kami sa nanay ni Julian.
Nakiinom kami sa tindahan sa kanto.	Makikiinom kami sa tindahan sa kanto.
Nakipanood kami sa telebisyon nila.	Makikipanood kami sa telebisyon nila.
Nakibasa ako ng dyaryo sa kapit-bahay.	Makikibasa ako ng dyaryo sa kapit-bahay.

B. Aspect can also be expressed in the request form pakí- (goal-focus). Follow the same instructions as in (A).

Completed Aspect

Contemplated Aspect

Pinakikuha ko ang damit ko sa modista.	Pakikikuha ko ang damit ko sa modista.
Pinakibili ko ang yélo sa kanto.	Pakikibili ko ang yélo sa kanto.
Pinakiputol ko ang buhok ko.	Pakikiputol ko ang buhok ko.
Pinakiayos ko ang “make-up” ko.	Pakikiayos ko ang “make-up” ko.
Pinakitahi ko ang síra sa damit.	Pakikitahi ko ang sirá sa damit.
Pinakihulog ko sa kartéro ang sulat.	Pakikihulog ko sa kartéro ang sulat.

QUESTION-AND-ANSWER DRILL

Ask if someone has already done something. The response may be either affirmative, using the completed aspect of makí-, or negative using the contemplated aspect.

Example

- S1 Nagbasa ka na ba ng dyaryo?
S2 Oo, nakibasa ako sa barberya.
Kumopya ka na ba ng “assignment”?
S3 Hindi pa. Makikikopya pa ako.

CUMULATIVE DIALOGUE

- A1 Saán ka magbábakasyón? Where will you be vacationing?

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- B1 Sa Baguio sana. Pero walá akóng kakilála roón. Baká akó maligáw. I was hoping to go to Baguio, but I don't know anyone there. I might not find my way around.
- A2 Kung íbig mo, doón ka na sa kamág-ának ko maki-túloy. Mabábaít silá. If you want, why don't you stay with my relatives there. They are nice people.
- B2 Talagá? Hindí ba kahiyá-hiyá? Really? Wouldn't it be shameful to impose on them?
- A3 Hindí', talagáng marámi na kamíng kaibígang nakitúloy doón. Téka at ibíibigáy ko sa iyó ang tiráhan nilá. Sigurádong matutuwá silá. Not at all, a lot of our friends have stayed with them. Wait a minute and I'll give you their address. I'm sure they will be glad to have you.
- B3 Ay salámat kung ganoón. Gee, thanks an awful lot.

VOCABULARY

banláv	to rinse
kamág-ának	relative
kartéro	mailman; postman
kartolina	cardboard; bristol board
maki-	an actor-focus affix which makes the verb a request form; its goal-focus counterpart is <u>paki-</u>
(maki-)pútol	to please cut something
(ma-tu-)tuwá'	will be pleased
sirá	a tear (as in clothing); a defect; an impairment
yélo	ice

GRAMMAR NOTES

1. Maki- is the actor-focus counterpart of the prefix paki- which makes the verb base a request form. Unlike paki-, however, maki- can also be used to ask permission to use or partake of something owned by someone.

Note the differences in the use of maki- in the following examples.

- a. Request
Makibili ka nga ng kartolina sa tindahan.
Makikuha ka nga ng tubig.

TAGALOG FOR BEGINNERS

b. Permission

Makitawag nga sa telepono ninyo.
Makibasa nga ng dyaryo ninyo.
Makikinom nga.

2. The various aspects may also be expressed with the maki- and paki- affixes. The following chart illustrates the occurrence of the different aspectual forms with both affixes.

<u>Aspect</u>	<u>Maki- + Verb base</u>	<u>Paki- + Verb base</u>
Infinitive	<u>m</u> akibili	<u>p</u> akibili
Completed	<u>n</u> akibili	<u>pin</u> akibili
Contemplated	mak <u>i</u> kibili	pak <u>i</u> kibili
Incompleted	nak <u>i</u> kibili	<u>pin</u> ak <u>i</u> kibili

Note that in both the maki- and paki- forms, the last syllable of the affix instead of the first CV-/V- of the base is reduplicated for the contemplated and incompleted aspects.

UNIT VIII
EXPANSION OF STRUCTURES

LESSON 49

Review: adjectives and linkers

Comparative sentences:

$\left[\begin{array}{c} \text{mas} \\ \text{higít} \end{array} \right] \cdot \cdot \left[\begin{array}{c} \text{kaysa/sa} + \text{noun/pronoun} \\ \text{kay} + \text{personal proper noun} \end{array} \right]$
magkasing/kasing
pinaká-

Pluralization of adjectives

CYCLE #1: Noun modification

- M1 Mabaít na báta si Marcia, Marcia is a kind child, isn't
anó? she?
Magandáng báta si Marcia, Marcia is a pretty child, isn't
anó? she?
- M2 Óo, (mabaít) at masípag pa. Yes, and she's industrious
too.
Óo, péro tamád lang. Yes, but she's lazy.
Médyo. (Magandá rin.) A little.
- C1 Mabaít na báta si Marcia, anó?
Óo, (mabaít) at masípag pa.
- C2 Magandáng báta si Marcia, anó?
Óo, péro tamád lang.
- C3 Magandáng báta si Marcia, anó?
Médyo. (Magandá rin.)

SUBSTITUTION DRILL

A. Masipag na bata siya, ano?

Cue

Response

magaling

Magaling na bata siya, ano?

TAGALOG FOR BEGINNERS

matipíd	Matipíd na bata siya, ano?
matalíno	Matalínong bata siya, ano?
masunúrin	Masunúring bata siya, ano?
matangkád	Matangkád na bata siya, ano?
malakí	Malakíng bata siya, ano?

B. Malaking bahay ito.

maliit	Maliit na bahay ito.
bago	Bagong bahay ito.
luma	Lumang bahay ito.
maluwang	Maluwang na bahay ito.
masikip	Masikip na bahay ito.
marumi	Maruming bahay ito.

C. Murang tela ito.

mahal	Mahal na tela ito.
manipís	Manipís na tela ito.
makapal	Makapal na tela ito.
séda	Sédang tela ito.
makatí	Makatíng tela ito.
malamig	Malamig na tela ito.

COMPLETION DRILL

Complete the following question by adding the expanded noun cue. Then give an appropriate response with the verb, first, in the actor-focus and, then, in goal-focus.

Example

Ano ang ginawa ng _____?

Cue: malikót na bata'

Response: Nagbaság ng baso ang malikót na bata'
Binasag ng malikot na bata ang baso.

Cue

magulóng estudyante	unruly student
masamang tao	bad person
mahigpít na prinsipal	strict principal
matapang na sundalo	brave soldier
mabangís na háyop	fierce animal

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masunuring bata'

obedient child

CYCLE #2: Expressing "more ... than"

- M1 Sino ang mas/higit na malakás, si Jaime o si Juan?
Alin ang mas matibay, ang Volkswagen o ang Fiat?
- Who is stronger, Jim or John?
Which is more durable/sturdy, the Volkswagen or the Fiat?
- M2 Si Jaime (ang mas malakás).
Mas malakás si Jaime (kay Juan).
Mas matibay ang Volkswagen (kaysa Fiat).
- Jim (is stronger).
Jim is stronger (than John).
The Volkswagen is more durable (than the Fiat).
- C1 Sino ang mas malakás, si Jaime o si Juan?
Si Jaime (ang mas malakás kaysa kay Juan).
- C2 Alin ang higit na matibay, ang Volkswagen o ang Fiat?
Higit na matibay ang Volkswagen (kaysa Fiat).

SUBSTITUTION DRILL

Cue

Response

- A. Mas marunong si Aurora kay Lito.
mataas Mas mataas si Aurora kay Lito.
matanda' Mas matanda si Aurora kay Lito.
matapid Mas matipid si Aurora kay Lito.
kuripot Mas kuripot si Aurora kay Lito.
gastador Mas gastador si Aurora kay Lito.
magalang Mas magalang si Aurora kay Lito.
- B. Mas babagal ang pagong sa kuneho.
maitim Mas maitim ang pagong sa kuneho.
pangit Mas pangit ang pagong sa kuneho.
matalino Mas matalino ang pagong sa kuneho.
bobo Mas bobo ang pagong sa kuneho.
- C. Mas matamis ang mangga sa lansones.
mahal Mas mahal ang mangga sa lansones.

TAGALOG FOR BEGINNERS

maásim	Mas maásim ang mangga sa lansones.
masarap	Mas masarap ang mangga sa lansones.
malinamnám	Mas malinamnám ang mangga sa lansones.

QUESTION-AND-ANSWER DRILL

Given the following cues, formulate questions using síno, alín or saán to compare two persons, places or things. Then let your classmates answer your question.

Example

cue: maganda

Q: Sino ang mas maganda, si Elsa o si Anita?

R: Mas maganda si Elsa kay Anita.

Cue

matamis	sweet
mura	cheap
guwapo	good-looking (<u>guwapa</u> for female)
madali'	easy
mainit	hot
malamíg	cold; cool
mahirap	difficult

CYCLE #3: Expressing "as ... as"

M1 Síno ang mas marúnong, Who is brighter, Nena or Lily?
si Néna o si Líly?

M2 Magkasing dúnong si Nena is as bright as Lily.
Néna at si Líly.
Magkasing dúnong silá. One is as bright as the
other./They are equally bright.
Kasing dúnong ni Néna Lily is as bright as Nena.
si Líly.

C1 Síno ang mas marúnong, si Néna o si Líly?
Magkasing dúnong silá.

C2 Marúnong ba si Lily?
Óo, kasing dúnong ni Nena si Lily.

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SUBSTITUTION DRILL

- | <u>Cue</u> | <u>Response</u> |
|--|--|
| A. Magkasing <u>dunong</u> sila. | |
| maputi' | Magkasing puti sila. |
| maliit | Magkasing liit sila. |
| mataba' | Magkasing taba sila. |
| pangit | Magkasing pangit sila. |
| mataas | Magkasing taas sila. |
| mabait | Magkasing bait sila. |
| B. Magkasing <u>hába</u> ito. These are of the same length. | |
| maikli' | Magkasing ikli ito. |
| matamis | Magkasing tamis ito. |
| maluwang | Magkasing luwang ito. |
| matanda' | Magkasing tanda ito |
| maláyo' | Magkasing láyo ito. |
| malinis | Magkasing linis ito. |
| C. Kasing <u>haba</u> ng <u>buhok</u> mo ang buhok ko. | |
| ikli'/baro' | Kasing ikli ng baro mo ang baro ko. |
| puti'/polo | Kasing puti ng polo mo ang polo ko. |
| mahal/sapatos | Kasing mahal ng sapatos mo ang sapatos ko. |
| ganda/kapatid | Kasing ganda ng kapatid mo ang kapatid ko. |
| laki/aso | Kasing laki ng aso mo ang aso ko. |
| tanda'/tatay | Kasing tanda ng tatay mo ang tatay ko. |

QUESTION-AND-ANSWER DRILL

Answer the following questions with the correct information.

- Magkasing laki ba ang Tsina at ang Rusya?
Kasing lakas ba ng North Vietnam ang South Vietnam?
Magkasing dámi ba ang tao sa Amerika at sa India?
Magkasing yáman ba ang Hapon at ang Amerika?
Magkasing tandá ba ang Washington "state" at Texas?
Kasing galíng ba ng "American Football League" ang "National Football League"??
Kasing ganda ba ng San Francisco ang Chicago?
Magkasing galing ba ang "Harvard University" at "Yale"??
Kasing laki ba ng "UCLA" ang "University of Hawaii"??
Kasing ínit ba ng Hawaii ang Pilipinas?

TAGALOG FOR BEGINNERS

CYCLE #4: Expressing the superlative degree by pinaká-

- M1 Sino ang pinakamagandang artista babae sa Amerika?
Ano ang pinakamabangong bulaklak sa Pilipinas? Who is the most beautiful actress in America?
What is the most fragrant flower?
- M2 Si Elizabeth Taylor (ang pinakamagandang artista babae sa Amerika).
Ang sampaguíta (ang pinakamabangong bulaklak sa Pilipinas). Elizabeth Taylor (is the most beautiful actress in America).
Sampaguíta (is the most fragrant flower).
- C1 Sino ang pinakamagandang artista babae sa Amerika?
Si Elizabeth Taylor (ang pinakamagandang artista babae sa Amerika).
- C2 Ano ang pinakamabangong bulaklak sa Pilipinas?
Ang sampaguíta (ang pinakamabangong bulaklak sa Pilipinas).

SUBSTITUTION—QUESTION-AND-ANSWER DRILL

- | <u>Cue</u> | <u>Response</u> |
|--|---|
| A. Ano ang pinakamalaking <u>bansá</u> ? | |
| malalim/dagat | Ano ang pinakamalalim na dagat? |
| malamig/bayan | Ano ang pinakamalamig na bayan? |
| mainit/bansa' | Ano ang pinakamainit na bansa'? |
| malaki/siyudad sa mundo | Ano ang pinakamalaking siyudad sa mundo? |
| mabilis/sasakyan | Ano ang pinakamabilis na sasakyan? |
| mayaman/bansa' | Ano ang pinakamayamang bansa'? |
| maganda/siyudad sa Amerika | Ano ang pinakamagandang siyudad sa Amerika? |
| B. Sino ang pinakabatang <u>presidente</u> ng Amerika? | |
| maganda/"Miss Universe" | Sino ang pinakamagandang "Miss Universe"? |
| popular/artistang Italyána | Sino ang pinakapopular na artista Italyana? |

TAGALOG FOR BEGINNERS

maliit/kamatis	maliliit na kamatis
mabilog/bató	mabibilog na bató
mabango/bulaklak	mababangong bulaklak
maikli'/kuwento	maiikling kuwento
mataas/bahay	matataas na bahay
maasim/prutas	maaasim na prutas

B. Use the plural form of the adjectives in a statement or in a question.

Example

Gusto ko ng maaasim na prutas.
Malalaki ba ang tinda niyang mangga?

CUMULATIVE DIALOGUE

- A1 Ále, magkáno po ba ang inyóng manggá? How much are your mangoes?
- B1 Alín po', iyón bang malalakí o iyóng maliliit? Which ones, the big ones or the small ones?
- A2 Walá na bang mas malalakí pa? Aren't there any bigger ones than these?
- B2 Walá na po'. Pinakamalalakí na iyán. No, sir. These are the biggest.
- A3 Magkakáno ho ba? How much are these (bigger ones)?
- B3 Tigsísingkuwénta po'. Fifty centavos each.
- A4 Nakú, ang mahál namán. Walá na po bang táwad? My gosh! how expensive. Can't you give (me) a discount?
- B4 Abá, manggáng búkid po iyán, hindí biyáhe. But these are mangoes from the farm (hence, sweeter—unlike those packed and shipped commercially which are picked before they mature).
- A5 Ápat píso na. Can you give them at four for one peso?
- B5 Sus! Walá pa po sa puhúnan. Heavens, no! That's even less than my initial investment.
- A6 O, síge. Tigitreýnta na. Okay, how about thirty each?

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- B6 Hindí po', malulúgi I'm sorry. I'd be selling at a loss.
kamí.
- A7 Síge na ho'. "Peace Please. I'm a Peace Corps Volunteer
Corps Volunteer" and we don't earn very much.
lang ho akó.
Mahírap lang
kamí.
- B7 O, síge na nga'. All right. You can take them.
Kúnin na ninyó.

WRITTEN EXERCISE

A. Ang Panahón sa Pilipínas

Karaniwang maínit ang panahón sa Pilipínas. Mas maínit kung Abril hanggáng Oktúbre. Malamíg kung Nobyembre hanggáng Márso. Pinakamaínit kung Máyo. Pinakamalamíg namán kung Enéro.

Talásalitaan

karaniwan	- usually
mainit	- hot
malamig	- cold

Sagutin ang mga sumusunod

- 1a. Karaniwan bang mainit sa Pilipinas?
 - b. Malamig ba kung Abril hanggang Oktubre?
 - c. Malamig ba kung Nobyembre hanggang Marso?
 - d. Pinakamalamig ba kung Mayo?
 - e. Pinakamalamig ba kung Enero?
- 2a. Karaniwan bang mainit o malamig ang panahon sa Pilipinas?
 - b. Mas malamig ba o mas mainit kung Abril hanggang Oktubre?
 - c. Malamig ba o mainit kung Nobyembre hanggang Marso?
 - d. Pinakamainit ba o pinakamalamig kung Mayo?
 - e. Pinakamalamig ba o pinakamainit kung Enero?
- 3a. Ano ang mga karaniwang panahon sa Pilipinas?
 - b. Alin ang mas mainit na mga buwan?
 - c. Kailan malamig?
 - d. Anong buwan ang pinakamainit? Pinakamalamig?

TAGALOG FOR BEGINNERS

- 4a. Nagsusuweter ka ba kung mainit?
 - b. Pinapawisan ka ba kung malamig?
 - c. Magsusuweter ka ba sa Pilipinas kung Mayo?
 - d. Mag-aabaníko ka ba sa Pilipinas kung Enero?
 - 5a. Nagsusuweter ka ba o nag-aabaniko kung mainit?
 - b. Pinapawisan ka ba o giniginaw kung malamig?
 - c. Magsusuweter ka ba o mag-aabaniko kung Mayo sa Pilipinas?
 - d. Magsusuweter ka ba o mag-aabaniko kung Enero sa Pilipinas?
 - 6a. Gusto mo ba ang mainit na panahon?
 - b. Alin ang mas gusto mo, mainit o malamig na panahon?
 - c. Bakit mas gusto mo ang mainit na panahon? Ang malamig na panahon?
 - 7a. Bakit karaniwang mainit ang panahon sa Pilipinas?
 - b. Ano ang masasabi mo tungkol sa panahon sa Pilipinas?
 - c. Ano naman ang masasabi mo tungkol sa panahon sa inyo.
- B. Write a short description of the place you come from, its geography and its people. Use comparisons wherever appropriate.

MORE CUMULATIVE DIALOGUES

Telling tall tales

1. Alín ang Mas Malamíg

A1	Nakú! ang lámíg sa ámin.	<u>Which is Colder</u>	Boy, is it cold where we live!
B1	Bákit? Gaáno kalamíg?		Why? How cold does it get?
A2	Abá, e, ilagáy mo lámang ang pagkáin sa mésa, nagígíng yálo na.		Well, all you have to do is set the food on the table and it turns into ice.
B2	Ah, mas malamíg sa ámin.		Oh, it's much colder at our place.
A3	Bákit? Gaáno kalamíg?		Why? How cold is it?
B3	Kung nagsásalítá kamí, kailángan pang ipríto ang mga salítá pára magkain-tíndihán kamí.		When we talk, we have to fry our words in order for us to understand each other.

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2. Alín ang Mas Malakí

- A1 Alám mo, ang lakí ng lupaín ng lólo ko.
B1 Gaáno kalakí?
A2 Biro mo, pag lumákad ka sa umága mulá sa hanggánan, daratíng ka sa dúlo, eh, gabí na.
B2 Ah, maliít iyán. Mas malakí ang lupaín ng lólo ko.
A3 Bákit, gaáno kalakí?
B3 Abá, e, nang mag-simuláng lakarín ng lólo ko ang lupaín niyá, eh, báta pa siyá. Ang bumalík eh ang anak na niyá.

Which is Larger

You know, my grandfather's property is very large. How large is it?
You won't believe it but if you start walking from its boundary in the morning, by the time you reach the end it's nighttime.
Oh, that's small. My grandfather's property is much larger.
Why, how large?
Well, when my grandfather started out to walk through his property, he was a young man. It was his son who walked back.

3. Alín ang Mas Mataás

- A1 Nakú, ang taás ng báhay ng lólo ko.
B1 Bákit, gaáno kataás?
A2 Bíro mo, hálos umábot sa buwán.
B2 Mabába iyán. Mas mataás ang báhay ng lólo ko.
A3 Bákit, gaáno kataás?
B3 Nápakataás! Lumilikó ang buwán.

Which is Taller

Golly, my grandfather's house is so tall! Why, how tall is it?
Would you believe, it almost reaches up to the moon.
That's low. My grandfather's house is much taller.
Why, how tall is it?
Very very tall! The moon has to curve around it (when it orbits).

VOCABULARY

bákal	steel
bansá'	country
gastador	spendthrift
gintó'	gold
háyop	animal; beast
kurípot	stingy; tightwad
mabágal	slow
mabangís	fierce

TAGALOG FOR BEGINNERS

mabilís	fast
magálang	polite; courteous
magkasing	as ... as; of equal quality or degree
maguló(-ng)	unruly; rowdy
mahál	expensive; dear
mahigpít	strict; tight
maikli	short
malamíg	cold; cool
maláyo'	far; distant
malikót	restless; always moving
malinamnám	yummy
maputí'	fair; white
masunúrin	obedient
matápang	brave; courageous
matíbay	durable; sturdy
matapíd	frugal; thrifty
(nag-)baság	broke something repeatedly
pílak	silver
pinaká-	an adjectival affix expressing superlative degree
sundálo	soldier
tansó'	copper
tinggá'	tin
yáman	wealth; richness

GRAMMAR NOTES

1. Noun attribution or modification is marked by the occurrence of the linker na/ng between the modifier and the modified. As noted in Lesson 24, the order of a qualifier adjective and modified noun is usually not fixed, but the linker is always attached to the first word or element: -ng if it ends in a vowel or na if it ends in a consonant.

Examples

Adjective + Noun

mabait na bata'
 magandang dalaga
 maputik na sahig
 bagong bahay
 daang mabato

Noun + Adjective

batang mabait
 dalagang maganda
 sahig na maputik
 bahay na bago
 mabatong daan

LESSON 49

2. The comparative form of adjectives is marked by mas ‘more’ before the adjectival plus kaysa (sa)/sa (or kaysa kay/kay) ‘than’ before the second noun being compared.

Examples

Mas malakas si Jaime (kaysa kay/kay) Juan.

Mas matibay ang Volkswagen (kaysa sa/kaysa/sa) Fiat.

Mas mabagal ang pagong (kaysa sa/kaysa/sa) kuneho.

Note that kaysa kay is the counterpart of kaysa sa. It occurs before personal proper nouns. Both kaysa sa and kaysa kay may be reduced simply to kaysa/sa or kay, respectively. Sometimes mas, which is a Spanish borrowing, is omitted—but the meaning remains unaltered.

3. To express the same degree of quality in nouns being compared, the adjectival root is preceded by the following.

a. Magkasing

<u>Comparative Marker</u>	<u>Adjective</u>	<u>Topic</u>
Magkasing	puti taba taas bait	sila. si Nina at si Lily. ang babai at ang lalaki.

Note the use of a plural topic.

b. Kasing

<u>Comp. Marker</u>	<u>Adjective</u>	<u>Ng-phrase</u>	<u>Topic</u>
Kasing	dunong	ni Nina	si Lily.
Kasing	ikli	ng baro mo	ang baro ko.

Note that in the sentences where kasing is the comparative marker, the two noun phrases compared have different markers. The one that functions as the ‘standard’ is the Ng-phrase and the other, which is the noun being compared to the standard, is the Ang-phrase (the topic of the sentence).

TAGALOG FOR BEGINNERS

The inverted form of the preceding sentences is as follows.

<u>Topic</u>	<u>ay</u>	<u>Comment</u>
a. Sila Si Nena at si Lily	ay	magkasing puti. ay magkasing taas.
b. Si Lily Ang baro ko	ay	kasing dunong ni Nina. ay kasing ikli ng baro mo.

Note that the Ng-phrases in (b) go with the Comment introduced by the comparative marker and not with the Topic.

4. The superlative degree of the adjective is expressed by prefixing the affix pinaka- to the ma-adjectives or to the adjectival roots.

Examples

<u>Positive Degree</u>	<u>Superlative Degree</u>
<u>maganda</u>	<u>pinakamaganda</u>
popular	<u>pinakapopular</u>
mura	<u>pinakamura</u>
<u>mainit</u>	<u>pinakamainit</u>

5. It will be observed in the following examples that the superlative degree of adjectives usually occurs before the noun modified.

Examples

Sino ang pinakamagandang artistang babae sa Amerika?

Alin ang pinakamalalim na dagat?

Pinakamagaling na guro si Lydia.

Note the presence of the linker between the superlative adjective and the noun modified.

6. Plurality can also be expressed in the ma-adjectives. The plural form occurs when the noun being modified is used in the plural sense. This form is indicated by a reduplication of the first CV-/V-of the root.

<u>Adjective Base</u>	<u>Ma-adjective</u> (singular)	<u>Ma-adjective</u> (plural)
-----------------------	-----------------------------------	---------------------------------

LESSON 49

liit	<u>m</u> aliit	mal <u>i</u> liit
asim	<u>ma</u> asim	ma <u>a</u> asim

When the plural form of the adjective occurs, the noun modified is regarded as plural even without its plural marker.

Example

malaking mangga	(singular)
malalaking mangga	(plural)

Actually, the plural form of the adjective has assimilated the function of the plural noun marker mga. The plural meaning of the modified noun may be expressed in any of the following ways.

- Ma-adjective (plural) + linker + Noun:
Bumili siya ng malalaking mangga.
- Ma-adjective (singular) + linker + plural noun marker + Noun:
Bumili siya ng malaking mga mangga.
- Plural noun marker + Ma-adjective (plural) + linker + Noun:
Bumili siya ng mga malalaking mangga.
- Ma-adjective (plural) + linker + plural noun marker + Noun:
Bumili siya ng malalaking mga mangga.

Of the four possibilities above, the most common is the first.

LESSON 50

Numerals and quantifiers

Question words magkáno, ilán and gaáno

CYCLE #1: Asking for the unit price

M1	Magkáno ang isáng yárda nitó?	How much is one yard of this?
M2	Úno otsénta. (₱1.80)	One peso and eighty centavos.
	Dos pésos./Dalawáng píso. (₱2.00)	Two pesos.
	Trés singkuwénta. (₱3.50)	Three pesos and fifty centavos.
C	Magkáno ang isáng yárda nitó? Tres singkuwénta.	

SUBSTITUTION DRILL

Model: Magkano ang isang yarda nito?

<u>Cue</u>		<u>Response</u>
kilo		Magkano ang isang kilo nito?
salóp	ganta	Magkano ang isang salóp nito?
doséna	dozen	Magkano ang isang doséna nito?
tumpók	pile	Magkano ang isang tumpók nito?
táli'	bundle	Magkano ang isang táli nito?
súpot	bag	Magkano ang isang súpot nito?
káha	pack	Magkano ang isang káha nito?

REPETITION DRILL

Look at the figures and repeat the terms after your teacher. (Spanish terms are commonly used for prices.)

₱0.05	singko	₱0.30	treynta
.10	diyes	.40	kuwarenta
.15	kinse	.55	singkuwenta'y singko

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.25 beynte-singko

₱	1.60	uno sienta
	4.20	kuwatro beynte
	6.70	sais sitenta
	8.95	otso nubenta'y singko
	12.20	dose beynte
	150.00	siyento singkuwenta
	215.50	dos siyentos kinse singkuwenta

QUESTION-AND-ANSWER DRILL

- A. Play the roles of a storekeeper and a customer using the following cues.

Example

Cue salop/₱1.90

Q Magkano ang isang salop nito?

R Uno nubenta.

Cue Response

dosena/₱1.00	Magkano ang isang dosena nito? Piso.
kilo/₱1.20	Magkano ang isang kilo nito? Uno beynte.
supot/₱0.60	Magkano ang isang supot nito? Sienta.
yarda/₱2.70	Magkano ang isang yarda nito? Dos sitenta.
kaha/₱2.10	Magkano ang isang kaha nito? Dos diyos.
tali'/₱0.15	Magkano ang isang tali nito? Kinse.
tumpok/₱0.25	Magkano ang isang tumpok nito? Beynte-singko.

- B. With pictures of merchandise and their corresponding price tags, formulate questions and answers according to the following example.

Q Magkano ang isang yardang tela?

R Dos setenta.

Q Magkano ang isang dosenang itlog?

R Uno otsenta.

Cue Response

TAGALOG FOR BEGINNERS

tumpok/kamátis	Magkano ang isang tumpok na kamátis?
kaha/“Salem”	Magkano ang isang kahang “Salem”?
supot/maní’	Magkano ang isang supot na maní’?
salop/bigas	Magkano ang isang Salop na bigas?
kilo/baboy	Magkano ang isang kilong baboy?
kilo/úbas	Magkano ang isang kilong úbas?
tali/sítaw	Magkano ang isang taling sítaw?
láta/gatas	Magkano ang isang látang gatas?
bote/toyo	Magkano ang isang boteng toyo?

CYCLE #2: Asking how many of a certain measure

- M1 Iláng yárda ang gustó mo? How many yards do you want?
- M2 Dalawá (lang). (Just) two.
Dalawáng yárda. Two yards.
- C Iláng yárda ang gustó mo?
Dalawáng yárda lang.

MOVING-SLOT DRILL

Model: Tatlong yardang tela ang gusto ko.

<u>Cue</u>	<u>Response</u>
apat	<u>Apat</u> na yardang tela ang gusto ko.
kailangan	Apat na yardang tela ang <u>kailangan</u> ko.
Laura	Apat na yardang tela ang kailangan <u>ni Laura</u> .
dosena/ itlog	Apat na <u>dosenang itlog</u> ang kailangan ni Laura.
nanay	Apat na dosenang itlog ang kailangan ng <u>nanay</u> .
isa	<u>Isang</u> dosenang itlog ang kailangan ng nanay.
mansanas	Isang dosenang <u>mansanas</u> ang kailangan ng nanay.
niya	Isang dosenang mansanas ang kailangan <u>niya</u> .

CYCLE #3: Asking how much or what quantity

- M1 Gaánong bigás ang kailángan nátin? How much rice do we need?
- M2 Isáng salóp (lang). Isáng sáko.
(Just) one gánta. One sack/caván.

LESSON 50

- C Gaánong bigás ang kailángan natin?
Isáng salóp lang.

SUBSTITUTION DRILL

Model: Gaanong asukal ang kailangan natin?

<u>Cue</u>	<u>Response</u>
asin	Gaanong asin ang kailangan natin?
toyo	Gaanong toyo ang kailangan natin?
kape	Gaanong kape ang kailangan natin?
paminta	Gaanong paminta ang kailangan natin?
prutas	Gaanong prutas ang kailangan natin?
dyus 'juice'	Gaanong dyus ang kailangan natin?

QUESTION-AND-ANSWER DRILL

Formulate questions using ilán or gaáno and have them answered. Use quantifiers in the ilán questions and in the answers to gaáno questions.

Example

- Q Ilang latang gatas ang gusto mo?
R Tatlong lata lang.
- Q Gaanong paminta ang kailangan mo?
R Isang bote lang.

CYCLE #4: Asking how much apiece

- | | | |
|----|--|------------------------------------|
| M1 | Magkakáno ang mansánas? | How much are these apples? |
| | Magkakáno (ang) isáng súpot? | How much is one bag? |
| M2 | Tigtitréynta.
Mamíso. | Thirty centavos each.
One peso. |
| C1 | Magkakáno ang mansánas?
Tigtitréynta. | |

TAGALOG FOR BEGINNERS

C2 Magkakáno (ang) isáng súpot?
Mamáso.

QUESTION-AND-ANSWER DRILL

<u>Question</u>	<u>Response</u>
Magkakano ang dalandán?	Tigsisingko.
Magkakano ang tabako mo?	Tigdidiyes.
Magkakano ang balut?	Tatlo (ang) piso.
Magkakano ang tsinelas?	Tigdodos-singkuwenta.
Magkakano ang tuwalya?	Tigalawang piso.
Magkakano ang mangga?	Tigkukuwarenta./Kuwarenta isa.

SUBSTITUTION—QUESTION-AND-ANSWER DRILL

		1		2	
A.	Q	May ilang <u>lítro</u>	sa isang	<u>salop</u> ?	
	R	May <u>tatlong</u>	litro sa isang	salop.	

<u>Cues for Question</u>		<u>Response</u>	
1	2	1	2
pulgáda	‘inch’	talampákan/ piyé	‘feet’
talampákan		yarda	
lítro	‘liter’	salop	‘ganta’
salop		kabán/ sáko	‘caván/ sack’
gúhit	‘100 grams’	kilo	
araw		linggo	
linggo		buwan	
linggo		taon	
oras		araw	

B1. Q May ilang itlog sa isang dosena?
R May labindalawang itlog sa isang dosena.

<u>Cue</u>	<u>Response</u>
kalahati’	(1/2) May ilang itlog sa kalahating dosena?
dalawa	(2) May ilang itlog sa dalawang dosena?
tatlo	(3) May ilang itlog sa tatlong dosena?

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2. Q May ilang bote sa isang kahong “Pepsi”?

R May dalawampu’t apat na bote sa isang kahong “Pepsi”.

Cue

Response

kalahati’ (1/2) May ilang bote sa kalahating kahong “Pepsi”?

dalawa (2) May ilang bote sa dalawang kahong “Pepsi”?

tatlo (3) May ilang bote sa tatlong kahong “Pepsi”?

3. Q May ilang kaha sa isang kartong sigarilyo?

R May sampung kaha sa isang kartong sigarilyo.

Cue

Response

kalahati’ (1/2) May ilang kaha sa kalahating kartong sigarilyo?

dalawa (2) May ilang kaha sa dalawang kartong sigarilyo?

tatlo (3) May ilang kaha sa tatlong kartong sigarilyo?

CUMULATIVE DIALOGUES

1. At the sari-sari store

A1 Mayroón ba kayóng “Chesterfield”?

Do you have any Chesterfield?

B1 Walá’, eh, “Philip Morris”, gustó mo ba?

No, Philip Morris. Do you want some?

A2 O síge. Káhit na “Philip”.

All right, “Philip” will do.

B2 Iláng káha?

How many packs?

A3 Isá lang.

Just one.

2. At the market

A1 Ále/Máma’, magkáno ho ang isáng kílong báka?

Miss/Mister, how much is a kilo of beef?

B1 Síngko pésos ho’. Waláng táwad.

Five pesos. Fixed price.

A2 Ang mahál namán. Kuwátro pésos na lang ho’.

My, that’s expensive. Can’t you give it for four?

B2 Hindí puwéde. Lúgi akó.

No, I can’t. I’d lose.

A3 O síge, kuwátro singkuwénta na ho’.

Okay, how about ₱4.50?

B3 Síge na nga’. Iláng kílo ba?

All right. How many kilos do you want?

TAGALOG FOR BEGINNERS

- A4 Isá lang. Just one.
B4 Murang-múra yán. That's very cheap.
A5 Bayáan ninyo at dito akó ulít Don't worry, I'll be buying
bibilí. from you again.

Other useful expressions in marketing or shopping

- A1 Walá na bang Can't you give a discount?
táwad?
Bawásan Please reduce the price.
namán ninyó.
Puwéde bang Can I ask for a discount?
tumáwad?
Síge na, súki Come on, I'm a regular customer.
namán táyo,
eh.
Héto ang Here's the payment.
báyad.
- B1 Magkáno ang How much are you asking for?
táwad ninyó?
Malulúgi akó. I'd lose at that price. (That leaves me no
(Lúgi akó.) profit.)
Hindí puwéde. I can't sell at that price. That's not even its
Walá pa sa buying price.
puhúnan.
Dagdagán mo Add a little more (to your asking price).
pa.
Buéna máno You happen to be my first customer (and so
ka lang. to set my good luck for the day, I'm giving
you a good price).
Héto ang Here's the change.
suklí'.

VOCABULARY

báka	beef; cow
bóte	bottle
buéna máno	first customer of the day, who is believed to bring good luck in business. (Lit.: borrowed from Spanish meaning 'good hand')
dagdag(-án)	to add a little more of something
dalandán	an orange
doséna	dozen

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gaáno	how much; what quantity
gúhit	a measure of weight equal to 100 grams
kabán	a sack; a cavan, a unit of measure of capacity; e.g. for grain, approximately 75 lbs.
káhu	case; pack
kamáti	tomato
kartón	carton
kílo	kilogram
láta	a can
lítro	liter
lúgi'	loss in a business transaction
manggá	mango
maní'	peanut
puhúnan	capital in a business; initial investment
pulgáda	inch
sáko	a sack (made of burlap)
salóp	ganta; a unit of dry measure equivalent to 3 liters
singkuwénta	fifty (a Spanish borrowing); a native term for this is <u>isang salapi'</u>
sítaw	stringbeans
súpot	a paper bag; a paper cone
talampákan	a foot long
táli	a bundle (tied with a string)
táwad	a discount; reduction in price
tres	three (a Spanish borrowing)
tumpók	a pile; a heap; a mound; (a unit of measure for small quantities of tomatoes, garlic, onions, etc.)
úbas	grapes
úno	one (a Spanish borrowing)
waláng	an expression meaning 'fixed price'
táwad	
yárda	yard

GRAMMAR NOTES

1. In Tagalog mass nouns (non-countable) are distinguished from count nouns (countable). This distinction is seen in questions where gaano 'how much' is used to refer to mass nouns and ilan 'how many' to count nouns.

Examples

TAGALOG FOR BEGINNERS

a. With mass nouns

Gaanong bigas ang bibilhin ko?
asin
toyo
kape

b. With count nouns

Ilang silya ang nasa silid?
mesa
libro
tao

Note the presence of linkers after gaano and ilan.

2. Mass nouns may be preceded by nouns of quantity to form phrases that are treated as count noun phrases. As such, they occur with ilan in questions.

Examples

- a. Gaanong bigas ang kailangan natin?
- b. Ilang salop na bigas ang kailangan natin?
- c. Dalawang salop na bigas ang bilhin mo.

(Salop, 'ganta', is a unit of dry measure equal to three liters.)

3. The numeral and quantity noun modifiers are linked to each other and to the noun modified by -ng/na. However, when the noun modified occurs in a ng or an ang phrase, the modifier elements are linked to each other, but not the modifier to the noun phrase, or to any of the noun phrase substitutes.

Examples

<u>Numeral</u>	<u>Noun of Quantity</u>	<u>Noun</u>
dalawang	yarda	
dalawang	apat <u>na</u>	yardang
tela	latang	gatas
isang	tumpok <u>na</u>	kamatis

LESSON 50

<u>Modifier</u>	<u>Noun Phrase</u>
dalawang yarda	[ng telang ito nito
Ilang yarda	ang gusto mo?
Tatlong salop	ang kailangan ko.

4. Magkano 'how much' is a term used in buying and selling. It also occurs in reduplicated form as magkakano to mean 'how much each or apiece'.

The response to a magkakano question is the prefix tig- attached to the price. This denotes the price per piece of the purchase items. The following chart illustrates the occurrence of tig- with numerals. Note that the numerals 'two' and 'three' undergo changes, though the other numerals do not.

Examples

<u>Price</u>	<u>Price of Each</u>
dalawang piso	tig-galawang piso
tatlong piso	tig-atlong piso
apat na piso	tig-apat na piso
limang piso	tig-limang piso

Magkano is generally followed by ang-phrases. The ang of such phrases is very often contracted to -ng, resulting in magkanong as in Magkanong isang tumpok na kamatis?

5. Reduplication also occurs in tig- constructions, particularly with Spanish numerals, as illustrated by the following.

<u>Price</u>	<u>Price of Each</u>
singko	tig- <u>s</u> ingko
diyes	tig- <u>d</u> idiyes
dos-singkuwenta	tig- <u>d</u> odos-singkuwenta
kuwarenta	tig- <u>k</u> ukuwarenta

6. Piso 'peso' may be modified by any numeral except isa 'one'. Rather than isang piso, the form commonly used is simply piso meaning 'a peso' or 'one peso'. When piso 'one peso' is used for denoting the price per piece of an item, it occurs with the prefix ma- rather than tig-. The resulting form is mamiso 'one peso each'.

CULTURAL NOTES

1. In Tagalog there are quantifiers which are not standard or exact mathematical units of measure. They are understood as a collection, a certain portion of a whole, or an amount in terms of a certain container. For instance, tumpok, 'a pile; a heap; a bunch', is usually used in selling tomatoes, onions, garlic, boiled sweet potatoes, etc., and gatang 'big tin can of milk' is used as a measure for grains in small quantities. (See the list of measures in the Appendix.)

2. "Haggling" or bargaining is a common practice in marketing which often seems like a game of wits between the buyer and the seller. The seller marks up his goods to give allowance for bargaining and the buyer, aware of this, tries to get the lowest price he can. Many times some kind of an exchange of bid takes place between the two, the one trying to sense or feel if the other will give in.

There are certain stores, however, where the prices are fixed. It is important for the buyer to know where he can, or cannot, haggle. If he is not sure, he can ask if the price is fixed.

LESSON 51

More on noun modification

Review: na-linker

nása-phrases

Introduction of naka- and taga-

CYCLE #1: Noun modified by another noun or a noun phrase

M1 Síno raw ang namatáy sa aksidénte? Who died in the accident?

M2 Si Rúfong barbéro sa kánto. Rufo, the barber at the corner.
Si Idád na tindéra ng bangós. Idad, the milkfish vendor.

C Síno raw ang namatáy sa aksidénte?
Si Idád na tindéra ng bangós (sa paléngke).

SUBSTITUTION DRILL

Replace the underlined word in each of the model noun phrases with the cues.

Cue

Response

- A. si Nenang asawa ni Rody
kapatid si Nenang kapatid ni Rody
nanay si Nenang nanay ni Rody
kumare si Nenang kumare ni Rody
- B. si Mang Anton na mangíngisdá'
tsuper ng taksi si Mang Anton na tsuper ng taksi
konduktor sa "De Dios Transport" si Mang Anton na konduktor sa "De Dios Transport"
karpintero si Mang Anton na karpintero
tatay ni Nardo si Mang Anton na tatay ni Nardo
pulís sa Caloocan si Mang Anton na pulís sa Caloocan
- C. si Carlos na kaibigan ni Luz na kaklase ko

TAGALOG FOR BEGINNERS

nobyong	si Carlos na nobyong ni Luz na kaklase ko
anak	si Carlos na anak ni Luz na kaklase ko
pinsan	si Carlos na pinsan ni Luz na kaklase ko
bayaw	si Carlos na bayaw ni Luz na kaklase ko
kumpare	si Carlos na kumpare ni Luz na kaklase ko

- D. si Aling Pacing na modistang asawa ng Kapitan del Barrio mangungulot
 si Aling Pacing na mangungulot na asawa ng Kapitan del Barrio
- mestra sa Malabon Elementary School
 si Aling Pacing na mestra sa Malabon Elementary School na asawa ng Kapitan del Barrio
- tindera ng karne sa palengke
 si Aling Pacing na tindera ng karne sa palengkeng asawa ng Kapitan del Barrio
- nars sa ospital heneral
 si Aling Pacing na nars sa ospital heneral na asawa ng Kapital del Barrio

CYCLE #2: Noun modified by a verb or a verb phrase

- M1 Alín diyán ang kapatíd ni Crés? Which one is Cres' brother?
 Crés?
- M2 Iyóng laláking naggigitára. That man (who is) playing the guitar.
 Iyóng laláking tumutugtóg ng gitára.
- C1 Alín diyán ang kapatíd ni Crés? Iyóng laláking naggigitára.
- C2 Alín diyán ang kapatíd ni Crés? Iyóng laláking tumutugtóg ng gitára.

SUBSTITUTION DRILL

Substitute the verb form cues to modify the nouns in the model phrases.

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

- A. ang batang umiiyak
 laro' ang batang naglalaro'

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aral	ang batang nag-aaral
kain	ang batang kumakain
tulog	ang batang natutulog

- B. ang dyaryong binabasa ni Manuel
- | | |
|--------|-----------------------------------|
| bili | ang dyaryong binibili ni Manuel |
| tiklop | ang dyaryong tinitiklop ni Manuel |
| punit | ang dyaryong pinupunit ni Manuel |
| gupit | ang dyaryong ginugupit ni Manuel |
- C. ang babaing naglalaba sa ilog
- | | |
|---------------|-----------------------------------|
| luto'/ulam | ang babaing nagluluto ng ulam |
| walis/bakuran | ang babaing nagwawalis sa bakuran |
| alaga'/bata' | ang babaing nag-aalaga ng bata' |
| ayos/silid | ang babaing nag-aayos sa silid |
- D. ang lalaking sumasalok ng tubig
- | | |
|-----------------------|--|
| dilig/halaman | ang lalaking nagdidilig ng halaman |
| tanim/palay | ang lalaking nagtatanim ng palay |
| araro/bukid | ang lalaking nag-aararo ng bukid |
| buhat/
kasangkapan | ang lalaking bumubuhat ng
kasangkapan |

EXPANSION DRILL

Modify the phrases in the immediately preceding drill as directed.

- (1) Add kahapon to the phrases in A. Note the change in the verb form.

Example

ang batang umiyak kahapon

- (2) Add mamaya' to the phrases in B.

Example

ang dyaryong babasahin ni Manuel mamaya'

- (3) Add kanina to the phrases in C.

Example

ang babaing naglaba sa ilog kanina

- (4) Add bukas to the phrases in D.

TAGALOG FOR BEGINNERS

Example

ang lalaking sasálok ng tubig bukas

QUESTION-AND-ANSWER DRILL

Do a chain drill asking and answering questions about persons familiar to the class, using expanded noun phrases similar to those in the preceding drill. Questions with síno ang ...; anó ang nangyári sa ...; anó ang ginawá ng ...; etc. may be used.

CYCLE #3: Nasa-phrases as modifiers of nouns

- M1 Saán mo nilagáy ang péra ko? Where did you put my money?
money?
- M2 Sa ilálim ng libróng nasa Underneath the book (that
ibábaw ng piyáno. is) on top of the piano.
Nilagáy ko ang péra mo sa I put your money under the
ilálim ng libróng nasa ibábaw book which is on top of the
ng piyáno. piano.
- C Saán mo nilagáy ang péra ko?
(Diyán) sa ilálim ng libróng nasa ibábaw ng piyáno.

MATCHING DRILL

Try to match the appropriate nasa-phrase with the object or cut-out which your teacher will move from one location to another.

Example

ang taong nasa tabi ng simbahan

<u>Object</u>	<u>Location</u>
tao	tapat ng simbahan
libro	likod ng kotse
kotse	harap ng sine
"bag"	ibabaw ng mesa
kapote	loob ng aparador
payong	ilalim ng tuláy
aso	ilalim ng puno'
mga bata'	tabi ng tulay
	loob ng simbahan
	gilid ng mesa

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CYCLE #4: Naka- + noun (phrase)
verb (phrase) as modifiers of nouns

- | | |
|--|---|
| M1 Alín diyán ang tátay mo? | Which is your father there? |
| M2 Iyón laláking naka-asúl.
Iyón laláking nakatayó sa tabí ng pintó’. | That man in blue.
That man standing by the door. |
| C1 Alín (diyán) ang tátay mo?
Iyóng laláking naka-asúl. | |
| C2 Alín ang tátay mo?
Iyón laláking nakatayó sa tabí ng pintó’. | |

SUBSTITUTION DRILL

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

A. Ang babae bang nakaputí ang guro mo?

maóng	denim	Ang babae bang nakamaóng ang guro mo?
sáya	long skirt	Ang babae bang nakasáya ang guro mo?
unipórme	uniform	Ang babae bang nakaunipórme ang guro mo?
luksá’	in mourning	Ang babae bang nakaluksá ang guro mo?
asul na blúsa	blue blouse	Ang babae bang naka-asul na blúsa ang guro mo?
damit na burdádo	embroidered dress	Ang babae bang nakadamit na burdádo ang guro mo?
sapatos na mataas		Ang babae bang nakasapatos na mataas ang guro mo?

B. Tawagin mo ang batang naka-upo’.

tayo’	Tawagin mo ang batang nakatayo’.
tayo sa pinto’	Tawagin mo ang batang nakatayo sa pinto’.

TAGALOG FOR BEGINNERS

upo sa hagdan	Tawagin mo ang batang naka-upo sa hagdan.
sakay sa kotse	Tawagin mo ang batang nakasakay sa kotse.
tingin sa iyo	Tawagin mo ang batang nakatingin sa iyo.
ngítí sa atin	Tawagin mo ang batang nakangítí sa atin.
upo sa ilalim ng puno'	Tawagin mo ang batang naka-upo sa ilalim ng puno'.

CYCLE #5: Taga- + verb (phrase) as noun modifier

M1	Síno ang gáling díto?	Who was here?
M2	(Gáling díto) ang babáing tagalínis ng báhay.	The woman who cleans the house (was here).
C	Síno ang gáling díto? (Gáling díto) ang babáing tagalínis ng báhay.	

SUBSTITUTION DRILL

Model: Nagkasakit ang dalagang tagaplantsa ng pantalón.

<u>Cue</u>	<u>Response</u>
luto'/pagkain	Nagkasakit ang dalagang tagaluto ng pagkain.
laba/damit	Nagkasakit ang dalagang tagalaba ng damit.
alaga'/bata'	Nagkasakit ang dalagang taga-alaga ng bata'.
tanggáp/bisita	Nagkasakit ang dalagang taga-tanggáp ng bisita.
sagot/liham	Nagkasakit ang dalagang tagasagot ng liham.
makinilya/ leksiyon	Nagkasakit ang dalagang tagamakiniya ng leksiyon.

CONCORD DRILL

Change the verb forms to agree with the time expression cues.

Example

Binibigyan ni Gerry ng mababangong rosas ang kaniyang magandang kasintahan.

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Cue Response

bukas Bibigyan ni Gerry ng mababangong rosas ang kaniyang magandang kasintahan bukas.
kahapon Binigyan ni Gerry ng mababangong rosas ang kaniyang magandang kasintahan kahapon.
tuwing Binibigyan ni Gerry ng mababangong rosas ang Sabado kaniyang magandang kasintahan tuwing Sabado.

A. Nagbasa ang boluntaryo ng dyaryong Tagalog sa aklatang bayan na nasa tabi ng munisipyo.

kanina Nagbasa ang boluntaryo ng dyaryong Tagalog sa aklatang bayan na nasa tabi ng munisipyo kanina.
mamayang hapon Magbabasa ang boluntaryo ng dyaryong Tagalog sa aklatang bayan na nasa tabi ng munisipyo mamayang hapon.
araw-araw Nagbabasa ang boluntaryo ng dyaryong Tagalog sa aklatang bayan na nasa tabi ng munisipyo araw-araw.

B. Pinipili ng guro ang pinakamagaling na estudyante sa klase ng Tagalog.

sa Pipiliin ng guro ang pinakamagaling na estudyante
Biyernes sa klase ng Tagalog sa Biyernes.
noong Pinili ng guro ang pinakamagaling na estudyante sa
isang klase ng Tagalog noong isang araw.
araw
tuwing Pinipili ng guro ang pinakamagaling na estudyante
Sabado sa klase ng Tagalog tuwing Sabado.

C. Pinutol ng lalaking kamag-anak ni Mang Karyo ang mataas na punong nakatayo sa tabi ng bahay namin.

kahapon Pinutol ng lalaking kamag-anak ni Mang Karyo ang
ng hapon mataas na punong nakatayo sa tabi ng bahay
namin kahapon ng hapon.
bukas ng Puputulin ng lalaking kamag-anak ni Mang Karyo
umaga ang mataas na punong nakatayo sa tabi ng bahay
namin bukas ng umaga.
mamayang Puputulin ng lalaking kamag-anak ni Mang Karyo
hapon ang mataas na punong nakatayo sa tabi ng bahay
namin mamayang hapon.

TAGALOG FOR BEGINNERS

D. Nagtuturo ang mga gurong Pilipino ng Tagalog sa mga “trainee”-ng Amerikanong nakalaán sa Pilipinas.

araw-araw Nagtuturo ang mga gurong Pilipino ng Tagalog sa mga “trainee”-ng Amerikanong nakalaan sa Pilipinas.

noong Nagturo ang mga gurong Pilipino ng Tagalog sa Abril mga “trainee”-ng Amerikanong nakalaan sa Pilipinas.

sa Hulyo Magtuturo ang mga gurong Pilipino ng Tagalog sa mga “trainee”-ng Amerikanong nakalaan sa Pilipinas sa Hulyo.

E. Manood ako ng palabas sa Sine Makiling kasama ni Rosanang “co-teacher” ko.

mamaya’ Manood ako ng palabas sa Sine Makiling kasama ni Rosanang “co-teacher” ko mamaya.

noong Nanood ako ng palabas sa Sine Makiling kasama Sabado ng ni Rosanang “co-teacher” ko noong Sabado ng gabi gabi.

sa Linggo Manood ako ng palabas sa Sine Makiling ng hapon kasama ni Rosanang “co-teacher” ko sa Linggo ng hapon.

EXPANSION—COMPREHENSION DRILL

Expand the model sentence by following the example given below. Then answer the questions given after each expanded sentence.

Example

Malaki ang bahay.

Cue Response

bago Malaki ang bagong bahay.

at mataas Malaki at mataas ang bagong bahay.

at Malaki, mataas at maganda ang bagong bahay.

maganda

ni Aling Malaki, mataas at maganda ang bagong bahay ni

Maria Aling Maria.

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asawa ni Mang Pedro Malaki, mataas at maganda ang bagong bahay ni Aling Mariang asawa ni Mang Pedro.
magsasaka Malaki, mataas at maganda ang bagong bahay ni Aling Mariang asawa ni Mang Pedrong magsasaka.

Question

Response

1. Ilarawan ang bahay ni Aling Maria? Malaki, mataas at maganda ang bagong bahay ni Aling Maria.
2. Sino ang asawa ni Aling Maria? Si Mang Pedro ang asawa ni Aling Maria.
3. Ano siya? (Si Mang Pedro.) Magsasaka siya.

A. Nasunog ang bahay.

Cue

Response

bago malaki at nina Aling Petra at Mang Kardo na nasa Kalye Herran na katapat ng dating "Peace Corps Office"

Nasunog ang bagong bahay.
Nasunog ang malaki at bagong bahay.
Nasunog ang malaki at bagong bahay nina Aling Petra at Mang Kardo.
Nasunog ang malaki at bagong bahay nina Aling Petra at Mang Kardo na nasa Kalye Herran.
Nasunog ang malaki at bagong bahay nina Aling Petra at Mang Kardo na nasa Kalye Herran na katapat ng dating "Peace Corps Office".

Question

1. Ano ang nangyari sa bahay?
2. Kaninong bahay ito?
3. Maliit ba ang bahay nila?
4. Saan naroon ang bahay nila?
5. Nasa anong kalye?
6. Ano ang katapat ng bahay nila?

B. Pupunta ang babae.

TAGALOG FOR BEGINNERS

<u>Cue</u>	<u>Response</u>
matanda' sa kusina' para magluto' ng tanghalian para sa mga anak niya bago sila dumating	Pupunta ang matandang babae. Pupunta ang matandang babae sa kusina'. Pupunta ang matandang babae sa kusina para magluto'. Pupunta ang matandang babae sa kusina para magluto ng tanghalian. Pupunta ang matandang babae sa kusina para magluto ng tanghalian para sa mga anak niya. Pupunta ang matandang babae sa kusina para magluto ng tanghalian para sa mga anak niya bago sila dumating.
galing sa eskuwelahan	Pupunta ang matandang babae sa kusina para magluto ng tanghalian para sa mga anak niya bago sila dumating galing sa eskuwelahan.

Question

1. Bakit pupunta ang matandang babae sa kusina'?
2. Para kanino ang iluluto niya?
3. Kailan siya magluluto?
4. Saan galing ang mga anak niya?

C. Bumili si Maria.

<u>Cue</u>	<u>Response</u>
ng kendi sa tindahan ni Aling Nena	Bumili si Maria ng kendi. Bumili si Maria ng kendi sa tindahan. Bumili si Maria ng kendi sa tindahan ni Aling Nena.
para ibigay sa kapatid niya	Bumili si Maria ng kendi sa tindahan ni Aling Nena para ibigay sa kapatid niya.
nasa bahay	Bumili si Maria ng kendi sa tindahan ni Aling Nena para ibigay sa kapatid niyang nasa bahay.

Question

1. Ano ang binili ni Maria?
2. Saan niya binili ang kendi?
3. Para kanino ang kendi?
4. Nasaan ang kapatid ni Maria?

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D. Nawala ang mga maléta.

<u>Cue</u>	<u>Response</u>
ng turista	Nawala ang mga maléta ng turista.
sa tren	Nawala ang mga maleta ng turista sa tren.
nang	Nawala ang mga maleta ng turista sa tren nang
humintó ito	humintó ito.
sa estasyon	Nawala ang mga maleta ng turista sa tren nang
	huminto ito sa estasyon.

Question

1. Ano ang nawala'?
2. Kaninong mga maleta ang nawala'?
3. Kailan nawala ang mga maleta?

E. Nilalabhan ng babae ang damit.

<u>Cue</u>	<u>Response</u>
ang mahal	Nilalabhan ng babae ang mahal na damit.
na damit	
na ibinigay	Nilalabhan ng babae ang mahal na damit na
ng tatay	ibinigay ng tatay niya.
niya	
nang	Nilalabhan ng babae ang mahal na damit na
magtapos	ibinigay ng tatay niya nang magtapos siya.
siya	
sa	Nilalabhan ng babae ang mahal na damit na
unibersidad	ibinigay ng tatay niya nang magtapos siya sa
	unibersidad.
ng	Nilalabhan ng babae ang mahal na damit na
pagnanárses	ibinigay ng tatay niya nang magtapos siya sa
	unibersidad ng pagnanárses.

Question

1. Sino ang naglalaba?
2. Ano ang nilalabhan niya?
3. Sino ang nagbigay ng damit sa kaniya?
4. Saan siya nagtapos?
5. Ano ang natapos niya?

TAGALOG FOR BEGINNERS

CUMULATIVE DIALOGUES

1. Complaining about the heat

- A1 Nápakainit palá dito, anó? It's terribly hot here, isn't it?
B1 Talagá, lálo na pagganitóng mahál na áraw. It sure is, especially during these mahal na araw days.
A2 Anóng mahal na áraw? What is mahal na araw?
B2 Kuwarésma o "holy week". Holy Week.
A3 Óo nga palá. Tingnán mo lang, nakákamiséta na akó, eh, pinapawisan pa akó nang hustó. Oh, that's right. Look, I'm already in just an undershirt, and I'm still perspiring away.
B3 Óo, nga anó. Daanín mo na lang sa lígo'. So you are. Why not beat the heat with a bath? (Lit.: By way/by means of a bath ...)
A4 Kung mayroón pang natitiráng túbig sa depósito. Alám mo namáng mahírap din ang túbig dito. Ang hírap, eh, tagasalok ka pa ng túbig! If there is water left in our "deposit". You know that water is hard to come by here. What's difficult yet is having to fetch water yourself!

2. Complaining about the rain

- A1 Masyádo namáng maulán ngayón! The rain is just too much today!
B1 At ang lakás-lakás pa ng hángin. And the wind, too, is terribly strong.
A2 Talagá bang ganitó kasamáng palági ang panahón dito? Is the weather really always this miserable here?
B2 Hindí namán. Kung tag-ulán lang. (Pag tag-áraw namán ay hindí'.) Not really. Only during the rainy season. (It's not so in the summertime.)

WRITING EXERCISE

Expand the following noun phrases by putting modifiers before and after the noun. Then construct complete sentences using the expanded noun phrases.

Example

1. ang aklat

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2. ang makapal na aklat
3. ang makapal na aklat na nasa ibabaw ng mesa
4. Mabigat ang makapál na aklat na nasa ibabaw ng mesa.

Cues

ang bata'	ang mundo
ang tren	ang buwan
ang silid	ang "hippy"
ang sayaw	ang bapór
ang leksiyon	ang mekaniko

VOCABULARY

aksidénte	accident (Spanish borrowing)
aráro	plow
asúl	blue
bangós	milkfish
bapór	ship
bayáw	brother-in-law
blúsa	blouse
búhat	carry
burdádo	embroidered
dáti(-ng)	former; previous
hagdán	stairs; staircase
hángin	wind
h(-um-)intó'	stopped; to stop
(i-)laráwan	to describe
kamiséta	undershirt
kasangkápan	furniture; equipment
kasintáhan	sweetheart; fiancée
kondúktor	conductor in a public vehicle
kumáre	derived from the Spanish word 'comádre', an appellation for the godmother of a child or for the child's mother; the masculine form is <u>kumpáre</u> or <u>kumpádre</u>
luksá'	in mourning; black
ma(-bá-)bangó(-ng)	fragrant
mahál na áraw	Holy week
makapál	thick
maléta	luggage
mangungúlot	hairdresser; beautician
(naka-)laán	reserved for; headed for

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(na-)matáy	died
(na-ti-)tirá(-ng)	is left of; left over
ngití'	smile
(p-in-a-)pawís(-an)	perspiring; sweating
púnit	rip; tear
sáya	native floor-length skirt; native costume of a Filipino woman
(s-um-a-)sálok	fetching, usually water from the well
tiklóp	fold
tuláy	bridge

GRAMMAR NOTES

1. In this lesson, expanded modification structures are introduced. The emphasis is on modification following the noun head.

The different post-noun modifications are as follows.

a. Nouns or noun phrases as modifiers

(1) This modification construction is similar to nouns in apposition or to the who relative clauses in English.

Examples

si Nenang <u>kapatid ni Rody</u>	Nena, Rody's sister
si Mang Anton <u>na tsuper ng taksi</u>	Mang Anton, the taxi driver

The na/-ng in Tagalog, however, does not operate like the 'who' in the English relative clause which substitutes for nominal expressions. The linker only connects the modification structure to the noun it modifies.

(2) A noun head can have more than one phrasal modifier. The following example has three phrasal modifiers, sequenced one after the other.

... ni Aling Petra na nasa kalye Herran na katapat ng bahay dating "Peace Corps Office".
... Petra's house (which is) on Herran Street across from 'Aling the former Peace Corps Office.'

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There can also be a series of post-noun modifiers, each one modifying the noun head of the immediately preceding phrase modifier.

... ni Aling Mariang asawa ni Mang Manuel na bahay magsasaka....
... 'The house of Aling Maria (who is) the wife of Mang Manuel (who is) a farmer...'

b. Verbal constructions as modifiers

Verbs can be used as modification structures after nouns.

Examples

Ang batang <u>umiiyak</u> ...	The child, crying...
Ang babaeng <u>naglalaba</u> ...	The woman, washing...
Ang babaeng <u>naglalaba sa ilog</u> ...	The woman, washing (clothes) by the river...
Ang katulong na <u>naglilinis sa silid</u> ...	The helper, cleaning the room...
Ang lalaking <u>sumalok ng tubig kahapon</u> ...	The man who fetched water yesterday...

c. Nasa-constructions as modifiers

This modification structure usually expresses the exact location of small, moveable objects.

Examples

... librong <u>nasa ibabaw ng piyano</u> the book (which is) on the piano...
... taong <u>nasa tabi ng simbahan</u> the person (who is) near the church...
... pagong na <u>nasa ilalim ng tulay</u> the turtle (which is) under the bridge...
... aklat na <u>nasa ibabaw ng mesa</u> the book (which is) on the table...

d. Naka-constructions as modifiers

Naka- is an adjectival prefix which occurs with nouns (limited to things or accessories that can be worn or put on) or verb roots, usually the um-verbs.

TAGALOG FOR BEGINNERS

Examples

Ang babaing <u>nakaluksa</u> <u>naka-asul</u> <u>nakakimona</u>	The woman (who is) in mourning in blue wearing a native blouse
Ang lalaking <u>nakatayo</u> <u>nakangiti</u>	The man (who is) standing smiling

e. Taga-constructions as modifiers

Taga-, a prefix which has been introduced as occurring before place nouns, can also occur before verb roots to mean 'one whose occupation or work is the one expressed by the verb'.

Examples

Ang babaing <u>tagalinis</u> ng bahay. <u>tagaluto</u> ng pagkain. <u>taga-alaga</u> ng bata'.	The woman who cleans the house. who cooks the food. who takes care of the child.
---	---

2. When the question marker ba occurs before these modification structures, the linker is attached to it.

Ang babae bang naka-uniporme ang guro mo?

3. Usually pre-head modifications are single word ma- adjectives, joined by at if more than one occur.

Malaki, mataas at magandang bahay....

The linker is attached only to the last adjective immediately preceding the noun.

4. The following illustrates a topic with a pre-head and post-head modification.

<u>Pre-head Modification</u>	<u>Head</u>	<u>Post-head Modification</u>
Ang bagong	bahay	ni Aling Petrang nasa kalye Herran <u>na</u> katapat ng dating 'Peace Corps Office'.

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Note that pre-head modification structures occur after the ang. Note too the linker -ng that connects all the modification structures.

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More expanded structures using conjunctions: at, nang, dáhil/kasí, kung and kayá'

CYCLE #1: Using at for compounding

- | | | |
|----|--|--|
| M1 | Anó ang páрте nilá sa prográma?
Anó siná Patsy, Bonnie at Sharon? | What was their part in the program?
What are Patsy, Bonnie and Sharon? |
| M2 | Kumantá si Myrna at tumugtóg ng gitára si Larry sa prográma.
"Coordinator" si Patsy sa "Math" at "instructor" namán siná Bonnie at Sharon.* | Myrna sang and Larry played the guitar in the program.
Patsy is the Math Coordinator and/(while) Bonnie and Sharon are instructors. |
| C1 | Anó ang páрте nilá sa prográma?
Kumantá si Myrna at tumugtóg ng gitára si Larry (sa prográma). | |
| C2 | Anó siná Patsy, Bonnie at Sharon?
"Coordinator" si Patsy sa "Math" at "instructor" namán siná Bonnie at Sharon. | |

INTEGRATION DRILL

Combine the two sentences into one.

Cue

Response

* Namán here is a kind of adverb meaning a transition to another subject, hence it is often also a mild contrast. (Bloomfield, Language, 1933).

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- A. Naglinis ang lalake. Nagluto ang babae. Naglinis ang lalake at nagluto naman ang babae.
- B. Pumunta ang Ate sa palengke. Naiwan ang Nanay sa bahay. Pumunta ang Ate sa palengke at naiwan ang Nanay sa bahay.
- C. Naglagay sa leég ng panyong bérde ang mga Cebuano. Naglagay sa leeg ng panyong pula ang mga Tagalog. Naglagay sa leég ng panyong bérde ang mga Cebuano at naglagay naman ng panyong pula ang mga Tagalog.
- D. Sumayaw si Cecile sa programa. Tumula si Nonoy sa programa. Sumayaw si Cecile at tumula naman si Nonoy sa programa.
- E. Si Burns ang gobernador ng Hawaii. Si Reagan ang gobernador ng California. Si Burns ang gobernador ng Hawaii at si Reagan naman ang gobernador ng California.
- F. Si Marcos ang presidente ng Pilipinas. Si Lopez ang bise-presidente ng Pilipinas. Si Marcos ang presidente ng Pilipinas at si Lopez ang bise-presidente.

QUESTION-AND-ANSWER DRILL

Answer the following in complete sentences using the example as model.

Example

- Q Ano ang ginagawa mo nang tumawag ako kanina? What were you doing when I called a while ago?

TAGALOG FOR BEGINNERS

R Nananahi ako nang tumawag I was sewing when you
ka kanina. called a while ago.

Question

Ano ang sinabi ni Tino nang sumulat siya?
Ano ang ginagawa mo nang dumating ang superbisor?
Ano ang ginawa mo nang mabuwál ang bata’?
Sino ang tinawag mo nang himatayín ang bata’?
Sino ang sumagot sa iyo nang tumawag ka sa telepono?
Nasaan kayo nang lumindól kagabi?
Nasaan ang mga magulang mo nang tumanggap kayo ng telegrama mula sa kapatid mong nasa Amerika?

CYCLE #2: Dáhil sa/kasí expressing reason

- M1 Bákit siyá umalís agád? Why did he leave immediately?
- M2 Umalís siyá agád kasí masakít/sumakít ang tiyán niyá. He left immediately because his stomach ached.
Umalís siyá agád dáhil sa sakít ng tiyán niyá. He left immediately because of his stomachache.
- C1 Bákit siyá umalís agád? (Umalís siyá agád) kasí masakít/sumakít ang tiyán niyá.
- C2 Bákit siyá umalís agád? (Umalís siyá agád) dáhil sa sakít ng tiyán niyá.

SUBSTITUTION DRILL

A. Lumabas siya kasi nagalit siya.

<u>Cue</u>	<u>Response</u>
nahílo	Lumabas siya kasi nahílo siya.
nagutom	Lumabas siya kasi nagutom siya.
nauhaw	Lumabas siya kasi nauhaw siya.
sumakit ang ulo niya	Lumabas siya kasi sumakit ang ulo niya.
sumamá’ ang tiyan niya	Lumabas siya kasi sumamá’ ang tiyan niya.

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namatay ang ílaw Lumabas siya kasi namatay ang ílaw.

B. Umuwi siya dahil sa sakit ng ulo niya.

<u>Cue</u>	<u>Response</u>
sakit ng katawan niya	Umuwi siya dahil sa sakit ng katawan niya.
samá' ng loób	Umuwi siya dahil sa samá ng loób.
samá' ng panahon	Umuwi siya dahil sa samá ng panahon.
lakas ng ulan	Umuwi siya dahil sa lakas ng ulan.
lakas ng hangin	Umuwi siya dahil sa lakas ng hangin.

QUESTION-AND-ANSWER DRILL

Give a full response to the following question using the verb cue. You may use a goal and a locative phrase to make your response more explicit.

Example

Q Bakit aalis ka na?

R Kasi mag-aaral pa ako ng leksiyon.

Cues

pasok	handá'
punta	daan
gawa'	tulong

CYCLE #3: Kung to express probability of occurrence

- M1 Walá kang páyong. You don't have an umbrella. What are you going to do if it rains?
Anó ang gagawín mo kung umulán?
- M2 Susúkob akó kay I will go with Myrna (who has an umbrella). (Lit.: I will share shelter with Myrna.)
Myrna (kung umulán).
Magtatáksi akó kung umulán. I will take a taxi if it rains.
- C1 Anó ang gagawín mo kung umulán?
Susúkob akó kay Myrna.

TAGALOG FOR BEGINNERS

- C2 Anó ang gagawín mo kung umulán?
Magtatáksi akó (kung umulán).

SUBSTITUTION DRILL

Model: Ano ang gagawin mo kung umulan?

<u>Cue</u>	<u>Response</u>
lumindol	Ano ang gagawin mo kung lumindol?
magkasúnog	Ano ang gagawin mo kung magkasúnog?
magalit siya	Ano ang gagawin mo kung magalit siya?
mag-istrayk sila	Ano ang gagawin mo kung mag-istrayk sila?
ma-“deselect” ka	Ano ang gagawin mo kung ma-“deselect” ka?
ma-“draft” ka	Ano ang gagawin mo kung ma-“draft” ka?
may isang milyón ka	Ano ang gagawin mo kung may isang milyón ka?

QUESTION-AND-ANSWER DRILL

Give an appropriate response to the questions in the preceding drill.

Example

- Q Ano ang gagawin mo kung umulan?
R Kung umulan, hindi na ako manonood ng laro’.

SUBSTITUTION DRILL

Model: Kung matutulog ka, aalis ako.

<u>Cue</u>	<u>Response</u>
pupunta/sasama	Kung pupunta ka, sasama ako.
darating/magluluto’	Kung darating ka, magluluto ako.
maglalaro’/manonood	Kung maglalaro ka, manonood ako.
magbabasa/makikinig	Kung magbabasa ka, makikinig ako.
magkaklase/lalabas	Kung magkaklase ka, lalabas ako.
kakanta/tutugtog	Kung kakanta ka, tutugtog ako.
sasayaw/sasayaw din	Kung sasayaw ka, sasayaw din ako.

LESSON 52

Replace ka with siyá/kayó/silá.

CYCLE #4: Kayá' to express a consequence

- M1 Kailángan ba nátin ng bigás? Do we need rice?
- M2 May bigás pa sa láta kayá huwág ka nang bumilí. There still is rice in the can so don't buy any.
Walá na sa láta kayá bumilí ka na ng isáng salóp. There isn't anymore in the can so buy a ganta.
- C1 Kailángan ba nátin ng bigás? Mayroón pa sa láta kayá huwág ka nang bumilí.
- C2 Kailángan ba nátin ng bigás? Walá na sa láta kayá bumilí ka na ng isáng salóp.

COMPLETION DRILL

Complete the sentences in column (A) by matching them with their possible consequences in column (B), using kayá' 'so/therefore' to join them.

Example

Pupunta ako sa "party" kaya bibili ako ng magandang damit.

A	B
Nabasá' ako sa ulan	ako pumasá
Nag-aral akong mabuti	lalakad na ako
Umalis na ang pulis	lalabas na ako
Huminto na ang ulan	ako sinipon
Nag-reklamo ako tungkol sa suweldo	ako dinagdagan
Wala na siya	huwag ka nang magalit
Mabait na siya ngayon	patawárin mo na siya

CUMULATIVE DIALOGUE

- A1 Bákit gustó mong pumuntá sa Pilipínas? Why do you want to go to the Philippines?
- B1 Kasí magandá raw doón. Because they say it's beautiful.
- A2 Iyón lang ba ang dahilán? Is that the only reason?

TAGALOG FOR BEGINNERS

- B2 Hindí'. Gustó ko ring magtúro ng "Math" sa mga báta at mag-áral ng kabihasnán ng mga Pilipíno. No. I'd like to teach Math to the children and to study the Philippine culture.
- A3 Bákit ba maráming "PCV" sa Pilipínas? Lahát ba silá ay nagtutúro ng "Math"? Why are there so many PCVs in the Philippines? Do all of them teach Math?
- B3 Hindí'. Ang ibá ay nagtutúro ng Ingglés at ang ibá namán ay nagtutúro ng "Science". Mayroón ding tumutúlong sa "Community Development" at sa pagsugpó ng malária. No. Some teach English and others teach Science. There are some, too, who help in Community Development and in malaria eradication.
- A4 Marámi paláng nagagawáng túlong ang "Peace Corps", anó? Peace Corps helps in so many ways then?
- B4 Abá, óo. Hindí lang iyón. Gustó rin náming makilála kamíng mga Amerikáno nang mas mabúti ng mga Pilipino. Oh, yes. Those aren't the only ways either. We also want the Filipinos to know us Americans better.

WRITTEN EXERCISES

- A. Write a paragraph on one of the following topics.
1. Kung ako ang presidente ng Amerika ...
 2. Kung milyonáryo ako ...
 3. Kung ako ang presidente ng San Francisco State College ...
- B. Write a paragraph to explain the reason(s) for any of the following questions.
1. Bakit maraming "riots" sa mga paaralan?
 2. Bakit nagkakagalit ang mga "Negro" at ang mga "Jews"?
 3. Bakit nagpo-"protest" ang mga Katólíko sa utos ni Pope Paul VI tungkol sa paggamit ng "pill"?

CONDUCTING A DEBATE

Hold a debate on any of the following topics, or on a timelier issue that may be suggested.

1. Tama na ang Amerika ay tumulong sa South Vietnam

LESSON 52

2. Mas magaling ang “Democratic Party” kaysa “Republican Party” sa Amerika
3. Kailangang ituloy ang mga ginagawang “Space studies” sa buwan
4. Kailangan ang “demonstrations” sa pagbabágo

VOCABULARY

dáhil	because
dahil(-án)	reason; cause
governador	governor
himatay(-ín)	fainted; passed out
ilaw	light; lamp
katóliko	Catholic
leég	neck
(ma-)buwál	to fall flat on the ground; passed out
milyonáryo	millionaire
(na-)basá’	became wet; drenched
(na-)hílo	became dizzy
(pag-ba-)bágo	change
(pag-)gámit	use
(pag-)sugpó’	eradication; control of; suppression
patawár(-in)	forgive
samá’ ng	ill feelings
loób	
s(-um-)amá’	became bad; became ill
(su-)súkob	to share a space under a cover or shelter, as under an umbrella
telegráma	telegram

GRAMMAR NOTES

1. Basic sentences may be expanded into compound sentences when joined by two types of conjunctions: the coordinators and the subordinators.

2. At is a coordinator which joins two sentences of equal rank.

<u>Sentence #1</u>	<u>Coordinator</u>	<u>Sentence #2</u>
Kumanta si Myrna	at	tumugtog ng gitara si Larry
Naglinis ang lalake	at	nagluto naman ang babae

TAGALOG FOR BEGINNERS

Si Burns ang governador ng Hawaii	at	si Reagan naman ang governador ng California
Si Marcos ang presidente	at	si Lopez ang bise-presidente

3. Subordinators join a subordinate or dependent sentence to the principal sentence. The dependent sentence follows the subordinating conjunction and modifies the principal sentence. The subordinating conjunctions introduced in this lesson are kasi/dahil, 'because', kaya', 'therefore', kung, 'when, if', nang, 'when'.

<u>Function of Conjunction</u>	<u>Principal Sentence</u>	<u>Subordinator</u>	<u>Dependent Sentence</u>
Reason	Umalis siya agad	kasi	sumakit ang tiyan niya
Consequence	Pupunta ako sa 'party'	kaya'	bibili ako ng magandang damit
Time	Nananahi ako	nang	tumawag ka kanina
Probability	Magtataksi ako	kung	umulan

Nang or kung plus the dependent sentence it introduces may be moved to the front of the principal sentence.

(Subordinator + Dependent Sentence)	(Principal Sentence)
-------------------------------------	----------------------

Nang tumawag ak kanina,
Kung umulan,

nananahi' ako.
magtataksi ako.

UNIT IX
APTATIVE AND CAUSATIVE
VERBS

LESSON 53

Maká-, makapág- and ma-aptative affixes

CYCLE #1: Maká- to denote ability (with um-verbs)

- | | | |
|----|---|--|
| M1 | Magalíng na ba ang maysakít? | Is the patient well now? |
| M2 | Óo, makákalákad na siyá.
Hindí pa siyá makákalabás. | Yes, he can walk/leave already.
He can't go out/leave (the hospital) yet. |
| C1 | Magalíng na ba ang maysakít?
Óo, makákalákad na siyá. | |
| C2 | Magalíng na ba ang maysakít?
Hindí pa. Hindí pa siyá makákalabás ng óspital. | |

SUBSTITUTION—CONVERSION DRILL

After substituting the cues, convert the questions into statements.

Example

Makakalangoy na ba siya?
Makakalangoy na siya.

Cue

Response

lakad	Makakalakad na ba siya?
sayaw	Makakasayaw na ba siya?
basa	Makakabasa na ba siya?
kita'	Makakakita na ba siya?
dinig	Makakarinig na ba siya?
tahi'	Makakatahi na ba siya?
pasok	Makakapasok na ba siya?
balik	Makakabalik na ba siya?

TAGALOG FOR BEGINNERS

QUESTION-AND-ANSWER DRILL

Answer the following questions.

- A. Makakatugtog ka ba ng gitara sa programa?
Makakakanta ka ba ng isang “folksong”?
Makakatulong ka ba sa pagluluto para sa pista?
Makakalaro ka ba ng “football” sa aming “team”?
Makakagawa ka ba ng “paper mache” para sa mga palaro?
Makakakuha ka ba ng mga kawayan sa bundok?
Makakahuli ka ba ng isang buháy na baboy?
- B. Nakakatulog ka ba kung gabi káhit na mainit?
Nakákahingá ka ba kung gabi kahit na may kulambó?
Nakakakain ka ba kahit na ano ang ulam?
Nakakatulog ka ba kahit na maíngay?
Nakakaintindi ka ba kahit na Tagalog ang usápan?
Nakákaramdám ka ba ng gutom sa gabi?

CYCLE #2: Makapág- to denote ability (with mag-verbs)

- M1 Makapaglalabá na ba si Áling Tuding ngayón? Will Aling Tuding be able to wash (clothes) now?
- M2 Hindí', kasí may sakít pa siyá. No, because she is still sick.
Óo, magalíng na magalíng Óo, she is very well now. (She is fully recovered.)
na siyá.
- C1 Makapaglalabá na ba si Áling Tuding ngayón?
Hindí', kasí may sakít pa siyá.
- C2 Makapaglalabá na ba si Áling Tuding ngayón?
Óo, magalíng na magalíng na siyá.

SUBSTITUTION DRILL

Model: Hindi na tayo makapagmimiting.

<u>Cue</u>	<u>Response</u>
“practice”	Hindi na tayo makapagpa-“practice”.
bíro’	Hindi na tayo makapagbíbiró’.
salita’	Hindi na tayo makapagsalita’.

LESSON 53

luto'	Hindi na tayo makapagluluto'.
bihis	Hindi na tayo makapagbibihis.
turo ng leksiyon	Hindi na tayo makapagtuturo ng leksiyon.
litsón ng manok	Hindi na tayo makapáglilitsón ng manok.

QUESTION-AND-ANSWER DRILL

Change the sentences in the preceding drill to questions following the example below. Answer each question by giving a reason why something cannot be done now or why it is impossible to do something now.

Example

Hindi na tayo makapagmimiting.

Q Bakit hindi na tayo makapagmimiting?

R Kasi umalis ang mga kasama natin. Pumunta silang lahat sa Kona.

CYCLE #3: Ma- to express ability (focusing on the goal)

- | | | |
|----|---|--|
| M1 | Mabubúhat mo ba iyáng bárbel? | Can you lift that weight? |
| M2 | Óo, káyang káya ko iyán.
Hindí', (hindí ko mabubúhat iyán). Nápakabigát niyán. | Yes, I certainly can (carry that).
No, (I can't carry that). That's very heavy. |
| C1 | Mabubúhat mo ba iyáng bárbel?
Óo, káyang káya ko iyán. | |
| C2 | Mabubúhat mo ba iyáng bárbel?
Hindí'. Nápakabigát niyán. | |

QUESTION-AND-ANSWER DRILL

A. Answer the following questions by stating whether you can do the action or not. Expand your answers by explaining why you can or can't do it.

Madadala mo ba ang balútan kay Cora?

Matutugtog mo ba sa piyano ang kantáng ito?

TAGALOG FOR BEGINNERS

Matatahi mo ba ang damit ko sa Linggo?

Magugupit mo ba ang buhok ko bukas?

Matatapos mo ba ang kuwento mo para sa ating dyaryo?

Maaayos mo ba ang silid na ito para sa mga bisita?

Maaabot mo ba ang bolang nasa ibabaw ng aparador?

- B. Go over the above questions again; this time express them and your answers in the completed aspect. Make the necessary changes for agreement between the verb and the time expression, if any.

Example

Q Nadala mo ba ang balutan kay Cora?

R Oo, nadala ko na ang balutan kay Cora./Hindi. Hindi ko nadala kasi nalimutan ko.

CUMULATIVE DIALOGUES

1. Preparing for a visiting VIP

- | | | |
|----|---|---|
| A1 | Sinábi ba sa iyó ni Jorge na magpápalabás táyo búkas? | Has George told you that we're presenting a show tomorrow? |
| B1 | Hindí', bákit daw? | No, what for? |
| A2 | May dárating daw na "VIP". | Some VIP is arriving, they say. |
| B2 | Paáno táyo makapág-papalabás, eh, walá si Voltaire. Mapa-"practice" ba nátin iyón nang táyo lang? | How can we put on a show when Voltaire is not here. Can we practice by ourselves? |
| A3 | Abá, eh, káhit paáno, kailángan táyong maghandá'. | Well, whichever way, we have to prepare something. |
| B3 | Eh, siyá táyo na. Hanápin nátin agád siná Jorge at ang mga babáe. | Then, we'd better go. Let's look for George and the girls right away. |

2. Begging off from a performance

LESSON 53

- | | | |
|----|--|--|
| A1 | Mike, kákantá ka raw búkas sa “Coronation Ball”. | Mike, I hear you are going to sing at the Coronation Ball tomorrow. |
| B1 | Ha, síno ang may sábi? Paáno akó makákakantá, eh, paús na paós ang bóses ko. Sinísipón pa nga akó hanggáng ngayón. | What? Who said so? How can I sing when my voice is very hoarse. I still have a cold (until now). |
| A2 | Nambóla ka na namán. Hayán at kay gandá-gandá ng bóses mo, eh. | Aw, you’re kidding! There, your voice sounds perfect. |
| B2 | Hindí’, waláng bíro’. Kagágáling ko lang sa lagnát. Baká akó mabínat kung kumantá akó. | No, no kidding! I’ve just gotten over a fever. I might have a relapse if I sing. |

WRITTEN EXERCISE

Write a paragraph about an unforgettable character. Expound on the things he can or can’t do that make him outstanding. (You may try colorful tall tales, too.)

VOCABULARY

balútan	package
bárbel	weight (used in weight lifting)
bíro’	a joke
bóses	voice
káhit	although; even if; in spite of
kantá(-ng)	song
mabínat	to have a relapse
maíngay	noisy
(maká-ka-)lákad	will be able to walk
(maka-pag-bi-)bíro’	will be able to tease or to jest
(naká-ka-)hingá	is able to breathe (freely)
(naka-ká-)ramdám	is able to feel
(nam-)bóla	to express an exaggeration; to put someone on
(nápaka-)bigát	very heavy
paús	hoarse

TAGALOG FOR BEGINNERS

GRAMMAR NOTES

1. The Maka- or Makapag- affix indicates that the actor has the ability to do the action named by the verb stem. Unlike the dynamic mag-/um- forms, the Maka- or Makapag- forms indicate a potentiality or state of readiness.

Maka- usually occurs with verb roots that take the um- affix, whereas makapag- usually occurs with verb roots that take the mag- affix.

Ma- is the goal-focus counterpart of both Maka- and Makapag- affixes. The following charts give examples of the maka- and makapag- sets.

a. Maka-set

Indicative

<u>source</u>	<u>Focus</u>	<u>Verb</u>	<u>Actor</u>	<u>Goal</u>
<u>Um-verb</u> (<u>bumuhat</u>)	Actor	<u>Makabubúhat</u>	siya	ng barbel.
	Goal	<u>Mabubúhat</u>	niya	ang barbel.

b. Makapag-set

Indicative

<u>source</u>	<u>Focus</u>	<u>Verb</u>	<u>Actor</u>	<u>Goal</u>
<u>Mag-verb</u> (<u>Magluto</u>)	Actor	<u>Nakapaglúto</u>	siya	ng pagkain
	Goal	<u>Nalúto</u>	niya	ang pagkain

2. The aspectual forms of the Maka-, Makapag- and Ma- verbs are as follows.

Root: basa 'to read'

<u>Aspect</u>	<u>Actor Focus</u> (<u>Maka-</u>)	<u>Goal Focus</u> (<u>Ma-</u>)
Infinitive	<u>makabása</u>	mabása
Completed	<u>nakabása</u>	nabása
Contemplated	<u>makababása</u>	mababása
Incompleted	<u>nakababása</u> <u>nakakabása</u>	nababása

Root: laba 'wash (clothes)'

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<u>Aspect</u>	<u>Actor Focus</u> (Makapag-)	<u>Goal Focus</u> (Ma-, -an)
Infinitive	<u>makapag</u> labá	malabán
Completed	<u>nakapag</u> labá	nalabán
Contemplated	<u>makapagl</u> labá	malalabán
Incompleted	<u>nakapagl</u> labá <u>nakakapag</u> labá	nalalabán

Note that verbs having an -an goal focus affix (e.g. laban) get a ma- -an compound affix instead of just ma-.

Note, too, that the -ka of the affix maka- or makapag- may be reduplicated instead of the first syllable of the word base or root.

3. To express involuntary or accidental action, the affix receives an additional stress.

- a. Nakabása ako ng libro. (ability)
Nakábasa ako ng libro. (accidental)
- b. Nadalá ko ang balutan. (ability)
Nádala ko ang balutan. (accidental)

LESSON 54

Causative actor-focus affix magpa-

Review: pára

CYCLE #1: The infinitive form of verbs with magpa-

- M1 Bákít ka pupuntá sa Why are you going to town?
báyan?
- M2 Kailángan kong I need to have my clothes
magpalabá ng damít. washed./(I need to have someone
wash my clothes.)
(Pupuntá akó sa I'm going to town to get my
báyan) pára clothes washed.
magpalabá ng damít.
- C1 Bákít ka pupuntá sa báyan?
Kailángan kong magpalabá ng damít.
- C2 Bákít ka pupuntá sa báyan?
Pára magpalabá ng damít.

SUBSTITUTION DRILL

Model: Magpagupit ka na ng buhok.

<u>Cue</u>	<u>Response</u>
kulot/buhok	Magpakulot ka na ng buhok.
tahi'/térno	Magpatahi ka na ng térno.
gawa'/pantalón	Magpagawa ka na ng pantalon.
linis/sapatos	Magpalinis ka na ng sapatos.
plantsa/	Magpaplantsa ka na ng
barong-Tagalog	barong-Tagalog.
"manicure"/kukó	Magpa-"manicure" ka na ng kukó.
ayos/buhok	Magpaayos ka na ng buhok.
gamot/ngipin	Magpagamot ka na ng ngipin.
bili/pagkain	Magpabili ka na ng pagkain.

LESSON 54

EXPANSION DRILL

Expand the statements in the preceding drill by adding a phrase or a clause introduced by kasí 'because, since' or pára 'so that; in order to; for'.

Example

Magpagupit ka na ng buhok kasi mahaba na.
Magpagupit ka na ng buhok para hindi mainit.

CYCLE #2: Magpa- in the three aspects

- | | | |
|----|--|--|
| M1 | Saán ang puntá mo? | Where are you going? |
| | Saán ka gáling? | Where have you been? |
| | Násaan si Rosáριο? | Where is Rosario? |
| M2 | Sa barberyá. | To the barbershop. I'm going to get a haircut. |
| | Magpápagupít akó. | |
| | Diyán sa barberyá. | At the barbershop. I had a haircut. |
| | Nagpagupít akó. | |
| | Nása "beauty parlor". | At the beauty parlor. She's getting a permanent./She's having her hair |
| | Nagpápakulót siyá. | curled. |
| C1 | Saán ang puntá mo? | |
| | Sa barberyá. Magpápagupít akó. | |
| C2 | Saán ka gáling? | |
| | Diyán sa barberyá, nagpagupít akó. | |
| C3 | Násaan si Rosáριο? | |
| | Nása "beauty parlor", nagpápakulót (siyá). | |

QUESTION-AND-ANSWER DRILL

Use the locative-phrase cues to ask what we do in each of the places. Answer the question by using the incompleting form of a causative verb cued in the parentheses. Use an object phrase, if necessary.

Example

Cue: sa barberya/(áhit, gupit, masáhe)

TAGALOG FOR BEGINNERS

- Q Ano ang ginagawa natin sa barberya?
R Nagpápamasáhe tayo sa barberya.

Cue

sa “beauty parlor”/(kulot, gupit, “manicure” “set” ayos)
sa modista/(tahi’, kumpuní)
sa pare’/(misa, dasál, binyág, kasál)
sa doktor/(gamot, tingin, iksamen, operá)
sa katulong (alíla’)/(laba, plantsa, linis, luto’, handa’, hugas)

CHAIN DRILL

Following the examples below, conduct a similar dialogue. Ask the question: “Kaníno ka nagpa_____/nagpa_____ ng _____?”

Example

1. S1 Uy, ang ganda ng buhok mo.
Kanino ka nagpaayos?
S2 Diyan lang, kay Linda.
2. S1 Ang balita ko, eh, nagmamaneho ka na raw.
Kanino ka nagpaturo’?
S2 Kay Oscar. Magpaturo ka rin at madali lang.
3. S1 Masakit ang ngipin ko.
Kanino ka ba nagpagamot ng ngipin mo noon?
S2 Kay Dr. Gabriel ka pumunta. Magaling siyang gumamot.

CONVERSION DRILL

Use the noun cue with the question given below in its three aspects. Take turns answering with the verb cue in the corresponding contemplated, incompleting and completed aspects.

Model: Ano ang gagawin/ginagawa/ginawa mo sa ____?

Example

- Cue pintura/pinta
Q Ano ang gagawin mo sa pintura?
S1 Magpapapinta ako ng silid.

LESSON 54

- S2 Ano ang ginagawa mo sa pintura?
 Nagpapapinta ako ng silid.
 Ano ang ginawa mo sa pintura?
S3 Nagpapinta ako ng silid.

Cue

kawayan/bákod	bamboo/to fence
lúpa'/tambák	soil/to fill up
siménto/gawa' ...	cement/to build
ng bahay	
káhoy/tayó' ...	lumber/to build/to raise
ng bahay ng aso	
barnís/barnís ...	varnish/to varnish
ng kabinet	
itlog/luto' ...	
ng "léche flan"	
tela/tahi' ...ng saya	

CUMULATIVE DIALOGUES

1. At the barbershop

- A1 Mang Sélo, magpápagupít ho akó at saká magpápamasáhe. Mang Selo, I'd like a haircut and a massage.
B1 O síge, maupó ka. Paáno ba ang gustó mo? All right, sit down. How do you want the haircut?
A2 "Crew-cut" ho'. Túlad ho noóng sinundán ko. Huwág lang hong masyádong maiklí sa tuktók. Crew-cut, like the person's before me. Just don't cut it too short at the top please.
B2 O síge, alám ko na. Okay, I know what you want.

2. After the haircut

- A1 Tama na ba iyan? Is that all right?
B1 Oho'. Ayos na ayos. Magkano ho ba? Yes, that's perfect. How much is it?
A2 Uno singkuwenta lang. ₱1.50 only.
B2 Heto ho ang dalawa. Huwag na ninyong suklian.* Here's two. And keep the change.
A3 Salamat. Bumalik ka uli'. Thank you. Come again.

TAGALOG FOR BEGINNERS

3. At the doctor's

- | | | |
|----|---------------------------------------|---|
| A1 | Ano, kumusta ka? | Well, how are you? |
| B1 | Magpapatingin ho sana ako, eh. | I'd like to consult you on something. |
| A2 | Maupo ka. Ano ba ang nararamdaman mo? | Please sit down. How do you feel? |
| B2 | Giniginaw ho ako kung gabi. | I chill in the evenings. |
| A3 | Kailang mo pa naramdaman iyan? | Since when have you been feeling like this? |
| B3 | Noón pa hong isáng linggó. | Since last week. |
| A4 | Nilalagnát ka rin ba kung gabí? | Are you also feverish in the evenings? |
| B4 | Óho'. | Yes. |
| A5 | Téna at nang maiksámin ang dugó mo. | Let's go and get your blood examined. |

4. Calling on a "quack doctor"†

- | | | |
|----|---|---|
| A1 | Mang Sáryo, pakitingnán nga ho ninyó ang asáwa ko. | Mang Saryo, please come and take a look at my husband. |
| B1 | Bákit? Anó ang nangyári sa kaniyá? | Why? What happened to him? |
| A2 | Mataás ho ang lagnát, saká giniginaw. | He has a high fever and also has the chills. |
| B2 | Mauná ka na at susunód na akó. Magpakuló ka agád ng dáhon ng bayábas, ha? | Go ahead and I'll follow. Boil some guava leaves immediately. |
| A3 | Óho', lalákad na ho akó. | Yes, I'm leaving now. |

VOCABULARY

áhit	shave
alíla'	servant; maid
áyos	just right (lit.: in order; orderly)

* Unlike in the united States, tipping is not very common in the Philippines. Usually, it is practiced only in the big and/or prestigious cities.

† Mang Saryo is a "quack doctor". The native term for him is albuláryo or herboláryo meaning 'one who uses herbs'. Quite a few rural folks still go to herboláryos for medical treatment.

LESSON 54

bákod	fence
barnís	varnish
bayábas	guava
dasál	prayer
(g-in-í-)ginaw	chilling
káhoy	wood; lumber
kasál	wedding
kumpuní	repair; alter (as in clothes)
(mag-)pakuló'	to boil; to have something boiled
(mag-)palabá	to have some clothes washed
(mag-pá-)papintá	will have something painted
masáhe	massage
(má-)una	to go ahead
operá	operate on
pintúra	paint
saká	also; in addition
siménto	cement
tambák	a heap; a pile; to fill up
térno	formal native costume with butterfly sleeves for women
tuktók	top; peak
túlad	similar to; like that of

GRAMMAR NOTES

1. In indicative sentences, the actor is the doer of the action. In causative sentences, however, the actor "causes" an action to be done. The pa- affix which is added to mag- is the causative signal. It has the general meaning of 'to cause, make or have someone do something'. In causative sentences, the causative actor is the one that initiates the action, the non-causative actor, the one who does or performs the action, and the object is that which is acted upon. There are, therefore, two actors in a causative sentence: the Actor-(initiator) of the action and the Actor-(agent) caused to perform the action.

In the following magpa- sentence, the actor (causer) is in focus.

<u>Verb</u>	<u>Causative Actor</u>	<u>Object</u>	<u>Non-causative Actor</u>
Nagpakulot	siya ang babae	ng buhok	<u>sa</u> mangungulot <u>kay</u> Aling Maria

TAGALOG FOR BEGINNERS

si Ana

sa kaniya

Note that the non-causative actor is marked by sa or substituted by sa-pronouns when not focused. Kay/kina are used before proper nouns.

Sometimes the non-causative actor is implied and not mentioned.

<u>Verb</u>	<u>Actor</u>	<u>Object</u>	<u>Non-causative Actor</u>
Magpagupit	ka	(ng buhok)	(sa barbero)
Magpakulot	ka	(ng buhok)	(sa mangungulot)

Sometimes the goal is also dropped.

2. The aspectual forms of the magpa-verb are as follows.

Root: gupit 'to cut'

Aspect

Infinitive	magpagupit
Completed	nagpagupit
Contemplated	magpapagupit
Incompleted	nagpapagupit

Note that the last syllable of the prefix is reduplicated rather than the first syllable of the root.

3. Para 'in order to' is often used before the magpa- verbs in answer to bakit 'why' questions.

Examples

Bakit ka nagpunta sa barbero?	<u>Para</u> magpagupit magpaahit magpamasaha
-------------------------------	--

Bakit ka nagpunta sa 'beauty parlor'?	<u>Para</u> magpa 'make-up' magpa 'set' magpa 'kutex' magpaayos magpakulot
---------------------------------------	--

LESSON 55

Causative goal-focus affix ipa-

CYCLE #1: Ipa- verbal affix

- M1 Pupuntá akó sa paléngke. I'm going to the market.
May $\begin{bmatrix} \text{ipápabilí} \\ \text{ipabibili} \end{bmatrix}$ ka ba? Is there anything you
want me to buy?
- M2 Óo, ipakibilí mo nga akó Yes, would you please buy
ng sinúlid na putí'. me some white thread.
Walá'. Nagpabilí na No. I have already asked
akó kay Nóra ng sinúlid. Nora to buy me some
Salámat. thread. Thanks.
- C1 Pupuntá akó sa paléngke. May ipápabilí ka ba?
Óo, ipakibilí mo nga akó ng sinúlid na putí'.
- C2 Pupuntá akó sa paléngke. May ipápabilí ka ba?
Walá'. Nagpabilí na akó kay Nóra ng sinúlid.
Salámat.

QUESTION-AND-ANSWER DRILL

Using the cues, formulate questions after the model. Give a response using the completed causative actor-focus form.

Example

TAGALOG FOR BEGINNERS

Cue: linis/sapatos

Q May ipapalinis ka bang sapatos?

R Wala'. Nagpalinis na ako kahapon.

<u>Cue</u>	<u>Response</u>
hiram/pera	May [ipapahiram] [ipahihiram] ka bang pera?
sauli'/libro	May [ipapasauli] [ipasasauli] ka bang libro?
tahi'/damit	May [ipapatahi] [ipatahahi] ka bang damit?
bili/sa tindahan	May ipapabili ka ba sa tindahan?
makinilya/sa kaniya	May ipapamakiniya ka ba sa kaniya?
gawa'/sa diyantor	May ipapagawa ka ba sa diyantor?
hulog/sa "Post Office"	May ipapahulog ka ba sa "Post Office"?

CYCLE #2: Ipa- affix in command forms

- | | | |
|----|--|---|
| M1 | Ipasará mo nga ang pintó sa ibabá'. | Will you please have someone close the door downstairs. |
| M2 | Ipinasará ko na kay Nelia.
Óo, ipápasará/ipasasara ko na kay Buddy. | I have already asked Nelia to close it.
Yes, I'll ask Buddy to close it. |
| C1 | Ipasará mo nga ang pintó sa ibabá'.
Ipinasará ko na kay Nelia. | |
| C2 | Ipasará mo nga ang pintó sa ibabá'.
Óo, [ipápasará]
[ipasasara] ko na kay Buddy. | |

SUBSTITUTION DRILL

A. Ipasara mo ang pinto sa ibaba'.

bukas/bintana'	Ipabukas mo ang bintana sa ibaba'.
tapon/basura	Ipatapon mo ang basura sa ibaba'.
dala/gulay	Ipadala mo ang gulay sa ibaba'.
tanim/halaman	Ipatanim mo ang halaman sa ibaba'.
sauli'/libro	Ipasauli mo ang libro sa ibaba'.
baón/mga lata	Ipabaón mo ang mga lata sa ibaba'.

LESSON 55

lagay/telebisyon Ipalagay mo ang telebisyon sa ibaba'.
kabít/telepono Ipakabít mo ang telepono sa ibaba'.

B. Respond to the preceding commands in either the completed or the contemplated aspect.

Example

Ipasara mo ang pinto sa ibaba'.
Ipinasara ko na (ang pinto sa ibaba').
Iapasara ko na (ang pinto sa ibaba').

CONVERSION DRILL

A. Change the commands in the preceding SUBSTITUTION-RESPONSE DRILL to the negative form and replace the sa-phrase with another locative phrase.

Example

Ipasara mo ang pinto sa ibaba'.
Huwag mong ipasara ang pinto sa kuwarta.

B. Change the sentences in the preceding SUBSTITUTION-RESPONSE DRILL to questions using a sa-pronoun or a kay-phrase to indicate the agent in the question. Express the verb in the incompleting aspect.

Example

Ipasara mo ang pinto sa ibaba'.
Ipinasasara mo basa kaniya ang pinto sa ibaba'?'
Ipinasasara mo ba sa bata ang pinto sa ibaba'?'
Ipinasasara mo ba kay Roly ang pinto sa ibaba'?'

CHAIN DRILL

Give a command to a classmate to have something done by a third person. Your classmate will respond by asking who should fulfill the request. You give a name, but your classmate replies that that third person is busy doing something else

Example

S1 Ipakuha mo nga ang sulat ko sa opisina.
S2 Kanino ko ipapakuha'?

TAGALOG FOR BEGINNERS

- S1 Kay Cornelio. Hindi ba pupunta siya roon?
S2 Hindi'. Nagbabasa siya sa silid.

CUMULATIVE DIALOGUE

- A1 Anó ba Néna, bákit mukháng Biyéernes Sánto ka? What's the matter, Nena? Why are you sulking? (Lit.: Why do you look as though it were Good Friday?)
- B1 Síno ba namán ang hindi maiinís nitó. Ipinaplántsá ko ang damít ko pára mamayáng gabí sa "Commencement Ball" eh nasúnog pa. Who wouldn't be mad with this? I had my dress for tonight's Commencement Ball pressed and it got burned.
- A2 Nakú, ganoón ba? Eh, síno ba ang nagplántsá? Is that right? And who pressed it?
- B2 Iyóng bángong katúlong námin. That new maid of ours.
- A3 Kayá akó, eh, akó na ang nagpaplántsá sa mga delikádong damít. Mahírap na. O, eh, anó ang gagamítin mong damít mamayá'? That's why I do my own pressing when it comes to delicate clothes. It's a difficult job, you can never tell. Now, what are you going to wear tonight?
- B3 Iyán nga ang probléma. Walá na akóng ibáng damít na maisusuót. That's the problem. I have no other dress to wear.
- A4 Kung gustó mo, ipápahirám ko sa iyó ang diláw kong balintawák. If you want, I'll lend you my yellow balintawak.
- B4 Kásiya kayá sa ákin iyón? Do you think that would fit me?
- A5 Sigúro. Kukunín ko at isúkat mo. Probably. Let me get it and you try it on.

WRITING EXERCISE

- A. Write about the procedure in joining the Peace Corps. Include such information as what you were asked to do, to write about, forms to fill, records to submit, etc.
- B. If you were Director of this training program, what changes would you effect?

LESSON 55

VOCABULARY

balintawák	woman's native costume with butterfly sleeves, informal
baón	bury
Biyérnes	Good Friday
Sánto	
delikádo(-ng)	delicate; fine
kabít	connect; fasten; attach
kásiya	fit
(ma-í)inis	to be mad; to be annoyed
(ma-i-sú-)suot	can be worn
probléma	problem
sinúlid	thread

GRAMMAR NOTES

1. Ipa- verbs are the goal-focus counterpart of magpa- verbs. The various aspects of these verbs are denoted in the inflections of the prefix ipa-.

The aspectual forms of the ipa- verbs are as follows.

Root: hiram 'to borrow'

Aspect

Infinitive	ipahiram
Completed	ipinahiram
Contemplated	ipapahiram
	ipahihiram
Incompleted	ipinapahiram
	ipinahihiram

Note again, that unlike magpa- verbs, where reduplication only occurs with the last syllable of the affix, in ipa- verbs, partial reduplication may occur either with the last syllable of the prefix or the first syllable of the root.

2. The following sentences illustrate the differences in the verb, the causative actor and goal complements of causative sentences in two different focuses.

<u>Focus</u>	<u>Verb</u>	<u>Causative Object</u>	<u>Non-causative</u>
		<u>Actor</u>	<u>Actor</u>

TAGALOG FOR BEGINNERS

Actor focus	Magpakulot ka	ng buhok	kay Aling Maria.
Goal focus	Ipakulot mo	ang buhok mo	kay Aling Maria.

LESSON 56

Non-causative Actor-focus affix pa- -in and papag- -in

CYCLE #1: Pa- -in with um-verbs

- M1 Nagpabilí ka na ba ng tinápáy? Have you asked someone to buy bread?/Did you get somebody to buy bread?
- M2 Hindí pa. Síno ba ang papabilhín/pabibilhín ko? Not yet. Who will I get to buy (the bread)?
- Óo, pinabilí ko na si Lárry. Yes, I have already made Larry buy (the bread).
- C1 Nagpabilí ka na ba ng tinápáy?
Hindí pa. Síno ba ang papabilhín/pabibilhín ko?
- C2 Nagpabilí ka na ba ng tinápáy?
Óo, pinabilí ko na si Lárry.

SUBSTITUTION DRILL

Model: Pabilhin mo siya sa palengke.

Cue

Response

punta/sa amin	Papuntahin mo siya sa amin.
pasok/sa silid	Papasukin mo siya sa silid.
tugtog/ng piyano	Patugtugin mo siya ng piyano.
higá'/sa kama	Pahigaín mo siya sa kama.
kanta/ng kundiman	Pakantahin mo siya ng kundinan.
pirmá/sa "guest book"	Papirmahín mo siya sa "guest book".
upo'/sa sopá	Paupuin mo siya sa sopá.
tulog/sa kuwarte	Patulugin mo siya sa kuwarte.
abot/ng ulam	Paabutin mo siya ng ulam.

TAGALOG FOR BEGINNERS

CHAIN DRILL

Give the commands in the preceding exercise to your classmate. Your classmate will ask a third person to carry out the command. (He may expand the command to be explicit.) The third person will then give a response (and may carry the conversation further).

Example

1. S1 Pabilhin mo siya sa palengke.
S2 (to S3) Bumili ka (nga) sa palengke (ng gulay).
S3 Sandali lang at magbibihis ako.
2. S3 Papuntahin mo siya sa amin.
S4 (to S5) Pumunta ka sa kanila.
S5 O sige, kailan?
S4 Sa Sabado kung wala kang gagawin.

COMMAND-RESPONSE DRILL

- A. In a chain drill, give the commands in the preceding SUBSTITUTION DRILL and respond that the command has already been executed.

Example

- S1 Pabilhin mo siya sa palengke.
S2 Pinabili ko na siya.
(to S3) Papuntahin mo siya sa amin.
S3 Pinapunta ko na siya sa inyo.

- B. This time formulate your own commands (using um-verbs) asking someone to have someone else do an action. You may mention the name of the agent whom you want to do the action. The person addressed will respond in the contemplated aspect of the verb.

Example

1. S1 Pasayawin mo naman si Letty ng “hula”.
S2 O sige, pasasayawin ko siya mamaya’.
2. S2 Papuntahin mo sa laruan ang mga bata.
S3 O sige, papupuntahin ko na sila.

LESSON 56

CYCLE #2: Papag- -in with mag-verbs

- M1 Anó ba ang gagawín ko pára mágising ang mga estudyánte ko sa kláse? What will I do to keep my students awake in class?
- M2 Papaglaruín mo silá nang sandalí tuwíng mapapágod silá. Make them play for a while every time they get tired.
Papag-“exercíse”-in mo silá. Have them do some exercises.
- C1 Anó ba ang gagawín ko pára mágising ang mga estudyánte ko sa kláse? Papaglaruín mo silá nang sandalí tuwíng mapapágod silá.
- C2 Anó ba ang gagawín ko pára mágising ang mga estudyánte ko sa kláse? Papag-“exercíse”-in mo silá.

QUESTION-AND-ANSWER DRILL

- A. Answer if the following questions are right or wrong. Support your answer with a reason. (Before starting, elicit the meaning of the unfamiliar vocabulary items.)

Tama bang papagbunutín ng damó ang mga bata sa eskuwelahan?

Tama bang papagbayarin ang mga tao ng “income tax”?

Tama bang papag-“enlist”-in ang mga kabatáang lalaki sa “Army”?

Tama bang papaghintuin ang mga estudyanteng hindi matúto?

Tama bang papagmultahín ang mga tsuper na hindi sumusunod sa batás?

Tama bang papagbasahin ang mga bata ng kahit na anong magasin?

Tama bang papag-unipormihin ang mga estudyante sa eskuwelahan?

TAGALOG FOR BEGINNERS

CYCLE #3: Papag- -in in the three aspects

- M1 Pinapaglúto mo na ba si Clara? Have you asked Clara to cook?
Clara?
- M2 Hindí pa. Papaglúluuin ko na siyá at tangháli na palá. Not yet. I am going to have her cook now. (I didn't realize) it was late.
Óo, pinapaglulúto ko na. Yes, I am having her cook now.
- C1 Pinapaglúto mo na ba si Clara?
Hindí pa. Papaglúluuin ko na siyá at tangháli na palá.
- C2 Pinapaglúto mo na ba siyá?
Óo, pinapaglulúto ko na.

QUESTION-AND-ANSWER DRILL

- A. Tell of the many things you are asked to do in training, in answer to the following question.

Anu-ano ang ipinapagawa sa inyo sa "training"?

Sample Response

Pinapag-aaral kami ng wika'.

Pinapag-aaral kami ng ugali at kabihasan ng mga Pilipino.

Pinapagbubukas kami ng aming saríli.

Pinapagtatanong kami tungkol sa aming mga problema.

Pinapagsasánay kaming magturo'.

Pinapagsasánay kaming matira sa mga pamilyang Pilipino.

- B. Mention some of the things the government requires its citizens to do, in answer to the following question.

Anu-ano ang ipinapagawa sa mga mamamayan ng gobyerno?

Sample Response

LESSON 56

Pinapagbabayad ng gobyerno ang mga māmamayan ng buwís.

CUMULATIVE EXERCISE

- A. Write a 6 to 10 line dialogue on a school problem with a suggested solution, e.g. San Francisco State College if you were the head of the institution.
- B. Write a paragraph on a recent change in American society which you would like the Filipinos to know about.

VOCABULARY

batás	law
buwís	tax
kabataán(-g)	youth
(má-)gising	to awaken; to keep awake
māmamayan	citizen
(ma-pa-)págod	to become tired
(ma-)túto	to learn
(pa-)bil(-hín)	to have someone buy something
pagsasánay	practice
(pa-)higa(-ín)	to make someone lie down
(papag-)bunit(-ín)	to have someone pull out something
(papag-)multa(-hín)	to cause someone to pay a fine
pirmá	signature
saríli	one's self

GRAMMAR NOTES

1. The non-causative actor focus affix is pa- -in when the non-causative (or indicative) verbal source is an um-verb and papag- -in when the source is a mag-verb.

The following chart gives examples of the pa- -in and papag- -in verbs.

<u>Indicative</u>		<u>Causative</u>	<u>Non-causative</u>	
<u>Source</u>	<u>Verb</u>	<u>Actor</u>	<u>Actor (Topic)</u>	<u>Object</u>
<u>Um-</u> verb	<u>Pabuhatin</u>	mo	siya	ng barbel
<u>Mag-</u> verb	<u>(Pa)paglutuín</u>	mo	ang kusinera	ng adobo

The pa- of papag- is often dropped in rapid speech.

TAGALOG FOR BEGINNERS

2. The aspectual forms of the non-causative actor focus pa-
-in and papag- -in verbs are as follows.

<u>Aspect</u>	<u>Source</u> <u>Pumunta</u> 'to go' (Pa--in)	<u>Source</u> <u>Maglaro</u> 'to play' (Papag--in)
Infinitive	papuntahin	papaglaruin
Completed	pinapunta	pinapaglaru
Contemplated	papapuntahin papupuntahin	papapaglaruin papaglalaruin
Incompleted	pinapapunta pinapupunta	pinapapaglaro pinapaglalaro

Note that either the first syllable of the affix or the first syllable of the root may be reduplicated. The difference is more of style. The accepted form which is found in the Balarila, the official grammar book of the Institute of National Language, is the partially reduplicated root word. But in spoken, conversational forms, the reduplicated affix is more common.

APPENDIX I
CLASSIFIED
SUPPLEMENTARY
VOCABULARY LISTS

APPENDIX I

The following consists of lists of vocabulary items grouped by semantic area. These lists supplement the lessons and can be used by the teacher or the student to modify the situations portrayed in the lessons.

The English gloss is given first and in alphabetical order to facilitate finding specific items. Semantic areas listed follow.

- A. Nationalities
- B. Officials: School, Government, Church
- C. Professions & Occupations
- D. Clothes & Accessories: for Men, Women
- E. Parts of the Body
- F. Parts of the House
- G. Things in the House
- H. Things in the Kitchen
- I. Cleaning Articles
- J. Tools
- K. Foods: Meats, Seafood, Noodles, Vegetables, Cereals, Cooking Ingredients & Condiments
- L. Parts of a Plant; of a Tree
- M. Flora: Flowers, Trees
- N. Fauna: Animals, Birds, Insects
- O. Colors
- P. Numerals: Tagalog & Spanish borrowings
- Q. Natural Elements & Occurrences; Topographical Terms
- R. Places
- S. Means of Transportation
- T. Units of Measure; Measuring Expressions; Unit Prices
- U. Time Expressions; Days, Months, Holidays
- V. Kinship Terms: of Address, Reference
- W. Common Terms & Expressions in Math
- X. Common Terms & Expressions in Science
- Y. Supplementary List of Adjectives: for People, Objects & Conditions, Clothes, Food, Weather

A. Nationalities
(Mga Iba't-ibáng Láhi')

African	Aprikáno
American	Amerikáno
Arab	Arábe
Australian	Ostralyáno
Canadian	Kanéydiyan
Chinese	Intsík; Insík
Dutch	Holandés; Olandés
English	Ingglés
Filipino	Pilipíno
French	Pransés
German	Alemán
Greek	Griyégo; Grégo
Indian	Bumbáy
Indonesian	Indunísyán
Italian	Italyáno
Japanese	Hapón
Jew	Hudyó
Malay/Malaysian	Maláyo
Mexican	Mehikáno
Russian	Rúso
Spanish	Kastíla'
Swiss	Swíso
Vietnamese	Byetnamís

B. School Officials

(Mga Tagapamahala' sa Paaralan)

district supervisor	tagamasid pampurók
head teacher	púnung-gúro'
librarian	kátiwala' ng aklátan; laybráryan
principal	púnung-gúro'; prinsipál
school dentist	dentísta ng páaralan
school physician/doctor	doktór/manggagámot ng páaralan
school nurse	nars ng páaralan
superintendent	superintindénte; tagapamanihála'
supervisor	tagapagmasíd; superbisór
teacher	gúro'; maéstra; títser
teacher-in-charge	gúrong-tagapamahála'

Public Officials

(Mga Tagapamahala sa Gobyerno)

barrio captain	kapitán del báryo
councilor	konsehál
governor	gobernadór
judge	hukóm; huwés
mayor	alkálde; meyór
Police, Chief of	hépe (ng pulis)
President	Presidénte
representative	representánte
secretary	sekretárya
senator	senadór
treasurer	tesoréro
vice-governor	bise-gobernadór
vice-mayor	bise-alkálde/bise-meyór
vice-president	bise-presidénte

Church Officials

(Mga Tagapamahala' sa Simbahan)

bishop	obispo
cardinal	kardinal
deacon	diyakáno; dikáno
minister	minístro/pastór
missionary	misionáryo/misyunero
mother superior	mádre superiyóra

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

nun	mádre; móngha
papal nuncio	núnsiyo
pope	Pápa
priest	páre'/pári'
rector	rektór
altar boy	sakristán

C. Professions
(Mga Propesyon)

actor/actress	artista
architect	arkitekto
dancer; ballerina	mánanayaw; baylarína
dentist	dentísta
doctor/physician	doktór/manggagámot
engineer	inhinyéro
lawyer	abogádo
musician	músiko
nurse	nars
painter (artist)	pintór
pharmacist	parmasiyútiko/a
pianist	piyanísta
sculptor	iskultór
singer	mangangantá
teacher/instructor	gúro'/títser/méstro/a
violinist	biyolinísta
writer	mánunulat

Occupations
(Mga Hanap-buhay)

barber	barbéro
bill collector	kubradór
bootblack/shoeshine	limpiya-bóta
boy	
businessman	mangangalakál
butcher	mangangatáy/manlalápa'
carpenter	karpintéro
clerk; typist	klerk; táypis/tagamakinílya/ tagapagma kinilya
conductor (in buses or trains)	kunduktór
cook	kusinéro/a
dressmaker/ seamstress	modísta
driver of a vehicle/ chauffeur	tsupér
driver of horse-drawn rig	kutséro
electrician	elektrisísta

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

employee	empleádo/a
farmer	magsasaká
fireman	bombéro
fisherman	mangingisdá'
foreman	kapatás
garbageman	basuréro
gardener	hardinéro
hairdresser	mangungulót/mangkukulot
housewife/ housekeeper	táong-báhay
ironing woman	plantsadóra
janitor	diyánitor
laborer	mánggagawa'; trabahadór; piyon
landlord/lady	kaséra
land owner/plantation owner	asindéro
laundrywoman	labandéra
maid/houseboy	katúlong; utusan
mailman	kartéro
mason	kantéro
mechanic	mekániko
messenger	mensahéro
nursemaid	yáya
painter (e.g. of house)	pintór
photographer	retratísta
policeman	pulís
porter	kargadór
plumber	tubéro
salesman	ahénte
secretary	sekretárya
shoemaker	sapatéro
storekeeper	tindéro/a
street cleaner	kaminéro
student	estudyánte
tailor	sástre
tenant (land only)	kasamá
ticketgirl (in theatres)	takilyéra
waiter/waitress	serbidór; wéyter

D. Clothes and Accessories for Men
(Damít at Kagamítang Panlaláke)

belt	sinturón
buttons	butónes
cane	bastón
collar	kuwélyo
dress shirt	kamisadéntro
handkerchief	panyó'
hat	sumbréro/sumbléro
jacket	dyáket
oil	langís
pants/trousers	pantalón
pipe	pípa
pleats	piléges
pocket	bulsá
polo shirt	pólo
pomade	pomáda
raincoat	kapóte
razor/shaver straight razor blade	pang-áhit labáha bleyd
ring	singsing
shirt, men's native	bárong-Tagalog
shoes	sapátos
short pants	kórto
socks	médyas
suit	amerikána
sweater	swéter
T-shirt	T-syert; iskipér
tie	kurbáta
toothbrush	sipílyo
toothpaste	kolgeyt
undershirt	kamiséta; sando
undershorts	kalsonsílyo/karsonsílyo
wallet	wálet; pitáka'
wristwatch	reló; relós
zipper	síper

Clothes and Accessories for Women
(Damit at Kagamítang Pambabae)

bag; purse	bag; kartamunéda; portamonéda
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CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

bathing suit	báting sut/damít pampalígo'
blouse	blúsa
bra	bra; brasiyér
brooch	alpilér/bruts
brush (hair)	bras (sa buhok)
clothing	damít
comb	sukláy
cream	krim
dress	bestído/báro'
earrings	híkaw
girdle; corset	kórse
hair pin	aguhílya
half-slip	hap slip/nágwas
handkerchief	panyó'; panyólito
lipstick	lípistik; koloréte (used for rouge, too)
necklace	kuwintás
panties/underpants	salawál; pánti
perfume/lotion	pabangó
powder	pólbo; pulbós
robe	báta
scarf	bandána
skirt	pálda
slip; chemise	kamisón
slippers (for home use)	tsinélas
slippers (for dress wear)	sapatílyas; step-in
stockings/socks	médyas
umbrella	páyong
wrap; shawl	balábal; abrígo

E. Parts of the Body
(Mga Bahagi ng Katawan)

ankle	bukungbúkong
arm	bísig/bráso
armpit	kilikíli
back	likód
blood	dugó'
body	katawán
bone	butó
brain	útak
breasts	súso
buttocks	puwít
cheek	pisngí
chest	dibdíb
chin	bába'
ear	ténga/taínga
elbow	síko
eye	matá
eyebrow	kílay
eyelash	pilikmatá
face	mukhá'
feet	paá
finger	dalíri'
forehead/brow	noó
hand	kamáy
hair	buhók
head	úlo
heart	púso'
heel	sákong
hip	balakáng
jaw	pangá
kidney	bató
knee	túhod
leg	bintí'
lip	lábi'
lung	bága'
mouth	bibíg
muscle	kalamnám
nail	kukó
nape	bátok
navel	púsod
neck	leég
nerve	nérbiyos

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

nose	ilóng
palm	pálad
penis	títi
shin	lulóđ
shoulder	balíkat
skin	balát
sole	talampákan
stomach	tiyán
thigh	híta'
tongue	díla'
toe	dalíri' ng paá
vagina	púki, kiki
vein	ugát
artery	malakíng ugát
waist	baywáng
wrist	pulsó

F. Parts of the House
(Mga Bahagi' ng Bahay)

awning	médyá ágwa
bathroom	bányo
ceiling	kísame
corner	súlok
dining room	kumedór
door; doorway	pintó'/pintúan
downstairs	ibabá'/silong
floor	sahíg
garage	garáhe
ground space underneath the house	sílong
kitchen	kusína'
light	ílaw
living room	sála
porch; balcony	balkón/ balkonáhe
post	halígi/póste
rear of barrio house for washing and for storage of water	batalán
roof	bubóng
room	silíd/kuwárto
sink	labábo
stairs; stairway; steps	hagdán/ hagdánan
storeroom/warehouse	bodéga
toilet	kasílyas
upstairs	itaás
wall	dingdín
window	bintána'
window sill	pasimáno
water runway; gutter; downspout	alulód

G. Things in the House
(Mga Bagay-bagay sa Bahay)

bed	káma
bed spread	kubrekáma
bench; stool	bangkó'
blanket	kúmot
cabinet	kábinet
calendar	kalendáryo
chair	sílya
clock	reló/relós; orasán
closet	aparadór
cupboard	paminggálan
curtain	kurtína
divan	pápag
dresser	tokadór
flower vase	ploréra
mat	baníg
mirror; looking glass	salamín
mosquito net	kulambó'
piano	piyáno
pillow	únan
pillow case	pundá
radio	rádyo
refrigerator	reridayiréytor/prídyider
sofa; couch	sopá
stove	kalán
table	mésa
television	telebísyon
transistor radio	transístor
trunk	baól

H. Things in the Kitchen
(Mga Bagay-bagay sa Kusina')

basin	palanggána
bolo/kitchen knife	iták
bowl	mangkók
can opener	abreláta/pambukás
casserole; pan	kaseróla
colander	salaán
cooking vat	talyáse
cup	tása
dining table	hapág kainán/mésa
dipper; cup	tábo'
faucet	grípo
fork	tinidór
frying pan	kawáli
glass, drinking	básó
grater	kayurán
jar (earthen)	tapáyan (jar for water storage); bangá' (jar for drinking water)
kettle	kaldéro
knife	kutsilyo
ladle	sandók
napkin	serbilyéta
oven	pugón; óben
pail	timbá; baldé
plate	pláto
platter	bandehádo
pot (earthen)	palayók
pot cover	tuntóng
pitcher	pitsél
range; stove	reynds
ring stand for pot	dikín
saucer	platíto
shredder	kudkúran
sink	labábo; hugasán
spatula	siyéense
spoon	kutsára
strainer)	salaán
sifter)	
table cloth	mantél
teaspoon	kutsaríta

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

winnowing basket (for removing rice chaff) biláo

I. Cleaning Articles
(Mga Kagamitang Panglinis)

basin	palanggána
broom	walís
brush (native)	sisíl
coconut husk	bunót
floor wax	plór waks
ladder	hagdán
leaves used for scrubbing wooden floors and walls	pakíling/is-is
mop	map
pail	timbá'; baldé
polisher	panlampáso, páliser
rag	basáhan; trápo
soap	sabón
soft broom	walís na tambó'
stick broom	walís na tintíng

J. Tools
(Mga Kasangkapan)

awl/auger	balíbol
axe	palakól
can opener	abreláta
hammer	martílyo
hoe	asaról
jack	gáto
key	súsi'
ladder	hagdán
machete	bólo, gúlok, iták
mortar (for pounding rice)	lusóng
nails	páko'
plane	katám
pliers	pláis
plow	aráro
pump	bómba
saw	lagári'
screw	tornílyo
screwdriver	disturnilyadór
shovel/spade	pála
sickle/scythe	kárit
trowel	dulós
wrench	liyábe

K. Foods

Meats (Mga Karne)

<u>Beef</u> : cuts of	báka
blood	dugó'
brain	útak
brisket	púnta y pétso
chuck	piyérna
flank	biyás
head	úlo
heart	púso'
kidney	bató
liver	atáy
lung	bága'
round cut	piyérna kórta; piyérna lárga
steak, sirloin porterhouse	tagilíran, hulihán tagilíran, gitná'
tail	buntót
tenderloin	solomílyo
<u>Poultry</u>	
chicken	manók
duck	páto; bíbe
egg	itlóg
gizzard	balún-balúnan
quail	púgo'
turkey	pábo
<u>Pork</u>	báboy
bacon	tusíno; békon
belly	liyémbo (sa tiyán)
cracklings	sítsaron
feet/knuckles	páta
ham	hamón
loin chop	liyémbo (sa hulihán)
salted pork	inasnáng karníng-báboy
shoulder (Boston butt)	paypáy
spareribs	tadyáng
rind/skin	balát
tenderloin	lómo
tripe	góto

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

Sea Foods

(Mga Pagkaing Galing sa Dagat)

abalone/sea ear	abalóne
anchovy, long jawed	dílis
caesio, black-tailed	dalágang-búkid
catfish, salt water	kandúli'
fresh water	hító'
cavalla	talakítok
clam	halaán
cod	bakaláw
crab, large black	alimángo
w/spreckled shell	alimásag
small	talangká
dried salted fish	tuyó'
eel	palos/igat/balíla
goby	bía
grouper	batáway
grouper, spotted/rock bass	lápu-lápu
herring	tambán
lobster	ulang
mackerel, Spanish	tanggínggi
milk fish	bangús
mullet	talilong (immature)/banak (adult)
mussel, salt water	tahong
oyster	talabá
pompano	pompano
porgy	bakóko
prawn	sugpó'
salmon	salmón
salted fish paste	bagoóng
sardine	sardínas
sea bass, two-finned	apahay
sea weed	damóng-dágat
shrimp	hípon
smoked fish	tinapá
snapper, malabar red	máya-máya
sole/rough scaled brill	dapa'
squid	pusít
surgeon fish, blue	labahíta
tilapia	tilapíya

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

tuna

tulingán

Noodles
(Mga Pansit)

bean noodle (transparent when cooked)	sotanghón
dried chinese noodle	pansít kantón
rice noodle	bíhon
wheat noodle	míki
fine wheat noodle	míswa

Vegetables
(Mga Gúlay)

bamboo shoots	labóng
banana blossom	púso' ng ságing
bean sprouts	tóge
beans	bins
hyacinth	bátaw
lima, kidney	patáni'
mung/mongo	munggó
snap-	abitsuwéla
soy-	balátong
string or long	sítaw
winged/seguidillas	sigarílyas
beets	bits
bittermelon/(amargoso)	ampalayá
cabbage	repólyo
carrot	kérot
cassava/manioc	kamóteng-káhoy
cauliflower	kolipláwer
chickpeas	garbánsos; grabánsos
coconut, pith of trunk	úbod
corn	maís
cucumber	pipíno
eggplant	talóng
garlic	báwang
ginger	lúya
horseradish tree	malunggáy
(kinchay)/Chinese celery	kintsáy
lentils	lentéhas

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

lettuce	letsúgas
mushroom	kabutí
mustard	mustása
okra	ókra
onion	sibúyas
(patola)/sponge gourd	patóla
peas	gisántes
snow pea/pea pod	sítsaro
(pechay)/Chinese cabbage	pétsay
pepper	síli
chili pepper	labúyo
potato	patátas; pápas
radish	labanós
scallions/green onions	sibúyas na múra'; sang
spinach (native)	kulítis
squash/pumpkin	kalabása
swamp cabbage	kangkóng
sweet potato/yam	kamóte
taro	gábi
tomato	kamáti
water chestnut	apúlid
wax gourd	kondól
white squash/bottle gourd	úpo
yam (usually violet in color)	úbe
yam bean (native turnip)	singkamás

Fruits

(Mga Prutas o Bunga)

apple	mansánas
(atis)/sugar apple	átis
avocado/alligator pear	abokádo
banana	ságing
cooking variety	sabá
breadfruit	rímas
(calamansi)/native lemon	kalamansí'
(chico)/chicle	tsíko
coconut	niyóg
young	búko
full of soft meat	makapunó
durian	duriyán
grape	úbas
guamachile	kamatsilí

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

guava (guayabano)/soursop	bayábas guyabáno
jackfruit (lanzones)	langká'/nangká'
lime (native)	lansónes
lychee (mabolo)/velvet apple	dáyap
(macopa)/mountain apple	letsíyas
mango	mabólo
mangosteen	makópa
melon	manggá
nuts:	manggustín
almond	milón
cashew	alméndras
chestnut	kasúy
peanut (pili)	kastányas (maní')
orange (native)	píli
	sintúnis; naranghíta/ dalanghíta; dalandán
papaya	papáya
pineapple	pinyá
plum	dúhat; sinigwélas
pomelo	súha'
rambutan (santol)	rambután santól
star-apple	kayimíto/kaymíto
starfruit (tambis)/water apple	balimbíng
tamarind	tambís
watermelon	sampálok pakwán

Cereals

corn	maís
oatmeal	ótmil
rice	bigás
glutinous rice	malagkít
wheat	trígo
yeast	lebadúra

Cooking Ingredients and Condiments
(Mga Rikado)

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

anise	anís
baking powder	béking páwder
baking soda	béking sóda
bay leaf	lawrél
blackwood ear (dried black mushroom)	téngang-dagá'
butter	mantekílya
catsup	kétsap
cheese	késo
cinnamon	kanéla
coconut milk	gatá'
cornstarch	gawgáw
(fish sauce)	patís
flour	harína
gelatin (native, made from seaweed)	guláman
honey	púlot-pukyútan
margarine	margarín
mayonnaise	mayonésa
milk	gátas
monosodium glutamate	bétsin
nutmeg	anís maskádo
oregano/marjoram/Mexican	oreganó
sage	
paprika	papríka
pepper	pamintá
red Cayenne	pamintón
pickles (native)	atsára (vegetables); kilawín (meat/fish)
red anatto seeds used for food coloring	atsuwéte
salt	asín
saltpeter	salítre
sesame seeds	línga
shortening/lard	mantíka'
soy sauce	tóyo'
sugar	asúkal
brown	asúkal na pulá
crude	panutsá; sabaó
syrup	púlot
tapioca	tapiyóka
turmeric	diláw; kári
vanilla	banílya

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

vinegar

worcestershire sauce

súka'

sálsa périn

L. Parts of a Plant
(Mga Bahagi' ng Halaman)

bud	búko
bulb	sinibúyas
flower	bulaklák
leaf	dáhon
root	ugát
seed	butó
stem; branch	sangá

Parts of a Tree
(Mga Bahagi' ng Puno')

bark	balát
branch	sangá (malalakí)
crown	koróna
flower	bulaklák
fruit	búnga
leaf	dáhon
root	ugát
trunk	púno'
twig	sangá (maliliít)

M. Flora of the Philippines
(Excluding those bearing Vegetables or Fruits)

Flowers
(Mga Bulaklak)

bougainvilla (Chain of Love)/Mexican creeper	bugambilya kadéna de amór
champak, white or orange	tsampáka
chrysanthemum	mansanilya
dahlia	dálya
gardenia	rosál
hibiscus	gumaméla
ixora	sántan
jasmin	hasmín
(Lady of the Night)/brunfelsia	Dáma de nótese
lily	líryo
Madagascar periwinkle	sitsiríka
oleander	adélpá
orchid	órkid, dápo'
(pikake)/Arabian jasmin	sampagíta
plumeria/(frangipani)	calatsútsi
rose	rósas
tuberose	asuséna
white/yellow ginger or ginger lily	kámya
zinnia	margaríta

Trees
(Mga Puno')

abaca/Manila hemp	abaká
acacia/monkeypod	akásya
bamboo	kawáyan
cabinet woods:	
mahogany	kamagóng
narra	nára
molave	molábe
	daó
	ípil
	akle
	tindalo
cocoa	kakáw
coconut	niyóg

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

coffee	kapé
construction timber:	
yacca tree	yakál
guijo	gího
	lawán
	apítong
kapok/ceiba tree	kápok
needle pine/Casuarina	agúho
palms, leaf construction:	
cabo negro	kaóng
	nípa
	búri
	anáhaw
pine woods:	“Benguet pine”
	tapulau
	almasíga
rattan	ratán
rubber	góma/ráber

N. Fauna of the Philippines

Animals
(Mga Hayop)

bull	tóro
carabao/water buffalo	kalabáw
cat	púsa'
chick	sísiw
chicken	manók
cow	báka
crocodile/alligator	buwáya
deer	usá
dog	áso
frog	palaká'
tadpole	kiti-kití
gecko	tukó'
goat	kambíng
goose	gánsa'
hen	inahín
horse	kabáyo
lizard	butikí'
monkey	unggóy
mouse/rat	dagá'
pig	báboy
rabbit	kuného
rooster	tandáng
sheep	túpa
snake	áhas
turkey	pábo
turtle	pagóng
wolf	lóbo

Birds
(Mga Ibon)

bat	pániki'
canary	kanáryo
crow	uwák
dove/pigeon	kalapáti
eagle	ágila
hawk	láwin
hornbill	kálaw
kingfisher	piskadór

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

owl
parrot
sparrow
vulture

kuwágo
lóro
máya
buwítre

Insects
(Mga Kulisap)

ant
bee
beetle
 coconut beetle
butterfly
caterpillar
centipede
cockroach
cricket
dragonfly
firefly
flea
 chicken flea
fly
locust
louse, lice
mosquito
moth
spider
termite
wasp/hornet
worm

langgám
bubúyog
salagúbang
 uwáng
paruparó
hígad
alupíhan
ípís
kérwe'
tutubí
alitaptáp
pulgás
 hánip
lángaw
bálang
kúto
lamók
gamu-gamó
gagambá
ánay
putaktí
úod

O. Colors
(Mga Kulay)

blue	asúl
black	itím
brown	tsokoláte/kapé/kayumanggi
green	bérde
grey	abó
orange	óreynds; kúlay dalanghita
pink	rósas
red	pulá
violet	lila; úbe
white	putí'
yellow	diláw

P. Tagalog and Spanish Numerals
(Mga Bilang sa Tagalog at Kastila')

<u>Figures</u>	<u>Tagalog</u>	<u>Spanish</u>
1	isá	úno
2	dalawá	dos
3	tatló	tres
4	ápat	kuwátro
5	limá	síngko
6	ánim	saís
7	pitó	siyéte
8	waló	ótso
9	siyám	nuwébe
10	sampú'	diyés
11	labing-isá	ónse
12	labindalawá	dóse
13	labintatló	trése
14	labing-ápat	katórse
15	labinlimá	kínse
16	labing-ánim	disisaís
17	labimpitó	disisiyéte
18	labing-waló	disiótso
19	labinsiyám	disinuwébe
20	dalawampú'	béynte
30	tatlumpú'	tréynta
40	ápat na pú'	kuwarénta
50	limampú'	singkuwénta
60	ánim na pú'	sisénta
70	pitumpú'	siténta
80	walumpú'	otsénta
90	siyám na pú'	nubénta
100	isáng daán/sandaán	siyénto
21	dalawampu't isá	béynte úno
35	tatlumpu't limá	tréynta'y síngko
43	apat na pu't tatló	kuwarénta'y trés
55	limampu't limá	singkuwénta'y síngko
69	ánim na pu't siyám	sisénta'y nuwébe
78	pitumpu't waló	siténta'y ótso
86	walumpu't ánim	otsénta'y saís
94	siyam na pu't ápat	nubénta'y kuwátro
200	dalawáng daán	dosiyéntos
300	tatlóng daán	tresiyéntos
400	ápat na raán	kuwatrosiyéntos
500	limáng daán	kinyéntos

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

600	ánim na raán	saisiyéntos
700	pitóng daán	siyetesiyéntos
150	isáng daán at limampú'	siyénto singkuwénta
335	tatlóng daán at tatlumpu't limá	tresiyéntos tréynta'y síngko
609	ánim na raán at siyám	saisiyéntos nuwébe
995	siyám na raán at siyám na pu't limá	nubesiyéntos nubénta'y síngko
1,000	isáng líbo/sanlíbo	mil

Q. Natural Elements and Occurrences
(Mga Elemento ng Kalikasan)

air/wind	hángin
breeze	símoy
cloud/fog/mist	úlap
cyclone/tornado	buháwi'/ípu-ípo
dawn; sunrise	madalíng-áraw
dew	hamóg
drizzle/rain shower	ambón
dust	alíkabók
earthquake	lindól
eclipse	eklípse
fire/flame	apóy
high tide	lakí
lightning	kidlát
lowtide	káti
moon	buwán
mud	pútik
quicksand	kumunóy
rain	ulán
rainbow	bahaghári'
sand	buhángin
sky/heavens	lángit
smoke	asó
soil	lúpa'
star	bituín
stone	bató
sun	áraw
thunder	kulóg
thunderstorm	unós
tidal wave	dalúyong
twilight; sunset	takípsilim
typhoon/storm	bagyó
vapor/steam	singáw
water	túbig
wave	álon
whirlpool	úli-úli

Topographical Terms
(Topograpiya)

bay	loók
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CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

beach	tabíng-dáगत/dalámipasígan/apláya
brook/creek/stream	sápa'
canal	kanál
cave	kuwéba/yungíb
city	siyudád/lunsód
coast	baybáyin
desert	disyéto
waterfall	talón
field/farm	búkid
forest	gúbat
gulf	gólpo; loók
hill	buról
island	ís-la/puló'
lake	láwa'
landscape/scenery	tanawin
lowland	kababáan
meadow	párang
mountain	bundók
peak	tuktók
ocean; sea	dáगत
pass	lagúsan/páso
plain	kapatágan
port/wharf	daungán
ravine	bangín
reef	bahúra
river	ílog
road; street	daán; kálye
spring	bátis
swamp	latían
town	báyan
tunnel	tonél
upland	kataásan
valley	lambák; libís
village	náyon
volcano	bulkán
crater	bungánga' ng bulkán

R. Places

(Mga Iba't-ibang Lugar)

airport	pálipáran, "airport"
bakery	panadérya
bank	bángko
barber	barberyá
beauty parlor	pakulútan
cafeteria	kapetírya
carnival/fair	karnabál
cemetery	sementéryo
church	simbáhan
churchyard	pátyo
clinic	klínika
cockpit	sabungán
convent/rectory	kumbénto
dormitory	dormitóryo
dress(maker) shop	modísta
drugstore/pharmacy	botíka, parmásya
funeral home	punerárya
gambling den	sugalán
hospital	ospítal
hotel	otél
library	aklátan
office	opisína, tanggápan
market	paléngke
movie theatre	síne
park/plaza	plása
pier	piyér, lunsarán
playground	láruan
post office	post ópis
restaurant	restawrán
Chinese restaurant	pansitérya
school	páaralán, eskuwelahán
elementary school	mabábang páaralán
high school	mataás na páaralán
central school	páaraláng sentrál
college	koléhiyo
university	unibersidad, pamantásan
station, bus or train	estasyón, ng bus, ng tren
store	tindáhan
variety store	sári-sári
streetcorner	kánto
tailor shop	sástre

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

townhall

munisípyo

S. Means of Transportation
(Mga Sasakyan)

airplane	eropláno
banca/canoe	bangká'
bicycle	bisikléta
bus	bus
car	kótse/óto/áwto
cart	karitón
helicopter	helikópter
horse-drawn rig	karitéla/kalésa
jeep	dyip/dyíjni
motorcycle	motorsíklo
raft	balsá
scooter	iskúter
ship/boat	bapór/bárko
train	tren
tricycle/pedicab	tráysikel/pédikab
truck	trak

T. Units of Measure used in the Philippines

approximate
[U.S. equivalent]

Linear Measure (Length)

12	inches/ <u>pulgáda</u>	= 1 foot/ <u>talampákan/piyé</u>	
3	feet/ <u>talampákan</u>	= 1 yard/ <u>yárda</u> or 91 centimeters/ <u>sentiméto</u>	
100	centimeters/ <u>sentiméto</u>	= 1 meter/ <u>méto</u>	[= 1.09 yards]
1,000	meters/ <u>méto</u>	= 1 kilometer/ <u>kilométo</u>	[= 0.62 miles] (1 mile = 1.6 km.)

Land Measure (Area)

10,000	sq. meters/ <u>méto</u> <u>kuadrádo</u>	= 1 hectare/ <u>ektárya</u>	[= 2.471 acres]
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Weight Measure

100	grams/ <u>grámo</u>	= 1 hectogram/ <u>gúhit</u>	[= 3.5 ounces/ <u>ónsa</u>]
10	<u>gúhit</u> /(1,000 grams)	= 1 kilogram/ <u>kílo</u>	[= 2.2 lbs./ <u>libra</u>]
100	kilograms/ <u>kílo</u>	= 1 metric ton/ <u>toneláda</u>	[= 1.1 tons]

Measure of Liquid Capacity

		1 liter/ <u>lítro</u>	[= 1.05 quarts or 2.1 pints]
3.785	liters/ <u>lítro</u>	= 1 gallon/ <u>galón</u>	[= 4 qts.]

Measure of Dry Capacity

(Grain, Fruit, etc.)

2.67	chupas/ <u>gatáng</u>	= 1 liter/ <u>lítro</u>	[= 0.908 dry qts.]
3	liters/ <u>lítro</u> (or 8 chupas)	= 1 ganta/ <u>salóp</u>	[= 2.7 dry qts.]
25	gantas/ <u>salóp</u> (or 75 liters)	= 1 cavan/ <u>kabán/sáko</u>	[= 67.5 dry qts. or 2.13 bushels] (or roughly 75 lbs.)

Note: Grain in the U.S. is usually measured by weight (lbs.), not by dry capacity; hence conversion cannot readily be made.

Measure of Quantity

12	units	= 1 dozen/ <u>doséna</u>
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CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

10	packs/ <u>káha</u>	= 1 carton/ <u>kartón</u> (cigarettes)
24	bottles/ <u>bóte</u>	= 1 case/ <u>káha/kahón</u> (Coke)

Miscellaneous Units of Measure

bundle	táli'
can	láta
handful	dakót
kerosene can (approximately 5 gallons)	taóng
pair of <u>taong</u>	kargá
length from tip of thumb to tip of middle finger stretched	dangkál
length from fingertips of both arms outstretched	dipá
paper bag	súpot
paper cone	balisunsóng
pile/mound	tumpók
portion of food enough for a mouthful	súbo'
yardstick/unit of length about 2.8 ft. or 80 cm.	bára

Measuring Expressions

a little	kauntí'
add to	dagdagán
all	lahát
drop (of liquid)	paták
... each	tig-...
enough	táma'/hustó
entire	buó
excess/more than	sóbra
glass jar	garapón
half/one-half	kalaháti'
height	taás
kernel	bútil
length	hába'
measure	takalán/sukatán
one-by-one	isa-isa
plenty/many	marámi
slice	híwa'
tape measure	panúkat/medída
thickness	kapál

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

volume
weight
weights
width

bolúmen/búlto
bigát
timbang
lápad

Unit prices

one centavo each
two centavos each
five centavos each
ten centavos each
twenty centavos each

fifty centavos each

one peso each
two pesos each
3 for one peso
₱1.75 each

₱2.50 each

maméra
tigalawáng péra
tigsisingko
tigdidíyes
tigbebéynte/
mamiséta
tigsisingkuwénta/
manalapi'
mamíso/piso ang isá
tigalawáng píso
tatló píso
tig-uno siténta'y
síngko
tigidodós-singkuwénta

U. Time expressions
(Mga Panahunan)

a few days ago	noóng makailán/ kamakailán
after/afterwards/and then	pagkatápos
afternoon	hápon
again	ulí'/ulít
always; usually	palági'/lági'/paráti
before (an action)	bágo
date	pétsa
dawn	madalíng-áraw
day	áraw
day before yesterday	kámakalawá/noóng makalawá
day after tomorrow	sa makalawá
earlier/a while ago	kanína
early	maága
evening	gabí
every	tuwíng
every day	áraw-áraw
week	linggú-linggó
month	buwán-buwán
year	taún-taón
morning	tuwíng umága
noontime	tuwíng tangháli'
afternoon	hápun-hápon; tuwíng hápon
evening/night	gabí-gabí; tuwíng gabí
Monday	tuwíng Lúnes
half	kalaháti'; médyá
hour	óras
immediately	kaagád
just	lang
late	tangháli'
later	mamayá'
last night	kagabí
week	noóng isáng linggó
month	noóng isáng buwán
year	noóng isáng taón
Monday	noóng Lúnes
midnight	háting-gabí
minute	minúto
moment	saglít

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

month	buwán
morning	umága
next	sa susunód na
night	gabí
noon	tangháli'
not yet	hindí pa/walá pa
now	ngayón
often; frequently	madalás
on Monday/this Monday	sa Lúnes
on Mondays	pag Lúnes; kung Lúnes
on the occasion of/when	óras na
once/at one time	minsán
past	pasádo na/kanína pa
punctual/on time	sa óras
second	segúndo
seldom; rarely	bihíra'
someday	bálang áraw
sometimes/at times	kung minsán
soon/almost	malápit na
then/at that time/before	noón
this morning (past/future)	kanínang/ngayóng
	umága
noon	kanínang/mamayáng
	tangháli'
afternoon	kanínang/mamayáng
	hápon
evening/tonight	ngayóng o mamayáng
	gabí
week	sa linggóng itó
month	sa buwáng itó
year	sa taóng itó
times	béses; úlit
many times	maráming béses
today	ngayón; ngayóng áraw
	na itó
tomorrow	búkas
tomorrow morning	búkas ng umága
noon	búkas ng tangháli'
afternoon	búkas ng hápon
evening/night	búkas ng gabí
tonight	mamayáng gabí/ ngayóng gabí
twilight	takípsilim
until	hanggáng

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

usually, as in the past/used to	dáti
week	linggó
when (interrogative)	kailán
while	nang
year	taón
yesterday	kahápon
yesterday morning	kahápon ng umága
noon	kahápon ng tangháli'
afternoon	kahápon ng hápon

Days of the Week (Mga Araw sa Linggo)

Monday	Lúnes
Tuesday	Mártes
Wednesday	Miyérkoles
Thursday	Huwébes
Friday	Biyérnes
Saturday	Sábado
Sunday	Linggó

Months of the Year (Mga Buwan sa Taon)

January	Enéro/Inéro
February	Pebrero
March	Márso
April	Abríl
May	Máyo
June	Húnyo
July	Húlyo
August	Agósto
September	Septiyembre
October	Oktúbre
November	Nobyembre
December	Disyembre

Holidays (Mga Pista)

All Saints' Day (November 1st)	Tódos los Santos/Áraw ng mga Patáy
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CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

anniversary	anibersáryo
baptism	binyág
birthday	káarawan/ kapanganákan
Christmas	Paskó
9-day novena of dawn Masses	Misa ng Aguinaldo
before Christmas	
Easter	Paskó ng Pagkabúhay
fiesta/feast day	pistá
funeral	libíng
funeral wake	lámay
9-day novena after the burial	pasiyám
Holy Week	kuwarésma/Mahál na Áraw
Holy Thursday	Huwébes Santo
Good Friday	Biyérnes Santo
Holy Saturday	Sábado de Glóriya
Independence Day	Áraw ng Kalayáan
May flower festival	santakrúsan
New Year's Day	Bágong Taón
Palm Sunday	Linggó ng Palaspás
wedding	kasál

V. Kinship Terms
(Kamag-anakan)

Terms of Address

aunt	tiyá; ále
brother, older	kúya
child	anák
father	tátay/itáy
godfather	nínong
-mother	nínang
father ↔ godfather	kompádre/kumpáre/páre
mother ↔ godmother	komádre/kumáre/máre
grandfather	lóló
-mother	lóla
mother	nánay/ináy
sister, older	áte
uncle	tiyó

Terms of Reference

aunt	tiyá
brother	kapatíd/kapatíd na laláki
older	kúya
child	anák
eldest in the family	pangánay
youngest in the family	bunsó'
cousin	pinsán
daughter	anák/anák na babáe
father	amá; tátay; itáy
godchild	inaanák
-father	nínong
-mother	nínang
father ↔ godfather relationship	kompádre/kumpáre
mother ↔ godmother	komádre/kumáre
relationship	
grandchild	apó
-father	lóló
-mother	lóla
-parents	núno'/ninúno'
husband	asáwa/táo
in-laws:	
father-in-law	biyénan
mother-in-law	biyénan

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

parents ↔ parents-in-law relationship	baláe
son-in-law	manúgang
daughter-in-law	manúgang
brother-in-law	bayáw
sister-in-law	hípag
brother-in-law's wife	bilás
sister-in-law's husband	bilás
mother	iná; nánay; ináy
nephew	pamangkín/pamangkíng laláki
niece	pamangkín/pamangkíng babáe
parents	mga magúlang
relative	kamag-ának
sibling	kapatíd
sister	kapatíd/kapatíd na babáe
older	áte
son	anák/anák na laláki
spouse	asáwa
twin	kambál
uncle	tiyó; amain
wife	asáwa/maybáhay

W. Common Terms and Expressions in Science

element atom	eleménto átomo
organism cell	organísmo sélula
mass vacuum	kimpál, tigkál
solid solidify	buó', sólido mamuó'
liquid liquify, dilute soluble	líkido, lusáw malúsaw natutúnaw
gas air chemical	gas hángin kímiko
mineral coal copper gold iron oil silver steel tin	minerál karbón tansó' gintó' bákal krúdo pílak aséro tinggá'
gravity	grabidad
electricity current conductor of insulator	elektrisidad kuriyente tuláyan ng sapín
magnet positive negative pole: North, South	baláni', magnéto positíbo negatíbo pólo: Nórte, Súr

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

radiation	pagmamanáag
radiate	mamanáag
vibration	pag-ugóy
vibrate	umugóy
sound	tunóg
light	ílaw
environment	kaligirán
climate	klíma
season/weather	panahón
atmosphere	atmospéra
universe/world/the earth	daidíg/mundó/lúpa'
planet	planéta
meteor	bulalákaw
comet	kométa
orbit	órbita, ligirán
rotate	umikot
north	hilága'/nórte
south	tímog/sur
east	siláangan/éste
west	kanlúran/oéste
heat	kainitán
cold	kalamigán
temperature	temperatúra
degree	grádo
moisture/humidity/ condensation	halumigmíg
evaporation	pagsingáw, ebaporasyón
boiling point	pagkukuló'
freezing point	pamumuó'
bubbles	bulá
characteristic	katangían
appearance	(h)itsúra
weight	bigát
color	kúlay
shape	húgis
size, area	lakí, láwak
feel/texture	hípo', kayarián
senses	ang limáng pandamdám
sight	paningín
hearing	pandiníg
taste	panlása
smell	pang-amóy
touch	pandamá

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

experiment	eksperimento/iksperimento
specimen	ispesimén
hypothesis	haypótesis
concept, theory	palagáy, kaisipán, teoryá
activity	gawáin
process/procedure/ method/say	paraán
demonstration	demonstrate
pagpapakíta	ipakíta
description	paglalaráwan
describe	ilaráwan
classification	úri', pagsasama-sáma
classify	uríin, pagsama-samáhin
class/type, kind	úri'
comparison	paghahambíng, pagpapáris
compare	pagparísin, ihambíng
identical/similar	parého/magkatúlad, makaúri, magkahawíg
contrasting, different	magkáiba
opposite	kontráhan, kabaliktarán
differences and similarities	mga pagkakaibá at pagkaka-hawíg
cause and effect	sanhí' at búnga/epékto
analysis	pagsusúri'
analyze	magsúri', suríin
inference/deduction	hinúha'
conclusion	pasiyá
conclude	magpasiyá
proof	katibáyan, pruwéba
prove	patunáyan
argument/reason	katwíran

X. Common Terms and Expressions in Math

number	número, bílang
count	bilangin, bumílang
point	puntós
line	gúhit
straight line	gúhit na tuwíd
curved line	gúhit na pabalantók
column	kolúmna
set	sét, grúpo, búhat
sign	tandá'
problem	probléma
solve	lutasín, lumutás
measurement	súkat, tákal
measure	isúkat
amount/total	kabuúan
value	halagá
percentage	porsiyénto, persentáhe
per cent	porsiyénto, bahagdán
interest	interés, túbo'
fraction	bahági'
1/2	kalaháti'
1/3	ikatló na bahági
1/4	ikaápat na bahági
addition	pagsasama-sáma
add	pagsamáhin
subtraction	pagbabáwas
subtract	bawásin
multiplication	pagpaparámi
multiply	paramíhin
division	paghaháti'
divide	hatín
result/answer	kinalabasán
...equals...	...ay...
...per...	...bawá't isá...
...less than...	...kakaunti' kaysá...
...more/greater than...	...hihigít sa...
...equal to...	...kapantáy/kaparého...
triangle	trayánggulo/triyánggulo
square	kuwadrádo/kudrádo
rectangle	rektánggulo
circle	bilóg
diameter	diyamétro, bantód
radius	rádyo, ráyo

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

perimeter
angle
right angle

perimétro
ánggulo, salíkop
ánggulong parisukát

Y. Supplementary List of Adjectives

For People

absent-minded	limut-limót, malilimutín
active, fast	maliksí, mabilís
angry	galít
bad	masamá'
beautiful/pretty	magandá
big	malakí
brave/courageous	matápang
cautious/careful	maíngat
clean	malínis
conceited; boastful	mayábang; hambóg
coward	duwág
crazy	luku-lukó/lóko; ulól; balíw
cruel	malupít
dark complexioned	maitím
delightful/likeable	nakakatuwá'
diligent/hard-working/ industrious	masípag
dirty	marumí/madumí
disorderly/rowdy	maguló
drunk	lasíng
fair complexioned	maputí'
fickle	pabagu-bágo; sálawahan
fine, good	mabúti
funny/comical	nakakatawá/katawá-tawá/ kómika
gauche/crude flirtatiousness	magasláw
gentlemanly	máginoo
gossipy/tattletale	tsismóso/a
handsome/dashing	makísig; guwápo
happy/cheerful/gay	masayá
honest, truthful, sincere, loyal	matapát
humble	mabábang-loób
ignorant	mangmáng
intelligent/wise	matalíno; marúnong
kind/good	mabaít
lazy	tamád
liar	sinungáling
mischievous/naughty	pílyo/a
modest; refined	mahinhín
noisy	maíngay

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

old	matandá'
patient	matiyagá'
pitiful	kawáwa'
polite/courteous	magálang
poor; difficult	mahírap
quiet	tahímik
restless/wriggly	malikót
rich	mayáman
rough; coarse	magaspáng
sad	malungkót
short	pandák
short-tempered	maínit ang úlo
shy	mahíyain
slow	mabágal
small	maliít
snobbish/haughty	tsupládo/a/supládo/a
stout/fat	matabá'
strict	mabagsík
strong	malakás
stupid/dumb	bóbo
tall	matangkád/mataás
talkative	daldál
thin/slim	payát
ugly	pángit
uncouth/rude/impertinent	bastós
vain	banidóso/a
weak	mahína'
young	báta'

For Objects and Conditions

big	malakí
cheap/inexpensive	múra
clean	malínis
clear	malínaw
crooked	baluktót
deep	malálim
destroyed/broken	sirá'
dirty	marumí/madumí
dull	mapuról
durable/sturdy	matíbay
empty	waláng lamán
expensive	mahál
few/little	kauntí'

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

foul-smelling	mabáho'
fragile/delicate/weak	marupók; delikádo
fragrant	mabangó
full/filled	punó'
hard/tough	matigás
hazy/vague	malábo'
heavy	mabigát
high	mataás
light (of weight)	magaán
long	mahába'
loose	maluwág/maluwáng
low	mabába'
many/plenty	marámi
narrow	makítid
new	bágo
nice/good-looking/pretty	magandá
old	lúma'
rectangular	rektánggulo
rough/coarse	magaspáng
round/circular	bilóg
rugged	baku-bakó'
shallow	mabábaw
sharp	matalím
short	maikli'/maiksi'
small	maliít
smooth/fine	makínis/píno
smooth/levelled	pátag
soft; tender	malambót
square	kudrádo/kuwadrádo
straight	tuwíd
thick	makapál
thin	manipís
triangular	trayánggulo/triyánggulo
twisted	balikukó'
ugly	pángit
upside-down/inside-out	baligtád/baliktád
wet	basá'
wide	malápad

For Clothes

bright-colored	matingkád
faded	kupás
light-colored/pale	maputlá'

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

long	mahába'
loose	maluwáng/maluwág
new	bágo
old	lúma'
pressed/ironed	plantsádo
shiny	makintáb
short	maikli'/maiksí'
snug/tight	masikíp
thick	makapál
thin	manipís
transparent	nangárganinag
wrinkled/creased	lukót

For Food

alive	buháy
bitter	mapait
bland	matabáng
bruised/squashed (of fruits, vegetables)	bugbóg
chewy/resilient	makúnat
cold	malamíg
cooked	lutó'
crisp	malutóng
dead	patáy
decayed/spoiled/rotten	bulók
delicious/good	masaráp
fishy	malansá
fresh	saríwa'
hard/tough	matigás
hot/warm	mainit
mature	magúlang
nutritious	masustánsiya
oily	malangís
ransid	maantá
raw; unripe	hiláw
ripe (particularly fruits)	hinóg
salty	maálat
soft/tender	malambót
soggy/limp	malatá'
sour	maásim
spicy/tasty	malása
spicy-hot/peppery-hot	maangháng
sweet	matamís

CLASSIFIED SUPPLEMENTARY VOCABULARY LISTS

wilted	lantá
young	múra'
yummy/exquisitely delicious	malinamnám

For the Weather

bad	masamá
bright/clear	maliwánag
cloudy	maúlap
cool; cold; chilly	malamíg; magináw
dark	madilím
dusty	maalikabók
early	maága
good	mabúti
hot; humid; warm	maínit
late	tangháli'
muddy	mapútik
quiet/calm	tahímik
rainy	maulán
windy	mahángin

APPENDIX II
EXPRESSIONS FOR VARIOUS
OCCASIONS

APPENDIX II

Part A is a compilation of useful expressions used for greetings, leave-takings, invitations, mealtimes, etc. They can be presented as needed to supplement the lessons in the text or even when not related to the lesson if the need for such expressions arises.

Part B gives a few sample dialogues on certain basic needs in the host country like telling time, asking for directions, bargaining, ordering a meal, etc. They may be used as models for creating dialogues based on Part C.

Part C explores the possible situations (about 30) where a student may find himself in the host country. Each situation is followed by key expressions, questions or statements that may be used in such situations.

Part D is composed of classroom instructions which may be referred to by individuals who may teach in the elementary schools. The list is subdivided into 1) general directions and 2) various questions for eliciting descriptions, observations, examples, comparisons, classifications, etc.

A. Some Useful Expressions

Greetings

1. S1 Saán ka púpuntá? Where are you going?
S2 Sa ... To (the) ...
2. S1 Saán ka gáling? Where have you been?
S2 Sa ... To (the) ...
3. S1 (Anó,) kumustá (ka)? (Well,) how are you?
S2 Mabúti namán./ Fine, thank you./
Éto, buháy pa. Still alive./
Éto, humíhingá pa. Still breathing.

Leave-Takings

1. S1 Aalís na akó./ I'm leaving (now)./
Diyán ka na./ Good-bye./
Máuúna na akó. I'm going ahead.
S2 O, síge (ha). Okay.
2. S1 Paálam na pó'. Good-bye, sir/ma'am. (formal
polite form)
S2 Adiyós. God be with you.
3. S1 Aalís na akó. I'm leaving (now).
S2 Balík/Bumalík ka./ Come again./
Hanggáng sa mulí. So long./See you (next time).

Invitational Expressions

1. S1 Pasyál kayó sa ámin. Come visit/see us.
S2 Óo./ Yes./
Kailán? When?
2. S1 Magpasyál táyo. Let's take a walk.
S2 O, síge./ Okay./All right./
Ayóko./ I don't want to./
Saán? Where to?
3. S1 Téna maglaró'./ Come, let's play./
Téna sa báyan. Let's go to town.
S2 O, síge./ Okay./
Téna./ Let's./

EXPRESSIONS FOR VARIOUS OCCASIONS

- | | | |
|----|--------------------------|--------------------------|
| | Ayóko (ngá'). | I don't want to. |
| 4. | S1 Káin/Kumáin na táyo. | Let's eat./Let's go eat. |
| | S2 O, síge./ | Okay./ |
| | Ayóko pa. | I don't want to eat yet. |
| 5. | S1 Samáhan mo namán akó, | Please come with me./ |
| | o./ | |
| | Tulúngan mo namán | Please help me. |
| | akó,o. | |
| | S2 Óo./ | Yes./ |
| | Bastá ikáw./ | Anything you say./ |
| | Ayóko (ngá')./ | I don't want to./ |
| | Saán? | Where to? |

Mealtime

- | | | |
|----|---------------------------|---|
| | S1 Káinán na ba? | Is it time to eat? |
| | S2 Óo./ | Yes./ |
| | Hindí pa. | Not yet. |
| 2. | S1 Kumáin ka na bá? | Have you eaten yet? |
| | S2 Óo./ | Yes./ |
| | Hindí pa./ | Not yet./ |
| | Kanína pa. | Yes, some time ago. |
| 3. | S1 Gutóm na akó./ | I'm hungry now./ |
| | Busóg na akó. | I'm full already. |
| | S2 Akó rín./ | Me, too./ |
| | Akó, hindí pa. | Not me. |
| 4. | S1 Anóng kákáinín nátin?/ | What are we eating/having?/ |
| | Anó ang agáhan/ | What is for breakfast? |
| | almusál? | |
| | Anó ang tanghalían? | What is for lunch? |
| | Anó ang meriénda? | What is for snacks? |
| | Anó ang hapúnan? | What is for dinner? |
| | S2 Adóbong manók, | Chicken <u>adobo</u> , fried rice, etc. |
| | sinangág, at ibá pa. | |
| 5. | S1 Masaráp ba? | Is/Was it good? |
| | S2 Óo./ | Yes./ |
| | Hindí'./ | No./ |

EXPRESSIONS FOR VARIOUS OCCASIONS

- | | | |
|----|---|---|
| | Médyo./
Mabúti sa walá’. | So-so./
Better than nothing. |
| 6. | S1 Káin ná./Kumáin ka ná.
S2 Salámat. | Have some./Please join us.
Thank you. |
| 7. | S1 Walá akóng gána.
S2 Akó rín./
Bákit? | I don’t have any appetite.
Me, neither./
Why not? |

Physical Indispositions

- | | | |
|--|---|--|
| | S1 Kumústa ká? | How are you? |
| | S2 Masamá ang
pakiramdám ko./Mabigát
ang katawán ko.
Masakit ang úlo ko.
Sinísipón akó.
Niláagnát akó.
May sínat akó.
Nahihílo akó.
Nagigináw akó.
Pagód na pagód akó.
Tinátamad akó. | I don’t feel well.

I have a headache.
I have a cold.
I have a fever.
I’m running a temperature.
I feel dizzy.
I’m cold.
I’m very tired.
I feel lazy. |
| | S1 Siyangá’? | Really? |

Interjections

- | | |
|--------------|---|
| Ay! | Oh! |
| Abá,... | Oh,.../Well,... |
| Nakú pó’! | Oh my gosh! |
| Diyós ko! | My god!/Heavens! |
| Súsmaryosép! | (Lit.: Jesus-Mary-Joseph) |
| Aráy! | Ouch! |
| Hayán! | There!/There it is! |
| Hayún! | Look there! |
| Hoy! | Hey! |
| Halá...! | Watch out...! (Warning: if you
do that there will be
consequences). |
| Síge!/Tulóy! | Go ahead! |

EXPRESSIONS FOR VARIOUS OCCASIONS

Siyangá?/Talagá?/Totoó?	Really?/Is that so?/You don't say!
Siyémpre namán!/Naturál!	Of course!/Naturally!

Comradely Bantering/ or Real Anger/disgust

Bastá ikáw.	Anything you say!/Anytime!
Lamíg lang, páre./	Cool down, buster./Simmer
Kónting lamíg./ Reláks lang.	down./Relax...!
Yábang!	Braggart!
Bóla ('yán)!	(Flattery:) That's not true! /
	You're pulling my leg!
Gágo/Tórpe/	Stupid!
Tangá'/Bóbo!	
Lóko/Lukú-lukó/Balíw!	Nuts! / Crazy!
Bastós!	Rude! / Dirty-minded! /
	Crude! / Impertinent!
Barát!	Cheapskate!
Waláng-hiyá'!	Shameless!
Tamád!	Lazybones!
Sinungáling!	Liar!

Dismay and Annoyance

Sáyang!	What a shame/pity! / What a waste!
Hulí na.	Too late!
Ikáw kasí eh.	It's your fault.
Nakíta mo ná?	See...?
Sábi ko ná (ngá') eh.	I told you so.
Walá kang pakí (alam)!	None of your business!
Waláng kuwénta 'yón!	That's no good! / That's worthless! / That's nothing serious.
Nakákainís! /	How irritating! / How
Nakáka-yamót! /	annoying! / How
Nakákasúya'!	exasperating!
Ang sagwá'!	How vulgar!
Ang samá' (namán)!	How awful/terrible!

EXPRESSIONS FOR VARIOUS OCCASIONS

Ang sakláp (namán)! How sad!

Trust/Resignation to Fate

Bahála na. Come what may./We'll see
what happens./I'll take the
risk.
Pasiyénsiya lang. (Just) be patient.
Kónting tiyagá'. Patience...!
Walá kang magágawá'! You can't do anything about
it./There's nothing you can
do.
(Sa) áwa' ng Diyós. By God's grace...
Kung may áwa' ang God willing...
Diyós.
Sána (umulán). I hope (it rains).

Apologies

Patawárin po'. Excuse me. / I'm sorry.
Hindí ko sinásadyá'. I didn't mean to do it./It
wasn't intentional.
Makíkiraán ngá'. Excuse me, may I pass?
Anó 'ka mo? I beg your pardon...? / Pardon
me, what did you say?
Pakiúlit ngá'. Please repeat that.
Hindí ko naíntindihán. I don't understand.
Éwan (ko). I don't know.
Sandali' lang. Just a minute. / One moment
please.

Making Concessions

Bahála ka. / Éwan ko sa It's up to you. / It's your
'yó. decision.
Síge na. Go ahead. / Please do.
Tapós ka na bá? Are you through/done/
finished?
Anó na? What now? / What next?

EXPRESSIONS FOR VARIOUS OCCASIONS

Commands/Requests

Hintáy!	Wait!
pára (sa tabí).	Stop (here).
Éto.	Here.
Gustó ko ng ...	I'd like/want ...
Méron ka bang ...?	Do you have ...?
Magkáno ho itó?	How much is this?
Walá na bang táwad?	Can't you give a discount?
Kauntí pa.	A little more.

B. SUPPLEMENTARY DIALOGUES

Telling Time/Day/Date

- | | | |
|----|---|---------------------------------------|
| A1 | May “video taping” ba táyo sa Tagalog ngayón? | Are we video taping in Tagalog today? |
| B1 | Walá’. Sa Miyérkoles pa. | No. Not till Wednesday. |
| A2 | Anóng pétsa ba sa Miyérkoles? | What date is Wednesday? |
| B2 | A-béynte-síngko ng Septyembre. | September 25th. |
| A3 | Anóng óras ang “taping” nátin? | What time are we taping? |
| B3 | Alas siyéte ng umága sa silíd bílang tatló. | At seven in the morning in Room #3. |

Asking for Directions

- | | | |
|-------------------|---------------------------------|---|
| PCV: | Maári po bang mag-tanóng? | Excuse me, can you help me? (Lit.: Can I ask a question?) |
| Juan de la Cruz: | Abá, óo. Anó iyón? | Certainly. What is it? |
| PCV: | Saán po ba ang munisípyo dito? | Where is the municipal building? |
| Juan da. la Cruz: | A, doón pa sa susunód na kálye. | It’s on the next street. |
| PCV: | Sa Kálye Sampaguíta po ba? | Is it on Sampaguita Street? |
| Juan de la Cruz: | Óo, sa gawíng kaliwá’. | Yes, on the left side. |
| PCV: | Salámat po’. Diyán na po kayó. | Thank you, sir. Goodbye. |
| Juan de la Cruz: | Waláng anumán. | Don’t mention it. |

Bargaining While Buying

- | | | |
|---------------|--|--|
| PCV: | Magkáno po ba ang isáng yárda ng télang itó? | How much is a yard of this cloth/material? |
| Store-keeper: | Kuwátro-singkuwénta lang. | Just ₱4.50. |

EXPRESSIONS FOR VARIOUS OCCASIONS

PCV:	Ang mahál po namán. Walá na bang táwad?	That's expensive. Can't you give a discount?
Store keeper:	Magkáno ba ang gustó mo?	How much would you want to pay for it?
PCV:	Tatlong píso ng lang po'.	Three pesos.
Store keeper:	Nakú, hindi puwéde. Malulúgi akó. Dagdagán mo namán.	Oh no, I can't. I'd lose. Offer a bit more.
PCV:	Tres singkuwénta, puwéde na po ba?	Three-fifty. Can you give it for that?
Store keeper:	O, síge na nga'. Iláng yárda ang kukúnin mo?	Okay. How many yards do you want?
PCV:	Dalawá't kalaháti po'.	Two-and-a-half, please.

Ordering a Meal in a Restaurant

Waitress:	Anó ang "órder" ninyó?	What'll you have?
PCV:	Anó ba ang pagkáin ngayón?	What are you serving today?
Waitress:	Héto ho ang "ménu". May litsón, pansít, gúlay, isdá', at nilágang manók.	Here's the menu. There's roast pork, noodles, vegetables, fish and boiled chicken.
PCV:	Gustó ko ng pansít na may sabáw at litsón. Puwéde ba ang "half-órder" nitó?	I'd like the noodles with broth, and roast pork. Can I have a half-order of this?
Waitress:	Óho'. Gaáno hong litsón?	Yes, sir. How much roast pork do you want?
PCV:	Písong litsón at isáng kánin.	A peso's worth of the roast pork and one order of rice.
Waitress:	Walá na po ba?	Will there be anything else?
PCV:	Bigyán mo rin akó ng kapé pagkatápos kong kumáin.	Please bring me some coffee after the meal.

EXPRESSIONS FOR VARIOUS OCCASIONS

Information About One's Self

PCV:	Akó po si Lorénzo, ang bágong "PCV" sa Rizal Elementary School.	I am Lorenzo, the new PCV at the Rizal Elementary School.
Parent:	A, ikáw palá si Lorenzo, ang gúro ng anak kong si Rósa.	Oh, so you're Lorenzo, the teacher of my daughter, Rosa.
PCV:	Ópo'.	Yes, sir/ma'am.
Parent:	Anó ang itinutúro mo?	What do you teach?
PCV:	Gúro po akó sa aghám sa Grade IV.	I teach Science in the Fourth Grade.
Parent:	Taga saán ka?	Where are you from?
PCV:	Taga Denver, Colorado po'.	Denver, Colorado, sir/ma'am.
Parent:	Doón ka rin ba ipinánganak?	Where you born there?
PCV:	Hindí po'. Sa Trinidad, Colorado po ako ipinánganak péro sa Denver kamí nakatirá.	No, sir/ma'am. I was born in Trinidad, Colorado but we live in Denver.
Parent:	Iláng taón ka na ba?	How old are you?
PCV:	Dalawampu't dalawá po'	Twenty-two, sir/ma'am.
Parent:	May asáwa ka na ba?	Are you married.
PCV:	Walá pa po'. Bináta pa po akó.	No, sir/ma'am. I'm single/a bachelor.
Parent:	Buháy pa ba ang mga magúlang mo?	Are your parents still living?
PCV:	Ópo', buháy pa silá. Siná Ginoó at Gínang Mike Taylor po silá.	Yes, sir/ma'am. They are Mr. and Mrs. Mike Taylor.
Parent:	Matagál ka na ba dito sa Pilipínas?	How long have you been in the Philippines?/Have you been in the Philippines long?
PCV:	Hindí po'. Tatlong buwán pa lámang po'.	No, sir/ma'am. Just three months.

The PCV as a Co-Teacher

EXPRESSIONS FOR VARIOUS OCCASIONS

Mario:	Akó si Mario Santos. “Peace Corps Volunteer” ka ba?	I am Mario Santos. Are you a Peace Corps Volunteer?
PCV:	Óo. Robert Rogers ang pangálan ko.	Yes. My name is Robert Rogers.
Mario:	Anó ang ginagawá mo rító?	What do you do?
PCV:	Nagtutúro akó sa Mabini Elementary School.	I teach at the Mabini Elementary School.
Mario:	Anó ang itinutúro mo?	What do you teach?
PCV:	Nagtutúro akó ng “English” at “Art” sa “primary grades”.	I teach English and Art in the primary grades.
Mario:	Bákit “English” pa, marúnong namáng mag-“English” ang mga maéstra dito, ah.	Why teach English when our teachers can speak English?
PCV:	Táma ka, péro nandíto kamí úpang tumúlong sa pagtutúro ng “English as a second language”. Bágong “technique” itó.	You’re right, but we’re here to help in the teaching of English as a second language. This is a new technique.
Mario:	Ah, ganoón ba? Mabúti kung ganoón.	Oh, is that right? That’s good then.

C. Expressions for Various Situations

Sa tanggapan at klinika ng doktor

Anong oras po ba ang konsulta sa umaga? sa hapon?	What are the clinic hours in the morning? in the afternoon?
Anong oras po ba ang konsulta araw-araw? kung Sabado?	What are the clinic hours every day? on Saturdays?
May konsulta po ba kung Linggo?	Is the clinic open on Sundays?
Saan po', sa bahay o sa klinika?	Where, sir, at home or at the clinic?
Nariyan po ba ang doktor?	Is the doctor in?
Matatagalan po ba? Kailan po ba darating?/Anong oras po ang dating?	Will he be long? When will he arrive?/What time will he arrive?
Ano pong gamot ang dapat kong bilhin? inumin?	What medicine should I buy? take?
Magkano po ba ang konsulta?	How much does a consultation cost?
Magkano po ba ang subida?/Magkano pong lahat?	How much do I owe (for your services)?/How much is my account?

Sa Ospital

Saan po ba ang Ospital Heneral?	Where is the General Hospital?
Saan po ba ang "free ward" ng mga babae? ng mga lalaki?	Where is the women's free ward? the men's free ward?
Saan po ba ang "surgery ward"?	Where is the surgery ward?
Saan po ba ang silid/"ward" bilang 210?	Where is room/ward #210?

EXPRESSIONS FOR VARIOUS OCCASIONS

Anong oras po ba ang dalaw sa “free ward” araw-araw?	What are the visiting hours in the free ward every day?/on weekdays? on Saturday and Sunday?/on weekends?
kung Sabado’t Linggo? Ano po ba ang dipirensiya ng maysakit?/Ano po ang sakit niya?	What is the patient’s ailment/sickness?
Kailan po ako/siya babalik? Ano pong oras?	When should I/he come back? At what time?
Magkano po ba ang bayad ng isang araw sa solong silid? sa dalawahang silid? sa pinakamurang silid? sa pinakamahal na silid?	What is a day’s charge for a single room? for a double room? for your cheapest room? for your most expensive room?
Magkano po ba ang diskuwento/bawas kung ang pasiyente ay empleado ng gobyerno?	How much discount do you give a patient who is a government employee?

Sa Paliparan (Airport)

Anong oras ba ang lipad mo?	What time is your flight?
Kailan ang “take-off” mo?	What time do you take off?
Anong eroplano ba ang sasakyan mo?	What airline are you taking?
Ilang oras bang liparin ang Pilipinas hanggang Hawaii?	How many flying hours is it from the Philippines to Hawaii?
“Direct flight” ka ba?	Are you taking a direct flight?
Saan-saan ang mga “stop-over” mo?	What stop-overs do you have?
Saan ang unang “stop-over”/hinto’ mo/niya?	Where is your/his first stop(over)?

EXPRESSIONS FOR VARIOUS OCCASIONS

Tayo na sa “airport”, We better leave for the airport or
baka tayo mahuli. we’ll be late.

Sa Opisina

Makinilyahin/
Pakimakinilya mo nga
ito. Please type this.

Kopyahin/Pakikopya Please make a copy of this
mo nga ang memorandum.

“memorandum” na ito. Do we still have any stencils?
Mayroon pa ba tayong
“stencil”?

Natanggap na ba natin Have we received the application of
ang aplikasyon ng/ni

Sa Opisina ng Prinsipal

Mayroon po bang mga Are there any new announcements?
bagong
“announcement”?

Anong oras po ba ang What time is the teachers’ meeting?
miting ng mga guro’?

Kailan po ba ang When will the PTA be organized?
pagtatatag ng “PTA”?

Puwede po bang May I requisition some classroom
mag-rekuwisasyon ng supplies?
mga gamit na
pang-klase?

Maari po bang May the Boy Scouts go camping on
mag-“camping” ang Saturday?
mga “Boy Scouts” sa
Sabado?

Sa Kapetirya

Ano ba ang ulam What are they serving today?
ngayon?

Pumila tayo. Let’s fall in/join the line. (p-um-ila
means ‘file’ or ‘line up’)

EXPRESSIONS FOR VARIOUS OCCASIONS

Masyado bang maalat ang karne?	Is the meat too salty?
Mayroon bang malamig na tubig?	Is there any cold water?
Ibalik na natin ang mga plato natin.	Let's return/turn in our plates/our tray.

Sa Aklatan

Saan ang aklatan?	Where is the library?
Paano ako makakahiram ng libro?	How do I go about borrowing a book?
Puwede bang humiram ng libro?	May I take out a book?
Saan ba ang mga libro ng ...?	Where can I find books on ...?
Maaari bang ilabas itong libro?	May I take this book out of the library?
Ilang libro ang maaaring hiram?	How many books may I take out?
Ilang araw maaaring ilabas ang libro?	How many days may I keep the book?
Magkano ang multa kung huli ang pagkasauli ng libro?	What's the fine for turning in a book late?
Isauli agad...	Bring this back/Return this immediately.
Ano ang dapat gawin kung mawala ang libro?	What should I do if a book is lost?

Sa Simbahan

Saan ang simbahang (Katoliko) dito?	Where is the (Catholic) church?
Alin ang mas malapit?	Which is nearer/closer?
Ilang misa mayroon?	How many Masses are there?
Anu-anong oras ang misa?	At what times are the Masses?
May misa ba sa hapon?	Is there a Mass in the afternoon?
Anong oras ang umpisa ng misa?	What time does Mass begin?

EXPRESSIONS FOR VARIOUS OCCASIONS

Nag-umpisa na ba ang misa?	Has Mass begun?
Tapos na ba ang misa?	Is Mass over?
Inggles ba ang sermon?	Is the sermon in English?

Sa Post Opis

Pagbilhan nga ho ng selyong "airmail"?	I'd like to buy some airmail stamps.
Ilang araw po ba ang "airmail"?	How many days does it take for airmail?
Puwede po bang magbukas ng "Postal Savings Bank Account"?	May I open a postal savings bank account?
Gusto ko sanang magpadala ng "money order" sa Maynila'.	I'd like to send a money order to Manila.
Sino po ba ang kartero para sa aming kalye?	Who is the mailman on our street?

Sa Bangko

Saan po ba ang bangko dito?	Where is the bank around here?
Puwede bang palitan ng mamiso itong barya?	May I have these coins changed to peso bills?
Puwede bang magpapalit ng "personal check" dito?	May I cash a personal check here?
Gusto kong magdeposito/ magpapalit ng tseke.	I'd like to deposit/cash a check.
Gusto kong humiram ng pera sa pagpapatayo' ng bahay.	I'd like to take out a loan to build a house.

Sa "Hardware"

EXPRESSIONS FOR VARIOUS OCCASIONS

Saan ang “hardware” dito?	Where is the hardware store?
Magkano ang isang piyesang yero?	How much is a sheet of galvanized iron/G.I.? (used for roofing).
Magkano ang isang supot ng semento?	How much is a bag of cement?
Magkano ba ang isang galong pintura?	How much is a gallon of paint?
Magkano ba ang isang kilo ng pako?	How much is a kilo of nails?
...	...
Gaano kalaking pako ang kailangan mo?	What size nails do you need?

Sa Tindahan

Saan ang sari-sari istorya?	Where is the <u>sari-sari</u> store?
Malapit ba dito?	Is it near here?
Gusto kong bumili ng pagkain.	I’d like to buy some food.
Mayroon ba kayong ...?	Do you have any ...?
Pagbilan nga ng ...	I’d like some .../Let me have some ...
Puwede bang tingnan?	May I look at/see it?
Magkanong lahat?	How much is it in all?
Heto ang bayad.	Here’s the money/payment./Here you are.
Nasaan ang sukli ko?	Where is my change?
Magkano ba ang ibinigay mong pera?	How much money did you give (me)?

Sa “Department Store”

Ano ho ang kailangan ninyo?	Is there anything I can show you?
Anong “size” ang kailangan ninyo?	What size do you want?
Anong “style”?	What style?
Gusto mo bang isukat?	Do you want to try it on?
Tama ba?	Is it all right?
...	...

EXPRESSIONS FOR VARIOUS OCCASIONS

Patingin nga ng ... Let me see some .../I'd like to see some ...

Sa Palengke

Magkano ho ang ...? How much is the ...?
Magkano isang tumpok ng ...? How much is one pile/mound of ...?
Isang kilo ngang ... One kilo of ..., please.
Isang gatang ngang ... One chupa of ..., please.
Isang tali ngang ... One bundle of ..., please.
Dagdagan naman ninyo. Please add on some more.
Ang kaunti naman. Aw, that's so little.
Sariwa ba ito? Is this fresh?
... ...
Tigdidiyes. Ten centavos each.
Mura na 'yan, Ale/Mama'. That's a good price, sir/ma'am.
May barya ba kayo? Do you have any loose change?

Ang "Laundry"

Magkano ho ba ang laba ng pantalon? How much do you charge for washing trousers?
Kailan ko makukuha ang damit?/Kailan ko babalikan? When can I pick up the clothes?
... ...
Magpapalaba ba kayo? Do you want any clothes laundered/washed?
Magpapa-"dry clean" ba kayo? Do you want any clothes dry-cleaned?

Sa "Beauty Parlor"

Magpapagupit ho ako. I'd like to have my hair trimmed.
 maiksi' short
 mahaba nang kaunti not too short
Magpapakulot ako. I'd like a permanent.

EXPRESSIONS FOR VARIOUS OCCASIONS

Magpapa-“manicure” ako.	I’d like a manicure.
Magpapa-“set” ako.	I’d like to have my hair set.

Sa Modista

Puwede bang magpatahi’?	Could I have a dress made?
Magkano ang tahi ng isang bestido?	How much does it cost to have one dress made?
Pakiluwagan mo nga’.	Please make it looser.
Pakikiputan mo nga’.	Please take it in.
Kailan ko makukuha’?	When can I pick it up?
...	...
Ano ho ang ipapatahi ninyo?	What would you like to have made?
Anong tabas ang gusto mo?	What style/cut/pattern do you want?
Pumili ka ng tabas sa katalogo.	Choose a style from the catalogue.
Gusto mo ba ang maluwang sa laylayan?	Do you want it wide at the hem? (i.e. to flare out at the hem).
Gusto mo ba ng may pileges?	Do you want it with pleats?
Anong klaseng pileges?	What kind of pleats?
Anong klaseng manggas?	What style of sleeves?
Anong klaseng kuwelyo?	What style of collar?
Gusto mo bang isukat?	Do you want to try it on?/Do you want a fitting?
Tama ba ang lapat?	Is the fit right?
Ibalik mo lang kung may dipirensiya, ha?	Please bring it back if it’s not right./it has a defect.
Balikan mo na lang sa Lunes.	Come for it on Monday./Pick it up on Monday.

Sa Sastre

Saan ba dito ang sastre?	Where can I find a tailor?/Where is the tailor shop?
-----------------------------	---

EXPRESSIONS FOR VARIOUS OCCASIONS

Sino ang mahusay na sastre dito?	Who is a good tailor here?
Saan ang mas mura?	Where is a cheaper tailor?
Puwede bang paiklihan?	Would you please shorten it?
Puwede bang habaan?	Would you please lengthen it?
Puwede bang luwangan?	Would you please make it wider/looser?
Magkano ba ang singil ninyo?	How much do you charge?/What is your rate?
Kailan matatapos?	When will it be finished?

Sa "Bar"

Isang serbesa nga'.	A beer please.
Mayroon ba kayong "whiskey"?	Have you any scotch/bourbon?
Magkano ba ang San Miguel?	How much is a San Miguel?
Ano ang pulutan ngayong gabi?	What's for appetizers tonight?
Saan po ba ang "comfort room" ninyo?	Where can I find the men's room/ladies' room?

Sa Tabing-Dagat

Saan bang "beach" tayo pupunta?	What beach are we going to?
Maganda ba ang dagat doon?	Is it a good beach?
May sasakyan ba tayo?	Do we have a ride?
Ano ang sasakyan natin?	How are we going?/What are we riding?
Gaano kalayo'?	How far is it?
Gaano katagal kung sa bus/jeep?	How long does it take on a bus/a jeep?
Ito na ba ang dagat?	Is this the beach?/Are we here?
Malaki ba ang alon dito?	Are the waves big here?
May isda ba dito?	Are there any fish here?
Saan dito ang malalim?	Where does it get deep here?
Saan dito ang mababaw?	Where is it shallow here?

EXPRESSIONS FOR VARIOUS OCCASIONS

Saan tayo kakain?	Where are we eating?
Ano ang baon natin?	What provisions did we bring?
Uuwi na ba tayo?	Are we going home now?
Nasaan ang mga kasama natin?	Where are the others (our companions)?

Sa Láruan

Ano ang laro natin?	What are we playing?
Naks, ang husay niya!	Boy, is he good!
Ang daya' naman noon!	Hey, that was unfair!
Pasikat!	Show off!

Sa Plasa

Magkuwentuhan tayo.	Let's talk./Let's shoot the breeze./Tell me a story.
Umupo tayo sa banda roon.	Let's sit over there.
Bumili tayo ng balut/sitsaron/nilaga/inihaw na mais.	Let's buy some <u>balut</u> /pork cracklings/boiled/roasted corn.

Ang Programa

Ang ganda ng programa ano?	Say, that was a good program, wasn't it!
Ang huhusay ng mga lumabas/"participants"!	The performers are just great/brilliant!

Ang 'Blow-out

Huwag kayong mahihiya' at hindi palagi ito.	Don't be shy, we don't have this too often.
Kumain lang kayo, ha? Walandyo', pambihirang mangyari ito, ah!	Please help yourselves. Well, well, well! This is a rare occasion!

EXPRESSIONS FOR VARIOUS OCCASIONS

Pakikipagtipan

(Making a date)

Puwede ba kitang imbitahing kumain sa labas? Pagka-tapos manood tayo ng sine.

Would you like to have dinner with me, and then we could go to a movie afterwards?

Saan mo gustong pumunta/kumain/manood?

Where would you like to go/eat?/What (movie) would you like to see?

Gusto mo bang mag-“night club” tayo?

Would you like to go night-clubbing?

Sa Pista ng Bayan

(Town Fiesta)

Mamiesta tayo./Makipamista tayo.

Let’s go attend the fiesta.

Ang sarap ng pagkain, ano?

Isn’t the food delicious!

Gusto mo bang sumali sa mga palaro?

Do you want to join the games?

Maraming salamat ho’. Busog na busog kami.

Thank you very much, sir/ma’am. We’re very full.

Sa Binyag

(Baptism)

Kaninong anak ang bibinyagan/bininyagan?

Whose child will be baptized/was baptized?

Saang simbahan bibinyagan/bininyagan ang bata’?

At what church will he be/was the child baptized?

Espesyal ba o ordinaryo ang binyag?

Was the baptism a special kind or an ordinary one?

Sino ang ninang/ninong?

Who is the godmother/godfather?

EXPRESSIONS FOR VARIOUS OCCASIONS

Saan ba ang handaan? Where is the celebration/party being held?
...damit pambinyag... ...baptismal dress...

Sa Kasal (Wedding)

Maligayang bati!
Binabati ko kayo.
Magkaroon sana kayo
ng masaganang
pamumuhay.
Saan ang
“honeymoon”?

Congratulations!
I congratulate you.
I wish you both a prosperous life.

Where will you spend your
honeymoon?

Sa Lámay (Funeral Wake)

Saan nakaburol ang
patay?
Embalsamado ba?
Nakikiramay kami/ako.

Where is the body lying in state?
Is it embalmed?
Please accept our deepest
sympathy./I’m very sorry.

Kailan siya namatay?
Ano ang ikinamatay
niya?

When did he/she die?
What did he/she die of?

Saang simbahan
dadalhin ang patay?
Kailan siya
ililibing?/Kailan ang
libing?

What church will the body be taken
to?
When will he be buried?/When is the
burial?

Saang sementeryo siya
ililibing?

What cemetery will he be buried in?

Kailan magsisimula
ang pasiyam?

When does the 9-day novena (after
the burial) begin?

Sa Pasko (Christmastime)

Maligayang Pasko! Merry Christmas!

EXPRESSIONS FOR VARIOUS OCCASIONS

Masaganang bagong taon!	Happy New Year!/A Prosperous New Year!
Heto ang aginaldo mo.	Here's a gift for you (gift given at Christmas-time).
Mano po'.	(Family custom by which the younger members show respect and deference to the elders by a ritual kissing of the hand. Usually done upon arriving at a home, after a long separation or after the dusk "Angelus" bell.)

Sa Eleksiyon

Sino ang nanalo?	Who won?
Ilan ang nakuha niyang boto?	How many votes did he get?
Maligayang bati.	Congratulations.
Patnubayan ka ng Diyos sa iyong bagong tungkulin.	May the Lord guide you in your new responsibility.

D. Classroom Expressions

Mga Tuntunin (General Directions)

Tingnan (mo/ninyo).	Look.
Makinig ka/kayo./Pakinggan (mo/ninyo).	Listen.
Pakinggan muna (ninyo).	Listen first.
Makinig na mabuti.	Listen carefully/well.
Sabihin (mo/ninyo).	Say.
Ulitin (mo/ninyo).	Repeat.
Sagutin (mo/ninyo).	Answer.
Sagutin ang tanong.	Answer the question.
Sagutin mo siya.	Answer him/her.
Itanong/Tanungin (mo/ninyo).	Ask.
Tanungin mo siya.	Ask him/her.
Ipaliwanag (mo/ninyo).	Explain.
Ilarawan (mo/ninyo).	Describe.
Basahin (mo/ninyo).	Read.
Basahin nang malakas.	Read aloud.
Basahin nang tahimik.	Read silently.
Isulat (mo/ninyo).	Write.
Isaulo (mo/ninyo).	Memorize.
Pag-aralan (mo/ninyo).	Study.
Pag-aralan ninyo ulit.	Study it again.
Mag-“review” ka/kayo.	Review.
Palitan	Substitute/Change/Replace
Gawing tanong	Change/Convert into questions
Magtatanong ako, sagutin mo/ ninyo.	I’ll ask a question, you answer.
Tumayo ka/kayo.	Stand up.
Umupo ka/kayo.	Sit down.
Ipikit ang mga mata.	Shut your eyes.
Pumarito ka sa harapan.	Come to the front (of the class).
Bumalik ka na sa iyong upuan.	You can go back to your seat now.
Itaas ang kamay kung ibig magsalita’/kung alam ninyo ang sagot.	Raise your hand if you want to speak/if you know the answer.
Kumuha ng papel at lapis.	Get your paper and pencil.
Gumawa ng larawan ng isang aso.	Draw a picture of a dog.

EXPRESSIONS FOR VARIOUS OCCASIONS

Ibigay ang papel sa harapan. Pass your papers to the front.
Humanay dito: dito ang mga Line up here/Form two rows
lalaki, dito ang mga babae. here: the boys here and the
girls here.

...

Isa-isa. One at a time./One by one.
Sabay-sabay. Everyone at the same
time./Together.
Tayong lahat. All of us./All together.
Kayong lahat. All of you.
Isa pa./Minsan pa. Once more.
Ulit. Again.
Tuluy-tuloy. Smoothly/Continuously
Lakasan. Louder.
Lakasan ng kaunti'. A little louder.
Pakilakasan mo. Hindi ka Speak louder. We can't hear
namin marinig. you.
Mabilis. Faster.
Kaunting bilis. A little faster.
Dahan-dahan lang. Slowly.
Magaling/Mahusay. Good.
Tama'. Right.
Mali'. Wrong.

...

Huwag magsasalita ng Don't speak English.
Inggles. No English.
Walang Inggles. No English.
Huwag maingay. Don't be noisy.
Tingnan natin kung sino ang Let's see who can be the
pinakatahimik. quietest.
Huwag kang Don't be shy.
mahihiya'/mahiya'.
Huwag kayong darating ng Don't come late.
huli. Don't be late.
Huwag kayong mahuhuli. Don't be late.
Pumasok kayo sa oras. Please come on time.
Huwag kayong liliban/ Don't be absent.
mag-"absent".
Huli na kayo. You are late.

EXPRESSIONS FOR VARIOUS OCCASIONS

...

Handa na ba kayo?	Are you ready?
Nakakakita ka ba?	Can you see?
Naririnig mo ba?	Can you hear?
Maliwanag ba?	Is that clear?
Mayroon ba kayong tanong?	Do you have any questions?
Sino ang gustong pumurba/ sumubok?	Who wants to try?
Naintindihan ba ninyo?	Did you understand?
Hindi ko naintindihan.	I did not understand.

...

Mag-“break” tayo.	Let’s take a break.
Gusto ba ninyong maglaro’?	Do you want to play?
Gusto ba ninyong pumunta sa labas?	Do you want to go outside?
Tapus na ang klase.	Class is over.
Umuwi na tayo.	Let’s go home.

Mga Iba’t-ibang Tanong (Various Questions)

Upang magpalarawan (To elicit a description)

- | | |
|---------------------------|------------------------|
| Anong kulay ito? | What color is this? |
| Anong hugis ito? | What shape is this? |
| Gaano kalaki ito? | How big is this? |
| Gaano kalaki ang bola? | How big is the ball? |
| Gaano kalaki ang butiki’? | How big is the lizard? |
- | | |
|--------------------------------|--|
| Ano ang hipo ng papel? | What is the feel/texture of the paper? |
| Ano ang amoy ng papel? | What is the smell ...? |
| Ano ang lasa ng papel? | What is the taste ...? |
| Ano ang ingay ng papel? | What is the sound/noise..? |
| Ano ang (h)itsura ng
papel? | What is the looks/appearance ...? |
| ...ng dahon? | ... of the leaf? |
| ...ng alapaap? | ... of the tall clouds? |

EXPRESSIONS FOR VARIOUS OCCASIONS

- | | |
|--|---|
| 3. Ano ang masasabi mo tungkol sa aso? | What can you say about the dog? |
| 4. Anong mga salita ang magagamit mo para sa lalaki? | What words can you use to describe the man? |
| 5. Ilarawan ang kalabaw. | Describe the carabao. |

Upang maglarawan ng mga nakita o nakikita (To elicit an observation)

- | | |
|---------------------------------------|-------------------------------------|
| 1. Ano ang naaamoy mo? | What do you smell? |
| Ano ang nakikita mo? | What do you see? |
| Ano ang naririnig mo? | What do you hear? |
| Ano ang nalalalahan mo? | What do you taste? |
| Ano ang nararamdam mo? | What do you feel? |
| 2. Ano ang nangyayari sa lobo? | What is happening to the balloon? |
| Ano ang nangyari sa lobo? | What happened to the balloon? |
| 3. May nagbago ba? | Did anything change? |
| 4. Ano ang mga nagbago? | What things changed? |
| 5. Anong mga pagbabago ang nakita mo? | What changes did you see? |
| Anong mga hayop ang nakita mo? | What animals did you see? |
| Anong mga halaman ang nakita mo? | What plants/vegetation did you see? |
| Anong mga kulisap ang nakita mo? | What insects did you see? |
| 6. Ano ang ginagawa ko? | What am I doing? |
| Ano ang ginagawa mo? | What are you doing? |

Upang makapagbigay ng halimbawa

EXPRESSIONS FOR VARIOUS OCCASIONS

(To elicit an example)

1. Magbigay ng isang bagay na katulad nito. Give/Name one object similar to this.
Ituro ang isang bagay na katulad nito. Point to one object similar to this.
Pumili' ng isang bagay na katulad nito. Choose/Select one object similar to this.
Umisip ng isang bagay na katulad nito. Think of one object similar to this.

Magbigay/Ituro/
Pumili'/Umisip ng isang trayanggulo na katulad nito.

Give/Point to/Choose/Think of a triangle similar to this.

... ibang hayop na katulad nito.

... another animal similar to this.

... ibang hayop na pula.

... another animal that's red.

... ibang hayop na hugis bilog.

... another animal with a round shape.

2. Ano pa ang naiisip ninyong may apat na paa?
Ano pa ang naiisip ninyo na lumilipad?

What else can you think of that has four feet?

What else can you think of that flies?

Upang maghambing (To elicit comparisons)

1. Ano ang pagkakatulad nito?
Ano ang pagkakaiba nito?
Ano ang pagkakaiba ng kalabaw at ng kabayo?
Ano ang pagkakaiba ng isa sa grupong ito?
- What similarities do these have?
What differences do these have?
What is the difference between a carabao and a horse?
What difference does one object in this group have from the rest?
2. Ano ang pagkakaiba ng isang ito sa iba?
Ano ang pagkakaiba ng trayanggulong ito sa rektanggulo?
- What is the difference between this one and the rest?
What is the difference between this triangle and the rectangle?

EXPRESSIONS FOR VARIOUS OCCASIONS

- | | |
|---|--|
| Ano ang pagkakaiba ng butiki' sa manok? | What is the difference between a lizard and a chicken? |
| 3. Alin ang mas mabigat, ang suso' o ang kabayo? | Which is heavier, the snail or the horse? |
| Alin ang mas mahaba', ang suso' o ang kabayo? | Which is longer, the snail or the horse? |
| Alin ang mas kulay daranghita, ang lobo o ang kalabasa? | Which is more orange in color, the balloon or the pumpkin? |
| 4. Anong kulay ang pinakakatulad nito? | Which color is most similar to this? |
| Anong hugis ang pinakakatulad nito? | Which shape is most similar to this? |
| Anong larawan ang pinakakatulad nito? | Which picture is most similar to this? |
| 5. Alin ang pinakamahaba'? | Which is the longest? |
| Alin ang pinakamaikli'? | Which is the shortest? |
| Alin ang pinakamabigat? | Which is the heaviest? |
| Alin ang pinakamapula? | Which is the reddest? |

Upang magsamasama (To elicit a classification)

- | | |
|---------------------------------------|--|
| 1. Pumili ng dalawang magkatulad. | Select two that are similar. |
| Ituro ang dalawang magkatulad. | Point to two that are similar. |
| Pagsamahin ang dalawang magkatulad. | Group together the two that are similar. |
| Pagsamahin ang lahat na magkatulad. | Group together all those that are similar. |
| Pagsamahin ang lahat na magkaiba. | Group together all those that are different. |
| Pagsamahin ang lahat na pula. | Group together all those that are red/all the red ones. |
| Pagsamahin ang parehong solido/buo. | Group together all the solid/whole ones. (all those that are identically solid/whole). |
| Pagsamahin ang parehong likido/lusaw. | Group together all the liquids. |

EXPRESSIONS FOR VARIOUS OCCASIONS

- | | |
|---|---|
| 2. Lahat ba ng nasa grupo ay “soft drinks”?
Lahat ba ng nasa grupo ay hayop? | Are all those in the group soft drinks?
Are all those in the group animals? |
| 3. Mayroon bang pulang dahon?
Mayroon bang mahabang berdeng lapis? | Is there a red leaf?
Is there a long green pencil? |
| 4. Ilagay ang lahat na maiinit dito.
Ilagay ang lahat na maligasgas dito.
Ilagay ang lahat na makinis dito.
Ilagay ang lahat na madulas dito. | Place all those that are hot here.
Place all those that are coarse/rough here.
Place all those that are smooth/polished here.
Place all those that are slippery here. |
| 5. Mayroon ba sa grupong ito na madilim ang kulay?

Mayroon ba sa grupong ito na may kulang?
Mayroon ba sa grupong ito na may elipse?
Mayroon ba sa grupong ito na mabigat? | Is there in this group one with a dark color?/Is there one with a dark color in this group?

Is there one with something missing in this group?
Is there an ellipse/one with an elliptical shape in this group?
Is there a heavy object/one that's heavy in this group? |
| 6. May iba bang paraan para maggrupo ang mga dahong ito? | Is there another method/way to group these leaves? |

Upang magplano (To elicit a plan)

- | | |
|--|--|
| 1. Paano natin malalaman kung ano ang nasa loob ng kahon?
Paano natin malalaman kung kinain ng isang daga' ang labanos? | How can we find out what is inside this box?
How can we find out if a mouse/rat ate the radish? |
|--|--|

EXPRESSIONS FOR VARIOUS OCCASIONS

Paano natin malalaman kung ang uod ay malagkit? How can we find out if the worm is sticky?

2. Ano ang gagawin natin sa mga batong ito? What will we do with these stones?
Ano ang gagawin natin sa mga prutas na ito? What will we do with these fruits?
Ano ang gagawin natin sa mga buto? What are we going to do with the seeds/bones?

Upang magbigay ng katwiran o magpatibay sa mga nasuri (To elicit a reason or proof of one's conclusions)

1. Paano natin malalaman kung uulan mamayang hapon? How can we know/find out if it will rain this afternoon?
Paano natin malalaman kung sisikat ang araw bukas? How can we find out if the sun will shine tomorrow?
Paano natin malalaman kung ito ay isang pato? How can we find out if this is a duck?
2. Sigurado ka ba?/ Natitiyak mo ba? Are you sure?/
Are you certain (of it)?
3. Ano ang katwiran mo? What is your reason/explanation/
argument?
4. Bakit mo sinabing mainit ito? Why did you say this is hot?
Bakit mo sinabing ang hangin ay kumukuha ng lugar? Why did you say that air occupies space?

Upang magpasiya (To elicit a conclusion)

1. Bakit kaya' nangyari iyon? Why do you think that happened?
Bakit kaya' naging kulay kape ang dahon? Why do you think the leaf turned brown?

EXPRESSIONS FOR VARIOUS OCCASIONS

- Bakit kaya' namatay ang halaman? Why do you think the plant died?
2. Ano kaya' ang nagpatahol sa aso? What might have caused the dog to howl?
Ano kaya' ang nagpaulan? What might have caused it to rain?
3. Ano ang masasabi mo sa eksperimentong ito? What can you say about this experiment?
Ano ang naging pasiya mo pagkatapos ng eksperimentong ito? What was your conclusion upon completing this experiment?

Upang maghinuha (To elicit a hypothesis)

- Ano kaya ang mangyayari kung initin natin ang bote? What do you think will happen if we heat the bottle?
- Ano kaya ang mangyayari kung pakuluin natin ang tubig? What do you think will happen if we boil the water?
- Ano kaya ang mangyayari kung tingnan natin ang araw? What do you think will happen if we look at the sun?
- Ano kaya ang mangyayari kung pakawalan natin ang ibon? What do you think will happen if we release the bird?

APPENDIX III
PRONUNCIATION DRILLS

APPENDIX III

This Appendix contains twelve pronunciation lessons for American learners of Tagalog. The lessons include exercises on the pronunciation of consonant and vowel sounds which are dissimilar from those that occur in American English. These may prove difficult for Americans to pronounce. There are also exercises on word and phrase stress, intonation, and certain sound changes.

These lessons have been designed so that they can be presented either at the beginning, or during the first few lessons of the course, or as the necessity for such exercises arises. A detailed table of contents has been included to serve as easy reference for the teacher in determining the appropriateness of each lesson for specific pronunciation problems.

TABLE OF CONTENTS

Lesson 1

- A. Word Drill. Words introduced in the first lessons of the text.
- B. Sound Drill. /a/, /e/, /i/, /o/ and /u/.
- C. Sentence Drill. Sentences with vowel sounds drilled in A and B.

Lesson 2

- A. Word Drill. Words with final /ng/.
- B. Sound Drill. /a/ and /e/.
- C. Phrase Drill. Phrases with /o/, /u/ in pre-final and /o/ in final phrase position.
- D. Sentence Drill. Sentences with the vowel sounds drilled in A to C.

Lesson 3

- A. Word Drill. Words with final /'/.
- B. Sound Drill. /i/, /o/, and /u/.
- C. Sentence Drill. Sentences with junctures.

Lesson 4

- A. Word Drill. Words commonly mispronounced in the lessons.
- B. Sound Drill. /'/.
- C. Sentence Drill. Sentences with glottal stops and without glottal stops in sentence non-final position.

Lesson 5

- A. Word Drill. /-/ and /'/.
- B. Phrase Drill. Phrases with the sounds drilled in A and B.
- C. Sentence Drill. Sentences with the sounds drilled in A and B.

Lesson 6

- A. Minimal Pair Drill. /n/ -/ng/.
- B. Word Drill. /ng/ in initial, medial and final positions.

PRONUNCIATION DRILLS

- C. Phrase Drill. Phrases with the sounds drilled in A and B.
- D. Sentence Drill. Sentences with the sounds drilled in A - C.
- E. Intonation Drill. Yes-No Question and Answer Drill.

Lesson 7

- A. Minimal Pair Drill. /p/ - /b/.
- B. Word Drill. /p/ and /b/ in initial, medial and final positions.
- C. Phrase Drill. Phrases with the sounds drilled in A and B.
- D. Sentence Drill. Sentences with the sounds /p/ and /b/.

Lesson 8

- A. Minimal Pair Drill. Contrastive word stress.
- B. Sentence Drill. Sentences with contrastive word stress.

Lesson 9

- A. Word Drill. /t/ in initial, medial and final positions.
- B. Phrase Drill. Phrases with /t/ in different positions.
- C. Sentence Drill. Sentences with /t/ in different positions.

Lesson 10

- A. Word Stress Drill. Two-syllable and three-syllable words with final syllable stress.
- B. Intonation Drill. Rising intonation for questions.

Lesson 11

- A. Minimal Pair Drill. /k/ - /g/.
- B. Word Drill. /k/ in initial, medial and final positions.
- C. Phrase Drill. Phrases with the sounds /k/ and /g/.
- D. Sentence Drill. Sentences with /k/ and /g/ sounds.
- E. Intonation Drill. Rising intonation for information questions.

Lesson 12

- A. Word Drill. Raising of vowels in non-final position (e → i), (o → u).
- B. Intonation Drill. Intonation contours for the different types of sentences: statements, questions, commands, requests, responses.

Lesson 1

A. Word Drill (stress)

magandáng	umága	hápon	gabí
Ginoóng	tangháli'	Gínang	lahát
	Binibíning		namán
			inyóng

B. Sound Drill (/a/, /e/, /i/, /o/, /u/)

/a/ magandáng umága tangháli' lahát	/e/ Fe Évelyn Ángel Robérto	/i/ inyóng Binibíning Tóni tangháli' gabí Gínang
/o/ Ginoóng Rámos akó	/u/ umága po akó po namán	/o/ or /u/ doktór Tolentíno hápon

C. Sentence Drill

Construct sentences using the words in (A) and (B).

Lesson 2

A. Word Drill (stress and final /ng/)

Binibí <u>ng</u>	magandá <u>ng</u>
Gín <u>ng</u>	inyó <u>ng</u>
Ginoó <u>ng</u>	ang

B. Sound Drill (/a/ and /e/)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/a/	at ang anó alám	Tagálog báhay daán lahát	umága tínta magandá pamburá
/e/	Éster éwan eskuwelahan estudyante	mésa pétsa papél Ingglés	kótse babáe laláke béynte

C. Phrase Drill (/o-u/ in pre-final position and /o/ in final position of po')

<u>Pre-final</u>	<u>Final</u>
po ako	umaga po'
po kayo	tanghali po'
po naman	gabi po'

D. Sentence Drill

1. Si Ginoong Caton po kayo.
2. Magandang umaga po'.
3. Magandang hapon po'.
4. Magandang hapon po naman.

Lesson 3

A. Word Drill (final glottal stop)

wíka'	hindí'	po'	púno
táma'	tangháli'	pintó'	bintána'

B. Sound Drill (/i/, /o/, and /u/)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/i/	itó iyán iyón isá	lápis Gínang Ginoóng direktór	si mabúti Binibíni gabí
/o/	óras ótso ónse ópo'	hápon kótse hoy tulóy	síno kuwadérno libró kayó
/u/	úlo úna umága ulítin	púno isúlat tulóy sagutín	

C. Sentence Drill

Ano ito?	Lapis iyan.
Ano iyan?	Kotse ito.
Ano iyon?	Kuwaderno iyon.

Lesson 4

A. Word Drill

síno	akó	tulóy
anó	ka	kumustá
ang	kayó	mabúti
	siyá	salámat

B. Sound Drill (glottal stop)

1. Recognition exercise. Listen to the teacher and identify the words pronounced with a glottal stop.

bága	'ember'	bága'	'lung'
báta	'robe'	báta'	'child; young'
túbo	'Pipe'	túbo'	'gain; profit'
sála	'living room'	sála'	'strain'

2. Production exercise

<u>Initial</u>	<u>Medial</u>		<u>Final</u>
'umága	pa'álam	Néne'	Po'
'itó	tá'o	púno'	hindí'
'ó'o	babá'e	táma'	malí'
'ópo'	toto'ó	wíka'	pintó'
	ginó'o	bintána'	ulí'
			walá'

C. Sentence Drill

1. Ano 'ito? Ano 'iyon?
 Ano 'iyan? Magandang 'umaga.
2. (Notice the loss of the final glottal stop in the underlined words.)

Magandang tanghali po'.

Bintana po ito.

Si Belen po siya.

Wala pong anuman.

Lesson 5

A. Word Drill

The words in the left column are pronounced without a final glottal stop, e.g. bag 'ember'. The difference between the minimal pairs in the two columns lies in the absence or the presence of a final glottal stop.

1. bága	'ember'	bága'	'lung'
báta	'robe'	báta'	'child; young'
Kúba	'Cuba'	kúba'	'hunchback'
túbo	'pipe; tube'	túbo'	'gain; profit'
sála	'living room'	sála'	'to filter; strain'

2. In reduplicated form, the glottal stop after the first part disappears. Note, also, the change from the final /o/ to /u/ in the first part of the reduplicated word.

bíru-bíro'	'merely a joke'
hálu-hálo'	'a mixture'
sári-sári'	'variety'
untí-untí'	'little by little'

B. Phrase Drill

ang bába-bába'	'very low'
ang báta-báta'	'very young'
ang hába-hába'	'very long'
ang dalí-dalí'	'very easy'
ang iklí-iklí'	'very short'
ang putí-putí'	'very white'
ang tandá-tandá'	'very old'

C. Sentence Drill

1. Anó sa Inggles ang Kubá?
2. Anó sa Kastila ang bagá'?
3. Téna sa sala.
4. "Hunchback" ang kubá', hindi bá?
5. Ano 'ka mó? Bagá o bagá'?¹

1 Contracted form of wika' in the context of Ano ang wika mo? It should not be confused with the pronoun ka (you, singular).

Lesson 6

A. Minimal pairs (/n/ - /ng/)

/n/	/ng/
téna 'let's go'	ténga 'ear'
sanáy 'accustomed to'	sangáy 'branch'
púnas 'sponge bath'	púngas 'getting up half-awake'
nána' 'pus'	ngánga' 'mixture of betel nut, leaf and lime for chewing'
nawá' 'may it be so'	ngawá' 'howl'

B. Word Drill (/ng/)

1. <u>Initial</u>	<u>Medial</u>	<u>Final</u>
nga'	manga	ng (= [nang])
ngayón	bangá' 'clay pot'	ang
ngípin	lángit 'sky; heaven'	bílang
ngitngít 'anger'	pángit	ilóng
ngísi 'grin'	pangálan	dalawáng
ngúso' 'snout'	sangáy	

2. Pronounce the following words carefully. Notice the succession of /ng/ and /g/, represented in writing as -ngg-.

hanggáng	'until'	langgám	'ant'	manggá	'mango'
Ingglés		Linggó		unggóy	'monkey'

C. Phrase Drill

magandáng mga ngípin	dalawáng magúlang
pángit na pangálan	ang mga bílang

D. Sentence Drill

PRONUNCIATION DRILLS

Biyérnes ngayón
Páblo ang pangálan niyá.
Isáng ilóng itó.
Lumangóy silá sa Hapúna.

E. Intonation Drill

1. Change the sentences in the preceding drill into questions using hindi ba?
2. Give affirmative answers using nga'.

Lesson 7

A. Minimal Pair Drill (/p/ - /b/)

/p/ pára 'for'	/b/ bára 'unit of measure, 80 centimeters'
páta 'leg of an animal'	báta 'robe'
patíd 'cut/break up'	batíd 'know'
ípon 'save'	íbon 'bird'
lápís 'pencil'	lábis 'excess'
tápon 'throw away'	tábon 'mound of earth'
upó 'sit'	ubó 'cough'

B. Word Drill

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>	
/p/	píso pétsa paléngke	ápat lápís sampú'	úlap takíp kisláp	'cloud' 'lid' 'luster/ shine'
	pangálan Pilipínas	kahápon kapatíd	mahírap masaráp	
/b/	bátis 'brook' bába'	lábi' túbo	álab dibdíb	'seethe'

C. Phrase Drill

/p/	ápat na píso pétsa kahápon	sa Pilipínas kisláp ng bituín
/b/	báta sa bátis	álab ng púso'

D. Sentence Drill

Anó ang petsa kahápon?
Kailán tayo pupunta sa Pilipínas?
Magandá ang kisláp ng bituín.
Álab ng puso', sa dibdíb mo'y buháy.

Lesson 8

A. Minimal Pair Drill (stress)

báta	'robe'	batá	'bear; suffer'
hápon	'afternoon'	Hapón	'Japan; Japanese'
Líma	'Lima, city of'	limá	'five'
píto	'whistle'	pitó	'seven'
tíra	'a fling; hit'	tirá	'left-over'
túbo	'pipe; tube'	tubó	'sugar cane'
tápon	'throw away'	tapón	'cork; stopper'

B. Sentence Drill

Natakot ang <u>áso</u> sa <u>asó</u> .	'dog - smoke'
May <u>bálat</u> siya sa <u>balát</u> .	'birthmark - skin'
<u>Búkas</u> ang <u>bukás</u> ng tindahan.	'tomorrow - open'
<u>Gabí-gabí</u> ang kain niya ng <u>gábi</u> .	'night - yam'
Ang <u>pakó</u> ay nakasabit sa <u>páko</u> '.	'fern - nail'
Dalhin mo ang <u>laruán</u> sa <u>láruan</u> .	'toy - playground'
Ang <u>sayá</u> niya nang matapos ang <u>sáya</u> .	'happy - skirt'
Pinukpok niya ng <u>túbo</u> ang <u>tubó</u> .	'pipe - sugar cane'
Ang <u>páso</u> niya ay galing sa mainit na <u>pasó</u> '.	'burn - flower pot'
Tuwing <u>hápon</u> may <u>Hapón</u> sa kanila.	'afternoon - Japanese'

Lesson 9

A. Word Drill /t/ in initial, medial, and final positions

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
tátay	átin	payát
táma'	nátin	sakit
túbig	báta'	malungkót
tápos	balíta'	ápat
tatló	matalíno	pángit
tagá-	matabá'	bákit
taón	mataás	salámat
totoó	mabúti	pakiúlit

B. Phrase Drill

tatlóng taón
malungkót na balíta'
payát na báta'
matalínong tátay

C. Sentence Drill

1. Tatlong taon ná ang “project” nátin.
2. Malungkot na balíta iyán.
3. Payat na báta si David.
4. Matalíno ang tátay ni Bén.

Lesson 10

A. Word Stress Drill

Read the following words. The stress falls on the final syllable.

Three-syllable words

hindí'
limá
iyón
kamí
aklát
kayó
Martés
Linggó
gustó
ngayón

Two-syllable words

direktór
prinsipál
dalawá
mayroón
kapatíd
magandá
matagál
mabilís
totoó
kailán

B. Intonation Drill

Read the following questions. Observe the rising intonation at the end.

1. Mayroón ka bang dalawang kapatíd?
2. Kailán umalís ang mabait na direktór?
3. Maganda ba ang Hapuna?
4. Gusto mo bang lumangóy sa Linggo?

Lesson 11

A. Minimal Pair Drill (/k/ - /g/)

/k/		/g/	
kúlay	'color'	gúlay	'vegetable'
kaniyáng	'his/hers'	ganiyáng	'that manner'
báka	'cow'	bága	'ember'
bákal	'iron'	bágal	'slow'
súko'	'surrender'	súgo'	'messenger'
tuktók	'summit; peak'	tugtóg	'play an instrument'
pakpák	'wing'	pagpág	'shake'

B. Word Drill (/k/ in initial, medial, and final positions)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
kánan 'right'	bákit	álak
kílay	tíket	búlak
kúlay	wíka'	anák
kasí	bigkás 'pronounce'	iták 'bolo; big knife'
kutsára	Paskó	paták 'drop'
kailán	akála 'presumed'	itúlak
kaliwá' 'left'	botíka	tumahímik
kaibígan	magkáno	ikinagágalák

C. Phrase Drill

kánang kamáy
kaliwá ng botíka
kailán tumahímik
ikinagágalak kó

D. Sentence Drill

1. Sí Jáime | ang kanang kamay ng bós.
2. Sa kaliwa ng botíka | ang bagong bángko.
3. Kailán tumahímik | ang maingay na klase?
4. Ikinagagalak ko | kayong makilála.

E. Intonation Drill

PRONUNCIATION DRILLS

1. Alín ang bagong pantalon | ni Ricardo?
2. Sino ang umiinom | ng malamig na serbesa gabi-gabi?
3. Saán kayo bumili | ng mga mura at magagandang
bulaklák?
4. Kaninong malinis na sapatos iyan?
5. Kailán ka pupunta | sa Honolulu?

Lesson 12

A. Word Drill Raising of Vowels in Non-final Position

1. /e/→/i/

<u>/e/</u>		<u>/i/</u>
babá <u>e</u>	-	babaing magandá
lalá <u>ke</u>	-	lalaking matápang
á <u>le</u>	-	Aling Néna
tá <u>le</u> '	-	taling mahigpít
pá <u>re</u> '	-	paring mabaít

2. /o/ → /u/ (plus shift of stress to the next syllable)

<u>/o/</u>	<u>/u/</u>
<u>Stressed First Syllable</u>	<u>Stressed Second Syllable</u>
bá <u>lot</u>	bal <u>utin</u>
há <u>lo</u>	hal <u>uin</u>
bí <u>ro</u>	bir <u>uin</u>
bí <u>log</u>	bil <u>ugin</u>
tá <u>lop</u>	tal <u>upan</u>
<u>Stressed Second Syllable</u>	<u>Stressed Third Syllable</u>
ku <u>lot</u>	ku <u>lutin</u>
lab <u>not</u>	lab <u>nutin</u>
ku <u>rot</u>	ku <u>rutin</u>
la <u>ro'</u>	la <u>ruin</u>
sa <u>lop</u>	sa <u>lupin</u>
ha <u>rot</u>	ha <u>rutin</u>
si <u>klot</u>	si <u>klutin</u>

B. Intonation Drill: (Intonation patterns for the different types of sentences)

Follow your teacher's model for the following sentences.

PRONUNCIATION DRILLS

1. Statements

Maganda ang baro'.

Doktor si Pedro.

Umupo ang guro'.

Mahal ito.

2. Questions

a. Yes-no questions

Amerikano ba si Jorge?

Maganda ba ito?

Umupo ba ang guro?

b. Tag questions

Amerikano si Jorge, di ba?

Maganda ang guro, ano?

c. Interrogative questions

Alin ang anak mo?

Saan ang bahay ni Aling Nena?

Sino si Dick McGinn?

3. Commands

Tindig kayo.

Upo kayo.

Isara ang libro.

4. Requests

Pakiabot nga ng asin.

Pakisara nga ng pinto.

Pakidala nga ng libro ko.

5. Responses

Affirmative: Oo (Amerikano si Jorge).

Negative: Hindi (hindi siya maganda).

Wala (wala akong pera)!

APPENDIX IV
CHARTS SHOWING VERBAL
ASPECT FORMATIONS

APPENDIX IV

This Appendix is comprised of four verb charts which illustrate certain verbal conjugations. Actor focus affixes, um-, mag-, and ma- and the goal focus affix, in- are illustrated each with three aspects. These paradigms will help the student understand the inflection system of Tagalog verbs. Only verbs used in the text are cited in the paradigms.

Supplementary List of Verbs in Three Aspects

UM-VERBS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
borrow	hiram	humiram	humiram	humihiram	hihiram
buy	bili	bumili	bumili	bumibili	bibili
choose	pili'	pumili'	pumili'	pumipili'	pipili'
come in	tuloy	tumuloy	tumuloy	tumutuloy	tutuloy
count	bilang	bumilang	bumilang	bumibilang	bibilang
cry	iyak	umiyak	umiyak	umiyyak	iiyak
dance	sayaw	sumayaw	sumayaw	sumasayaw	sasayaw
drink	inom	uminom	uminom	umiinom	iinom
eat	kain	kumain	kumain	kumakain	kakain
enter	pasok	pumasok	pumasok	pumapasok	papasok
get	kuha'	kumuha'	kumuha'	kumukuha'	kukuha'
go	punta	pumunta	pumunta	pumupunta	pupunta
go home	uwi'	umuwi'	umuwi'	umuuwi'	uuwi'
go out	labas	lumabas	lumabas	lumalabas	lalabas
go with	sama	sumama	sumama	sumasama	sasama
help	tulong	tumulong	tumulong	tumutulong	tutulong
jump	talon	tumalon	tumalon	tumatalon	tatalon
laugh	tawa	tumawa	tumawa	tumatawa	tatawa

CHARTS SHOWING VERBAL ASPECT FORMATIONS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
leave	alis	umalis	umalis	umaalis	aalis
look	tingin	tumingin	tumingin	tumitingin	titingin
look for	hanap	humanap	humanap	humahanap	hahanap
pass	daan	dumaan	dumaan	dumadaan	dadaan
read	basa	bumasa	bumasa	bumabasa	babasa
recite a poem	tula'	tumula'	tumula'	tumutula'	tutula'
ride	sakay	sumakay	sumakay	sumasakay	sasakay
run	takbo	tumakbo	tumakbo	tumatakbo	tatakbo
sing	kanta awit	kumanta umawit	kumanta umawit	kumakanta umaawit	kakanta aawit
sit	upo'	umupo'	umupo'	umuupo'	uupo'
stand	tayo'	tumayo'	tumayo'	tumatayo'	tatayo'
swim	langoy	lumangoy	lumangoy	lumalangoy	lalangoy
visit	bisita	bumisita	bumisita	bumibisita	bibisita
wake up	gising	gumising	gumising	gumigising	gigising
walk	lakad	lumakad	lumakad	lumalakad	lalakad
wave	kaway	kumaway	kumaway	kumakaway	kakaway
write	sulat	sumulat	sumulat	sumusulat	susulat

MAG-VERBS

CHARTS SHOWING VERBAL ASPECT FORMATIONS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
(play) basketball	basketbol	magbasketbol	nagbasketbol	nagbabasketbol	magbabasketbol
bleed	dugo'	magdugo'	nagdugo'	nagdudugo'	magdudugo'
bowl	boling	magboling	nagboling	nagboboling	magboboling
(take a) break	'break'	mag-'break'	nag-'break'	nagbe-'break'	magbe-'break'
breakfast	almusal	mag-almusal	nag-almusal	nag-aalmusal	mag-aalmusal
brush (teeth)	sipilyo	magsipilyo	nagsipilyo	nagsisipilyo	magsisipilyo
cash a check	palit	magpapalit	nagpapalit	nagpapapalit	magpapapalit
go to church	simba	magsimba	nagsimba	nagsisimba	magsisimba
clean	linis	maglinis	naglinis	naglilinis	maglilinis
comb	suklay	magsuklay	nagsuklay	nagsusuklay	magsusuklay
deposit	deposito	magdeposito	nagdeposito	nagdedeposito	magdedeposito
fry	prito	magprito	nagprito	nagpiprito	magpiprito
get dressed	bihis	magbihis	nagbihis	nagbibihis	magbibihis
give	bigay	magbigay	nagbigay	nagbibigay	magbibigay
give gift	regalo	magregalo	nagregalo	nagreregalo	magreregalo
hang (clothes)	sampay	magsampay	nagsampay	nagsasampay	magsasampay

CHARTS SHOWING VERBAL ASPECT FORMATIONS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
harvest	ani	mag-ani	nag-ani	nag-aani	mag-aani
lunch	tanghalian	magtanghalian	nananghalian	nanananghalian	mananghalian
(have a) meeting	miting	magmiting	nagmiting	nagmimiting	magmimiting
(see a) movie	sine	magsine	nagsine	nagsisine	magsisine
picnic	piknik	magpiknik	nagpiknik	nagpipiknik	magpipiknik
plant	tanim	magtanim	nagtanim	nagtatanim	magtatanim
play	laro'	maglaro'	naglaro'	naglalaro'	maglalaro'
plow	araro	mag-araro	nag-araro	nag-aararo	mag-aararo
practice	sanay	magsanay	nagsanay	nagsasanay	magsasanay
put away/ clear	ligpit	magligpit	nagligpit	nagliligpit	magliligpit
return	sauli'	magsauli'	nagsauli'	nagsasauli'	magsasauli'
see each other	kita'	magkita'	nagkita'	nagkikita'	magkikita'
shave	ahit	mag-ahit	nag-ahit	nag-aahit	mag-aahit
smoke cigarettes	sigarilyo	magsigarilyo	nanigarilyo	nananagarilyo	mananagarilyo
snack	merienda	magmerienda	nagmerienda	nagmemerienda	magmemerienda
speak	salita'	magsalita'	nagsalita'	nagsasalita'	magsasalita'
start/ begin	umpisa	mag-umpisa	nag-umpisa	nag-uumpisa	mag-uumpisa

CHARTS SHOWING VERBAL ASPECT FORMATIONS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
strike against (an employer)	istrayk	mag-istrayk	nag-istrayk	nag-iistrayk	mag-iistrayk
study	aral	mag-aral	nag-aral	nag-aaral	mag-aaral
teach	turo'	magturo'	nagturo'	nagtuturo'	magtuturo'
travel	lakbay	maglakbay	naglakbay	naglalakbay	maglalakbay
wait	hintay	maghintay	naghintay	naghihintay	maghihintay
wash	laba	maglaba	naglaba	naglalaba	maglalaba
wash face	hilamos	maghilamos	naghilamos	naghihilamos	maghihilamos
watch/ observe	masid	magmasid	nagmasid	nagmamasid	magmamasid
work	trabaho	magtrabaho	nagtrabaho	nagtatrabaho	magtatrabaho

MA-VERBS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
(get) angry	galit	magalit	nagalit	nagagalit	magagalit
bathe	ligo'	maligo'	naligo'	naliligo'	maliligo'
(become) crazy	loko	maloko	naloko	naloloko	maloloko
fall	hulog	mahulog	nahulog	nahuhulog	mahuhulog
(be) frightened	takot	matakot	natakot	natatakot	matatakot

CHARTS SHOWING VERBAL ASPECT FORMATIONS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
(be) full	busog	mabusog	nabusog	nabubusog	mabubusog
(be) glad	tuwa'	matuwa'	natuwa'	natutuwa'	matutuwa'
happen	yari'	mangyari'	nangyari'	nangyayari'	mangyayari'
(get) hungry	gutom	magutom	nagutom	nagugutom	magugutom
(be) late	huli	mahuli	nahuli	nahuhuli	mahuhuli
learn	tuto	matuto	natuto	natututo	matututo
leave behind	iwan	maiwan	naiwan	naiiwan	maiwan
listen	kinig	makinig	nakinig	nakikinig	makikinig
meet	kilala	makilala	nakilala	nakikilala	makikilala
sleep	tulog	matulog	natulog	natutulog	matutulog
(get) thirsty	uhaw	mauhaw	nauhaw	nauuhaw	mauuhaw
(get) tired	pagod	mapagod	napagod	napapagod	mapapagod
view/watch	nood	manood	nanood	nanonood	manonood

IN-VERBS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
ask	hingi'	hingin	hiningi'	hinihingi'	hihingin
borrow	hiram	hiramin	hiniram	hinihiram	hihiramin
buy	bili	bil(i)hin	binili	binibili	bibilin/ bibilhin
carry	buhat	buhatin	binuhat	binubuhat	bubuhatin

CHARTS SHOWING VERBAL ASPECT FORMATIONS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
cook	luto'	lutuin	niluto'	niluluto'	lulutuin
copy	kopya	kopyahin	kinopya	kinokopya	kokopyahin
cut	putol	putulin	pinutol	pinuputol	puputulin
cut (with scissors)	gupit	gupitin	ginupit	ginugupit	gugupitin
dig	hukay	hukayin	hinukay	hinuhukay	huhukayin
erase	bura	burahin	binura	binubura	buburahin
fix/arrange	ayos	ayusin	inayos	inaayos	aayusin
fold	tiklop	tiklupin	tiniklop	tinitiklop	titiklupin
get	kuha'	kunin	kinuha'	kinukuha'	kukunin
give	bigay	ibigay	(i)binigay	(i)binibigay	ibibigay
kick	sipa'	sipain	sinipa'	sinisipa'	sisipain
make	gawa'	gawin	ginawa'	ginagawa'	gagawin
prepare	handa'	ihanda'	hinanda'	hinahanda'	ihahanda'
rend/tear	punit	punitin	pinunit	pinupunit	pupunitin
return	sauli'	isauli'	(i)sinauli'	(i)sinasauli'	isasauli'
sew	tahi'	tahiin	tinahi'	tinatahi'	tatahin
teach	turo'	ituro'	itinuro'	itinuturo'	ituturo'
throw/hurl	hagis	ihagis	hinagis	hinahagis	ihahagis
throw away	tapon	itapon	tinapon	tinatapon	itatapon

CHARTS SHOWING VERBAL ASPECT FORMATIONS

Gloss	Root	Infinitive	Completed Aspect	Incompleted Aspect	Contemplated Aspect
water plants	dilig	diligin	dinilig	dinidilig	didiligin
wear/use	gamit	gamitin	ginamit	ginagamit	gagamitin

APPENDIX V
WORKSHEETS FOR
INFORMANT SESSIONS

APPENDIX V

This Appendix attempts to assist in eliciting information from an unsophisticated informant and in preparation for continued language learning in the host country. It consists of various sample exercises for eliciting new grammatical information, and for verification and expansion of grammatical explanations given in the text. There is also a fairly comprehensive list of situations which may be used for eliciting language material in context.

WORKSHEETS

A. QUESTIONS FOR INFORMANT WORK

B. TAGALOG WORKSHEETS

- | | |
|---------------|--|
| Exercise I | - The Sentence and Its Parts |
| Exercise II | - Negative Sentences |
| Exercise III | - Command Form of the <u>Um</u> -Verbs |
| Exercise IV | - Expanded Sentences |
| Exercise V | - Corrective Exercise |
| Exercise VI | - Word Order |
| Exercise VII | - Enclitic Particles |
| Exercise VIII | - Preclitic Particles |

C. SITUATIONS FOR CONSTRUCTING DIALOGUES

A. QUESTIONS FOR INFORMANT WORK

1. Ano ang “ _____ ” sa Tagalog?/
Ano sa Tagalog ang “ _____ ”? What is _____ in Tagalog?
2. Ano ang ginawa ko sa Tagalog? What did I do in Tagalog?
3. Tama ba ang _____? Is _____ right?
4. Puwede bang sabihin ang _____? Can we say _____?
5. Puwede rin bang sabihin ang _____? Can we also say _____?
6. Pareho ba ang _____ at ang _____? Are _____ and _____ the same?
7. Iba ba ang _____ at ang _____? Is _____ different from _____?
8. Alin ang tama’: _____ o _____? Which is right, _____ or _____?
9. Paano pa ang pagsabi ng _____? How else can we say _____?
10. Gamitin mo sa pangungusap ang _____.
11. Kung sabihin kong _____, ano ang sagot mo? Use _____ in a sentence.
If I say _____, what is your response?

For Additional Information

- | | |
|---|---|
| Ano ang ibig sabihin ng _____? | What does _____ mean? |
| Ano ang pagkakaiba ng _____ at _____? | What is the difference between _____ and _____? |
| Madalas bang gamitin ang _____? | Is _____ commonly used? |
| Anong klaseng tao ang gumagamit ng _____? | What type of people use _____? |
| Saan dapat sabihin ang _____? | Where should _____ be said/ spoken? |
| Kailan sinasabi ang _____? | When do we say _____? |

B. TAGALOG WORKSHEETS

Exercise I The Sentence and Its Parts

I. Fill in the blanks with ang or si/sina

1. Estudyante ____ Pedro.
2. Sino ____ babae?
3. "Center Director" ba ____ Al White?
4. "PCV" ____ Patricio at Marino.
5. Ano ____ Doug Nossaman?
6. Ano ____ Jose Guerrero?
7. Amerikano ba o Mehikana ____ sekretarya?
8. Sinu-sino ____ mga guro sa Tagalog?
9. Pilipino ____ Boots at Amerikano ____ Skip.
10. Amerikano ____ mga "Peace Corps Trainees".

II. Answer the questions above in full. Then, check your answers with an informant.

- 2.
- 3.
- 5.
- 6.
- 7.
- 8.

III. Guides to analysis

1. Based on the statements in (I) and (II), what are the two main parts of a Tagalog sentence?
2. What part of speech would you classify each of the two parts?
3. What little words mark the subject or topic of the sentence?
4. What goes with si or sina, and what goes with ang?
5. What different kinds of words can occur in the topic slot?
6. The first part of the sentence is a comment about the second part, the topic. All the comments in the statements above may be classified as nouns. Another type of comment which can be made about similar topics may be exemplified in Mabait si Pedro. Elicit from your informant the meaning of mabait. What part of speech is this?

WORKSHEETS FOR INFORMANT SESSIONS

Elicit 5 more words of this kind and make 5 new sentences. Check your sentences with your informant.

- a.
 - b.
 - c.
 - d.
 - e.
7. Transform the sentences in 6 into questions and negative responses. Again, verify your work with the informant.

Questions Negative Responses

- a.
 - b.
 - c.
 - d.
 - e.
8. Substitute ang phrases, si/sina phrases, personal pronouns, or demonstrative pronouns in the topic slot.

Example: Mabait si Pedro.

- " siya.
" ang estudyante.
" ito.

Exercise II

Negative Sentences

I. Express the following in Tagalog. Check your work with an informant.

I'm not a Filipino.
Jerry is not a physician.
You are not a teacher of English.
Rita is not from New York.
She is not a child.
You are not teachers of Bicol.
Mr. Reyes is not the principal.
That's not George Ricketts.

II. Answer the following questions.

1. What word indicates a negative statement pattern?
2. Can you generalize two patterns of word order in your negative statements in exercise I above? What are they?
 - a.

WORKSHEETS FOR INFORMANT SESSIONS

- b.
3. Is it possible to form a negative question? Try doing so with the first statement in exercise I, and check with your informant. Then, convert the rest of the statements into negative questions.
- (2)
(3)
(4)
(5)
(6)
(7)
(8)
4. Address your negative questions to the informant and elicit affirmative and negative answers. List both answers in full and then make your generalization.
- | <u>Affirmative</u> | <u>Negative</u> |
|--------------------|-----------------|
| (1) | |
| (2) | |
| (3) | |
| (4) | |
| (5) | |
| (6) | |
| (7) | |
| (8) | |
- a. How do you agree to a negative question?
- b. How do you disagree to a negative question?

Exercise III

Command Form of the Um-Verbs

- I. Express the following in Tagalog.
1. Go to the library.
 2. Write on the board.
 3. Run to the store.
 4. Buy some cigarettes at the store.
 5. Go into (enter) the room.
 6. Read a book in the library.
 7. Drink some coffee in the cafeteria.
- II. Answer the following.

WORKSHEETS FOR INFORMANT SESSIONS

1. What word marks a direction or location?
2. What kind of words can follow this marker? Substitute two similar 'place' words in the statements of the preceding exercise. (You may elicit new vocabulary items from your informant.)

Example: (1) Pumunta
ka sa
sine.
" "
" Hilo.

(2)

(3)

(4)

(5)

(6)

(7)

3. What two patterns can you identify in the statements in 1? Can you write out a formula for each? (Consider the major parts in the sentence.)
 - a.
 - b.
4. Test sa on other categories of words and determine which categories can occur and which cannot occur in the slot after sa.
5. Formulate four other statements using the command form of the verb with an object and/or a location. (Refer to your informant, if necessary.)
 - a.
 - b.
 - c.
 - d.

WORKSHEETS FOR INFORMANT SESSIONS

Exercise IV Expanded Sentences

I. Express the following in Tagalog.

1. He taught in Kapiolani.
2. We went to Hapuna.
3. Mila bought a couple of dresses.
4. The children read.
5. The trainees danced.

II. Expand the sentences above by adding an object phrase and/or a time expression. Check your work with your informant.

Example:

1. Nagturo siya sa Kapiolani.
 - a. Nagturo siya ng "Math" sa Kapiolani.
 - b. Nagturo siya ng "Math" sa Kapiolani noong isang linggo.

2.

3.

4.

5.

III. Orally test various transformations of the expanded sentences in the preceding exercise with your informant. Mark each correct form.

Example:

1. a. Negative statement: Hindi siya nagturo ng "Math" sa Kapiolani noong isang linggo.
 - b. Question: Nagturo ba siya ng "Math" sa Kapiolani noong isang linggo?
 - c. Negative Question: Hindi ba siya nagturo ng "Math" sa Kapiolani noong isang linggo?

2. a.

b.

c.

WORKSHEETS FOR INFORMANT SESSIONS

3. a.
- b.
- c.

4. a.
- b.
- c.

5. a.
- b.
- c.

IV. Analysis.

1. Look at the different parts of your expanded sentences.
What are the recognizable parts according to their order of occurrence?
2. You have learned that ang marks the topic and ___ marks location.
What marks the object in sentence I.3.?

What markers can be used with time expressions?
3. In your expanded sentences, what time aspect is expressed?
4. Now, change the expression of the expanded sentences in II to the future time. What marker do you have to use? _____

(2)

(3)

(4)

(5)
- V. Write three more expanded sentences using um-verbs that you have learned recently, and use them with future time expressions.

1.
2.
3.

WORKSHEETS FOR INFORMANT SESSIONS

Exercise V Corrective Exercise

Correct the following sentences.

1. Sara Santos ang nanay ko.
2. Juan ay lalaki.
3. Ano sa Tagalog “count”?
4. Apat kapatid ko.
5. Puti ang kulay “T-shirt” ko.
6. Ano ang kulay mesa?
7. Nakatira ang tatay ko Florida.
8. Nakatira sila ang Michigan.
9. Dalawampu’t isang taon ko.
10. Dalawampu’t tatlong taon na ni George.
11. Ilan ang libro si Presy?
12. May asawa ni Angel?
13. Nakatira namin Washington.
14. Paul ang guro siya.
15. Guro ang kapatid siya.
16. Kapatid ang babae.
17. Tatay ko trabaho siya sa Hilo.
18. Silid ni guro sa Tagalog ito.
19. Ano ang kulay ng bulaklak na ito.
20. Si Linda ang panganay ko. (our eldest)

Exercise VI Word Order

Tingnan mo ang mga salitang may salungguhit (underlined).

Alin ang pandiwa (verb)?

Alin naman ang dapat sumunod sa ang? at alin sa ng?

kumain
bata’
isda’

Kung gagamitin sa pangungusap ang mga salitang ito, alin ang pinakamabuting ayos?

1. Kumain ang ____ ng ____.
2. Kumain ng ____ ang ____.

Kung mayroon ding salitang susunod sa sa...

WORKSHEETS FOR INFORMANT SESSIONS

kumain
bata'
isda'
kusina'

... alin ang magiging pinakamabuting ayos para sa pangungusap?

1. Kumain ang ____ ng ____ sa ____.
2. Kumain ng ____ sa ____ ang ____.
3. Kumain sa ____ ang ____ ng ____.
4. Kumain ang ____ sa ____ ng ____.
5. Kumain ng ____ ang ____ sa ____.
6. Kumain sa ____ ng ____ ang ____.

Anu-ano ang masasabi mo ngayon tungkol sa ayos ng mga salita sa pangungusap na Tagalog? Halimbawa, saan sa pangungusap ang pinakamabuting paglagyan ng salitang susunod sa ng?

Saan naman ang pinakamabuti o pinakakaraniwang paglagyan ng mga salitang susunod sa ang?
at sa?

Subukin mong gamitin sa mga pangungusap ang mga sumusunod na salita'.

(1)	(2)	(3)	(4)
bumili	nagbigay	nagdala	bumasa
guro'	babae	alkalde	estudyante
pambura	pagkain	payong	libro
tindahan	bisita	opisina	aklatan

Ngayon, sa halip ng mga salitang sumusunod sa ang, gamitin ang salitang siya. Paano ang dapat na ayos sa pangungusap?

kumain
siya
isda'

1. Kumain ng ____ siya.
2. Kumain siya ng ____.

WORKSHEETS FOR INFORMANT SESSIONS

Kung ang salitang nito ang gagamitin mo sa halip ng salitang sumusunod sa ng, ano ang magiging ayos ng pangungusap?

kumain
bata'
nito

1. Kumain nito ang _____.
2. Kumain ang _____ nito.

kumain
siya
nito

3. Kumain siya nito.
4. Kumain nito siya.

Kung ibig mong idagdag ang salitang kusina' sa mga pangungusap na nagawa mo, saan ba ito ilalagay? Ang salitang doon?

kumain
bata'
isda'
kusina'

kumain
siya
isda'
kusina'

kumain
bata'
nito
kusina'

kumain
bata'
isda'
doon

dumain
siya
nito
kusina'

kumain
siya
nito
doon

kumain
bata'
nito
doon

kumain
siya
isda'
doon

Anu-ano pa ang masasabi mo tungkol sa ayos ng mga salita sa pangungusap na Tagalog? Saan ilalagay ang salitang siya?

Saan lagay ang salitang nito?

Paano ang ayos kung mayroon sa pangungusap ng mga salitang siya at nito?

Paano naman kung mayroong salitang sumusunod sa sa o ng salitang doon?

Exercise VII Enclitic Particles

Sa wikang Tagalog marami ang mga maliliit na salitang ang tawag ay “enclitic” o kaya “discourse particle”. Ang karamihan (“majority”) ng mga ito ay maiikli lamang at hindi gumagamit ng panlapi (“suffix”) — pero ang kanilang mga kahulugan (“meaning”) ay totoong importante at ang ibig sabihin ng isang pangungusap ay madaling maiba sa pamamagitan (“by usage”) ng mga “enclitic”.

WORKSHEETS FOR INFORMANT SESSIONS

Halimbawa, ano ang ibig sabihin sa Inggles ng

Tumutulo na ang tubig.

tulo' ("flow/drip")

Tumutulo pa ang tubig.

Kung hindi magkapareho ang mga kahulugan nitong dalawang pangungusap na ito, saan nga ang pagkakaiba?

Subukin mong isalin ("translate") sa Tagalog ang mga sumusunod na pangungusap. Alin-alin ang mga "enclitic"?

1. He is eating.
2. He is already eating.
3. He is still eating.
4. He is eating, sir.
5. He is also eating.
6. Is he eating?
7. They say he is eating.
8. He actually is eating.
9. He is only eating.
10. He even eats (rice).

Kung gagamitin mo ang salitang hindi' sa mga pangungusap na ito, ano ang mangyayari sa mga "enclitic"? Anu-ano ang masasabi mo tungkol sa paglalagyan ng "enclitic" sa isang pangungusap?

Isalin mo rin ang mga sumusunod sa Tagalog.

1. He is already eating, sir.
2. He is also still eating.
3. He is already eating, too, sir.
4. They say he is also still eating, sir.
5. He actually is eating already.
6. He is actually also still eating.
7. He is only eating, too.
8. They say he is only eating, too.

Kung gawin mong tanong ang bawa't isang pangungusap na ito, papaano ang sasabihin mo? Anu-ano ang masasabi mo tungkol sa pangungusap na marami ang mga "enclitic"?

WORKSHEETS FOR INFORMANT SESSIONS

Anu-ano ang ibig sabihin ng mga sumusunod sa Inggles?

1. Si Virgilio ang umalis at ako naman ang naiwan.
2. Anim na piso ang librong iyan at walo naman ito.
3. Akala ko walang klase pero mail pala ako.
4. Dumating pala si Mario kahapon.
5. Siya yata ang sumigaw sa iyo.
6. Malalim yata ang tubig diyan.
7. Magsisine sana tayo pero walang magandang palabas.
8. Kung nag-ingat lamang si Edgardo, hindi sana siya nasaktan.
9. Ano kaya ang nangyari kay Linda?
10. Pupunta pa kaya sila sa bayan?

Ano ang dapat na ayos ng mga salitang sumusunod sa pangun-
gusap?

(1)	(2)	(3)	(4)	(5)
na	lang	susunod	niyang	po'
ako	dumating	ang	yata'	ito
naman	hindi'	pala	ayaw	ang
gipit	siya	ikaw	rin	sana
	man	nga'	pa	bibilhin
			sumama	ninyo
				naman

Exercise VIII Preclitic Particles

In addition to the “enclitic” particles used in Tagalog, you should be able to identify a number of “preclitic” particles — that is, short words (normally no more than two syllables) which also take no affixation, which operate largely outside the comment/topic categories, and which serve to temper the meaning of any sentence in which they occur. “Preclitics” are so called because they generally precede the first full word of the phrase or sentence using them.

WORKSHEETS FOR INFORMANT SESSIONS

Try to isolate and investigate as many recognizable “preclitic” particles as you can. In assigning a specific meaning to each particle, be sure to rely upon the context in which it is used.

To begin with, try getting the equivalents of the sentences below. These sentences will represent only a few of the possible “preclitic” particles you may find.

1. It looks like/appears that he is angry.
2. Perhaps he is angry.
3. He certainly is angry.
4. It's as if he is angry.
5. He just might be angry (but I doubt that he is).

C. SITUATIONS FOR CONSTRUCTING DIALOGUES

At Training

1. You are spending a week-end with a Filipino host family. They ask you what your life at the training site is like, and you describe to them the program, what training is all about, its goals and activities, the site, etc.
2. You have just run across another PCT in town. After exchanging greetings, he/she informs you that he/she had just come from visiting your mutual friend, Jim Smith, at the hospital. You inquire after Jim and discuss his condition, hospital visiting hours, etc.
3. You have just returned from the doctor's office where you were given an injection, some pills and instructions concerning the taking of the medication. Your roommate asks you about your visit, what the doctor prescribed, what care you should take, and what he/she can do to help.

Learning Your Way Around

1. You are newly assigned to your town and are looking for a barbershop/beauty parlor. You ask directions from a middle-aged woman on the street. She replies that you should go straight up Mabini St., turn right at the corner of Burgos Street, and you will find the barbershop/beauty parlor across from the moviehouse.
2. You want to have some clothes made and ask a co-teacher to recommend a good tailor/dressmaker. You also elicit such information as: the usual fee charged, whether such a price is reasonable, the location of the shop, quality of the workmanship, the length of time taken to have one article made, whether the work can be expedited in time for a party this coming Sunday, etc.
3. You want a suit/gown dry-cleaned and approach your supervisor for assistance. You want to find out the location of the cleaners, directions on getting there, its distance from the market/church, how long their service takes,

WORKSHEETS FOR INFORMANT SESSIONS

and how much it costs. (How would you address the same questions to a high school youth?)

4. You are going downtown to buy a bar of soap and some envelopes. You will need to locate a store, inquire about the goods and make your purchases.

...

Enroute, a fellow (jeepney) passenger engages you in questions about yourself, your occupation, where you've been, where you're going, what you've bought.

5. You are at the Post Office buying stamps. You wish to mail a letter/package home to the States, and you inquire into the amount of postage required and the length of time a letter/package takes to reach its destination.
6. You want to send a cablegram to your parents in the States, and are asking a friend how to go about it.
7. You are in a fairly large town and you want to go to one of its barrios, e.g. Santo Domingo. Not knowing your way around, you seek information concerning directions, transportation means - such as jeepney or kalesa, fares, etc.
8. A friend and you plan a day's excursion to a nearby barrio that borders the ocean. You are checking on the arrangements and asking someone in town about means of transportation there, beach facilities, the necessity of bringing certain supplies, etc.

At School

1. You have approached your co-teacher to borrow some teaching aids for the next day's lesson. How would you phrase your request?
2. You are explaining to your co-teacher in science the principles and the approach to teaching science inductively.
3. A student of yours has been absent for several days. You are now talking to him and trying to reach him through his reticence. Somehow you feel he was simply cutting

WORKSHEETS FOR INFORMANT SESSIONS

classes, and you want to arrive at his reasons for doing so.

4. While at school you begin to feel feverish and your head aches. You approach the principal to request permission to go home and rest. He gets concerned and you must explain that you don't need a doctor, that you'll be all right with just a little rest.
5. You arrive at school late from your siesta after lunch, and are recounting an anecdote about a twist of fate that occurred to you. Hurrying along to school you stubbed your toe on a rock which, to your delight, uncovered a five-peso bill someone had dropped.

Socials

1. You are having merienda at your co-teacher's house and you express your appreciation for the good food. You particularly rave about one delicacy and inquire if the secret of the recipe can be shared with you.
2. You are planning a party. Discuss the menu with a friend.
3. You are inviting a friend to a party at your house. (How would you phrase a similar invitation to an older person?)
4. You are baking a cake and have discovered you're out of sugar. You go to your neighbor's house to borrow some.
5. It's your friend's birthday (Ana's, for instance). You are talking to a close friend of hers to find out what would be a good gift to get her.
6. You have just returned to your town on a Sunday evening from a fun-filled weekend with friends in a larger town. You are enthusiastically describing the attractions of the "big city", e.g. nightclub, movie houses, fancy restaurants, etc.
7. You are inviting a school teacher to be your date to the town fiesta dance. She refuses, presenting one excuse after another, which you in turn try to counter. She gives

WORKSHEETS FOR INFORMANT SESSIONS

such excuses as: she doesn't have a new dress, she's not a good dancer, she has to get up early the next morning to go to Church, and most of all, people will start talking.

8. It is your birthday and you are celebrating it with a picnic with some teachers on a beach twenty kilometers from town, for which you have rented a kalesa. You are now confronted with trying to pay the kalesa owner for its use which he, as father of one of your pupils, refuses and passes off as a birthday present. You insist and try to convince him that "business is business".
9. During a fiesta you find a group of people gathered around a turning wheel, placing bets. You ask how the game is played and try to understand it fully so that you can join in on equal terms and not get gypped.
10. You are on your way home from a basketball/softball game between the local team and a visiting team from another town. You meet someone along the way who asks to be filled in on the game. You describe the game, its plays and highlights, the competition of the scoring, the decisions of the referees, the final score, who won, etc.
11. You are talking to a farmer, asking him about his farm operations, crop cycles, length of time for crops to reach maturity, harvesting, yields, etc.

APPENDIX VI

SAMPLE ORAL AND WRITTEN TESTS

This Appendix contains samples of ten-minute and thirty-minute oral tests and written tests which may be used as a guide for testing students.

A. ORAL

Ten-minute Tests

Sample 1

I. Pronunciation Read the following words, phrases and sentences aloud.

1. guro'
2. tatay
3. hindi'
4. pangalan
5. kanino
6. iinumín
7. gagawin
8. Magandang hapon.
9. Tagalog
10. mayroon
11. alas dose y medya
12. Mag-aaral kami.
13. Walo bawasan ng pito?
14. Magaling ba siya?
15. Sinturon ko ito.
16. Matalinong matalino siya.
17. Wala akong sulat.
18. mabuting bata'
19. Ayaw mo bang maglaro'?
20. Ayokong kumain.

II. Dialogue Situations

1. A reporter interviews you on your trip to the Philippines and your work there.
2. You get a ride into town with a Filipino. He asks you all about your training here.
3. As a Peace Corps Volunteer in the Philippines, you and your friend walk down the street and meet your co-teacher. How would you exchange greetings and make the introductions?
4. You go to market for the first time in the Philippines. How would you go about buying a week's supply of food?

SAMPLE ORAL AND WRITTEN TESTS

5. You are invited to a party/fiesta. The host engages you in questions about your job, your family and how you like the Philippines.
6. You are invited to a meeting of the Barrio Council at which you are asked to talk about your job and what you can do for the barrio.
7. You are in a restaurant. How would you order a meal?

Sample 2

I. Respond to the following

<u>Cue</u>	<u>Response</u>
1. Magandang umaga.	... po naman.
2. Kumusta ka?	Mabuti ...
3. Sino ka?	Si ... ako.
4. Sino ako?	Si Binibining/Ginang/ Ginoong ... po kayo.
5. Ano sa Tagalog ang “teacher”?	Guro’/titser o maestra din.
6. Ano ito? (Holding a pencil)	Lapis <u>iyán</u> .
7. Ano iyan? (Pointing to the PCT’s chair)	Silya <u>ito</u> .
8. Ano iyan? (Pointing to a table nearby)	Mesa <u>iyán</u> .
9. Ano iyon? (Pointing to the window)	Bintana’ <u>iyon</u> .
10. Ask me what the word for mosquito is in Tagalog.	Ano sa Tagalog ang ...
11. Ask me who Charlie Rech is.	Sino si ...
12. Ask me who the Center Director is.	Sino ang ...
13. Tell me who the Pepeekeo Site Director is.	Si ... ang ...
14. Ask me if I am a Filipino/a.	... ka ba?/... ba kayo?
15. Guro ka ba sa “Math”?	Oo/Hindi’

II. Vocabulary and Speech Situations

1. Identify some of the objects in this room.
2. It is 5 o’clock p.m. and you are on your way to the store. You meet your friend, Jose, on the street and exchange greetings with him.
3. You are a new PCV in the barrio school. You have been asked to attend the PTA meeting at which you have to introduce yourself to the group. It is 8 o’clock in the evening.

Sample 3

I. Respond to the following

<u>Cue</u>	<u>Response</u>
1. Oy, _____. Kumusta ka?	Mabuti po naman./Eto, buhay pa.
2. Pagod ka ba?	Oo/Hindi'.
3. Saan ka galing?	(Diyang lang) sa ...
4. Ano ang pangalan mo?/niya?	_____ ang pangalan ko/niya.
5. Taga saan ka?	Taga ...
Saan sa ...?	Sa ...
6. Ask me if I am a teacher of Math of of TESL.	Guro ka ba sa "Math" o sa "TESL"?
7. "Peace Corps Trainee" ka, hindi ba?	... nga ako.
8. Ask her if she is Precy.	Si Precy ka ba?/Ikaw ba si Precy?
9. Sino ang kaibigan mo dito? Ano siya?	Si siya.
10. Sino si McCarthy?	Si ... ang ...
11. Prinsipal ka, hindi ba?	Hindi'. _____ lang ako.
12. Tell the children to stand up.	Tumayo kayo.
13. Give them three more commands.	
14. Ano sa Tagalog ang "What did Ron do?"	Ano ang ginawa ni Ron?
15. Ask me where I live and then tell Precy where I live.	Saan ka nakatira? Nakatira si Binibining/Ginang/Ginoong ... sa ...

II. Dialogue Situations

1. You are paying a visit to the home of one of your students at about 11 o'clock in the morning. The mother answers your knock on the door and you introduce yourself to her.
2. You are with a friend on the way to the public library. Along the way you meet your young co-teacher and exchange greetings with her/him. You also make the necessary introductions.

SAMPLE ORAL AND WRITTEN TESTS

3. You make a phone call to the home of your co-teacher and ask for him/her. You find out that he/she is not home. How would you leave a message?
4. Make up a brief dialogue on any subject. You may pattern it after any of the Cumulative Dialogues you've had.

Sample 4

I. Respond to the following

<u>Cue</u>	<u>Response</u>
1. Ano ang ginawa mo?	<u>V (completed form)</u> ako.
2. Saan ka <u>V</u> ?	Sa ...
3. Anong petsa ngayon?	A- ____ ng ____ ngayon.
4. Anong araw kahapon?	____ kahapon.
5. Anong petsa ang kaarawan mo?	A- ____ ng ____ ang ____ ko.
6. Ilang taon ka na?	____ taon na ako.
7. Ilan ang "trainee" sa Tagalog?	____ ang ____ sa ____.
8. Ilang buwan ang "training" ninyo?	____ buwan ang ____ namin.
9. Alin ang pen ko?	Iyan/Ito ang pen mo.
10. Kaninong kuwarto ito?	____ ng ____ ito./ ____ ni ____ ito.
11. Ask me how many trainees there are in Pepeekeo.	Ilan ang mga "trainee" sa Pepeekeo?
12. Ask me what my parents do/ what profession my parents are in.	Ano ang mga magulang mo? Ano ang tatay at nanay mo?
13. Ask me if Precy is married.	<u>May asawa</u> ba si Precy?
14. Ask me how old Ginny is.	<u>Ilang taon na</u> si Ginny?
15. Ask me what color your eyes are.	Ano ang kulay ng mata ko?

II. Extended Discourse

1. Tell me everything you can about your family
 - (a) who your parents are, what they are or what they do
 - (b) your brothers and/or sisters, if any, and what they do
 - (c) where they live, how old they are, etc.
2. Imagine that you are teaching a class of Filipino children in the first grade. Teach any one of the following.
 - (a) colors
 - (b) counting by 10's to 100
 - (c) kinship terms
 - (d) parts of the body

Sample 5

I. Respond to the following

<u>Cue</u>	<u>Response</u>
1. May alas ____ na ba?	Wala pa./Mayroon na.
2. Anong oras na?	Alas ____ ng ____.
3. Kumuha ka ng lapis.	(Act out)
4. Gusto mo bang kumuha ng “test”?	Gusto .../Ayaw ...
5. Tanungin mo ako kung ano ang gusto kong gawin.	Ano ang gusto mong gawin?
6. Ano ang gusto mong gawin?	Gusto kong ...
7. Ayaw mo bang kumanta?	Hindi’. Gusto .../Oo, Ayaw ...
8. Gusto ba ninyo dito sa Pepeekeo?	Oo, gusto namin .../Hindi’, ayaw namin ...
9. Ilan linggo pa ang “training” ninyo?	6 na linggo pa.
10. Ilang araw mayroon sa buwan ng Septiyembre?	May 30ng araw sa Septiyembre.
11. Mayroon tayong ano sa Sabado?/Anong mayroon tayo sa Sabado?	May barrio fiesta ...
12. Kaninong “tape recorder” ito?	“Tape recorder” ng/ni ...
13. May “guest speaker” ba kayo sa “AAP” kahapon?	Wala kaming ...
14. Ask me when I’m going back to the Philippines.	Kailan ka babalik sa Pilipinas?
15. Ask me if I have any change.	Mayroon ka bang barya?/May barya ka ba?

II. Dialogue Situations: Play both roles.

1. Order a meal in a restaurant./ Buy something at the store.
2. Convince a friend to go with you to the movies/a party.
3. Describe a picture/tell a story about it.

Thirty-minute Test

I. Autobiographical information (4 minutes)

Situation You are at a baptismal party given by your co-teacher. You are introduced to her father-in-law who engages you in a conversation about yourself, your work, background, etc.

II. Situational Dialogues (4 minutes). Do one or two.

S1 Candidates

1. You are at a restaurant ordering a meal.
2. You are on the street asking for directions to a certain destination.
3. Telling time.
4. You have just hailed a jeepney without a signboard and are asking the driver where he's going and if he passes by the school.

S2 Candidates

1. You meet a friend on the street and converse casually about the activities in the barrio or about current events.
2. It is the first day of your taking-up-residence with a Filipino family and your foster-mother asks you about your work. You describe your work as a co-teacher and community helper.
3. You want to furnish your house and are out shopping for a bed and a clothes cabinet (aparador).
4. You need a maid and engage the help of your co-teacher in looking for one. He/she knows of one who would like to apply for the job and you elicit more information on the prospective maid.
5. You are inviting a lady friend to go to a party. What would you say to her and to her parents? How would you convince her to go with you?

...

SAMPLE ORAL AND WRITTEN TESTS

A friend has come to your house to invite you to a party. You have work to do and can't make it, but nevertheless inquire about the details of the party. How would you refuse graciously — in spite of the insistence of your friend? Would you, at the end, say Yes or No?

III. Questions on Aspects

1. Ano ang ginawa mo/nangyari sa iyo
 - a) noong nag-“practice teaching” ka?
 - b) noong isang linggo (weekend)?
 - c) noong nasa bahay ka ng “host-family” mo?
2. Ano ang ginagawa ninyo dito sa “training site”? Ilarawan din ang “training site” natin. (Describe it as you would to a friend who has never been here.)
3. Ano ang gagawin mo pagkatapos ng “training”?

IV. Unfamiliar Situations

1. You and another PCV are in an unfamiliar barrio, looking for the house of the barrio captain. You meet an old man and ask for directions. Your friend, who speaks no Tagalog, prods you to ask where you could get a drink and where both of you could stay for the night. You also ask his advice on the safety of walking about the barrio at night.
2. Explain or define one of the following, and illustrate.
 - a) Science: Inductive approach
 - b) Math: Language sets
 - c) English: TESL approach
3. Teach a lesson in Science/Math/TESL (giving instructions to children/story telling)

(V. Supplement for S2 Candidates)

- Story telling of familiar fairy tales
- News reporting

B. WRITTEN

Sample 1

I. Tuldikan ang wastong pantig. (Put the accent mark on the stressed syllable.)

- | | |
|----------------|----------------------|
| 1. maganda | 11. tabing-dagat |
| 2. kailan | 12. Agosto |
| 3. kahapon | 13. Sabado |
| 4. manood | 14. dalawampu't pito |
| 5. eskuwelahan | 15. Pilipinas |
| 6. opisina | 16. magulang |
| 7. pakiabot | 17. kamisadentro |
| 8. nakatira | 18. taong-bahay |
| 9. makinig | 19. kapote |
| 10. taga-saan | 20. aklatan |

II. Sagutin ang mga tanong. Gumamit ng buong pangungusap. (Answer the following questions using complete sentences.)

1. Ano ang ginawa mo kagabi?
2. Saan ka pumunta kanina?
3. Bakit?
4. Kailan ka magpapasyal sa tabing-dagat?
5. Anong kulay ang dagat?
6. Sino ang "Tech Coordinator" mo?
7. Kailan ka aalis dito sa Pepeekeo?
8. Kaninong dormitoryo ang "Doctors' House"?
9. Alin ang dormitoryo ng mga babaing guro sa Wika'?
10. Ilang "trainee" kayong lahat ngayon?
11. Ilang linggo ang "training" ninyo dito sa Pepeekeo?
12. Mayroong ilang "trainee" sa Tagalog?
13. Anong araw ngayon?
14. May alas dose na ba?
15. Ano ang isang daan bawasan ng labinlima?
16. Anong pagkain ang gusto mo?
17. Anong pagkain ang ayaw mo?
18. Sino ang presidente ng Amerika (U.S.)?
19. Amerikano ba si Raul Manglapus?
20. Sino si Dr. Aoki?

SAMPLE ORAL AND WRITTEN TESTS

III. Gumawa ng apat na iba't ibang tanong tungkol sa mga sumusunod na pangungusap. (Formulate 4 different questions on each of the following sentences using ano, saan, kailan, sino, bakit, or ilan.)

1. Kumain si Pablo ng adobong manok sa kapetirya noong Lunes.
 - a.
 - b.
 - c.
 - d.
2. Bibili sila ng dalawampu't apat na itlog sa tindahan sa bayan bukas.
 - a.
 - b.
 - c.
 - d.
3. Nagbasa ang estudyante ng leksiyon sa aklatan kahapon ng hapon kasi may iksamen.
 - a.
 - b.
 - c.
 - d.
4. Humiram kami ng libro sa "Peace Corps Center" sa Hilo noong Huwebes ng hapon.
 - a.
 - b.
 - c.
 - d.
5. Nagluluto si Nonong ng pansit sa bahay tuwing Sabado.
 - a.
 - b.
 - c.
 - d.

IV. Ano sa Tagalog ang mga sumusunod? (How do you say the following in Tagalog?)

1. We don't have any class on June 8.
2. The weather in Pepeekeo is lovely.
3. I don't want to sing in the program next week.
4. Maria wants to go to the movies tonight.
5. We're going to learn to sing and dance tomorrow.

SAMPLE ORAL AND WRITTEN TESTS

- V. Sumulat ng maikling “autobiography”. Gamitin ang mga sumusunod na tanong bilang tulong, kung kailangan. (Write a brief autobiography. Use the following questions as guide, if necessary.)
1. Sino ka?
 2. Taga-saan ka?
 3. Saan at kailan ka ipinanganak? Ilang taon ka na ngayon?
 4. May asawa ka ba?
 5. Sino ang mga magulang mo?
 6. May kapatid ka ba? Ilan? Ilan ang babae at ilan ang lalake?
 7. Saang unibersidad o kolehiyo ka nag-aral?
 8. Ano ang natapos mo? Kailan ka nagtapos?
 9. Pagkatapos ng “training” dito, saan ka pupunta?
 10. Ilang taon ka doon? Ano ang gagawin mo doon?
 11. Pagkatapos ng dalawang taon, ano ang gagawin mo?
- VI. Sumulat ng tungkol sa isang tao, isang bagay o isang pangyayari dito sa “training” na hindi ninyo malilimutan. Ilarawan o ikuwento nang maliwanag. (Write about an unforgettable character, incident or kuwan in this training program. Your description or narration need not be lengthy. Strive for clarity and accuracy.)

Sample 2

I. Pronunciation: The teacher will pronounce a word three times. Circle the letter (a, b, or c) that corresponds to the correct pronunciation.

- | | | | | | | | |
|----|---|---|---|-----|---|---|---|
| 1. | a | b | c | 6. | a | b | c |
| 2. | a | b | c | 7. | a | b | c |
| 3. | a | b | c | 8. | a | b | c |
| 4. | a | b | c | 9. | a | b | c |
| 5. | a | b | c | 10. | a | b | c |

II. Transformation

- Change the following statements into questions using ba.
 - Guro ka sa agham.
 - Si Lyndon Johnson ang presidente ng Amerika
 - Amerikano ang doktor sa Pepeekeo.
 - “PCT” at guro kami.
 - Sina Vida de Guzman at Terry Ramos ang “Language Coordinators”.
- Answer questions (b),(c) and (e) with complete answers in the affirmative.
- Answer questions (a) and (d) with complete answers in the negative.

III. Make the following statements into questions of choice using the alternate marker o. Base your questions of choice on the underlined items.

- Babae siya.
- Abogado si Ginoong John Brown.
- Taga New York ang “lecturer”.

Change the following statements into questions with the tag hindi ba? and then answer them with affirmative statements.

- Ipinanganak siya sa New York.
- “Peace Corps trainee” kayo.

IV. Respond to the following.

SAMPLE ORAL AND WRITTEN TESTS

1. Ask who the site director is in Honohina.
2. Ask where she was born.
3. Ask what Ferdinand Marcos is.
4. Ask Maria where Pedro is staying. (Use the pronoun subject.)
5. Ask what “pencil” is in Spanish.

V. Answer the following questions with complete sentences.

1. Guro ka ba sa Tagalog?
2. Si Charles de Gaulle ka ba?
3. Saan ipinanganak si Abraham Lincoln?
4. Sinu-sino kami? (the Tagalog instructors)
5. Anong araw ngayon? bukas? kahapon?
6. Anong petsa ngayon?
7. Anong buwan ang “Christmas”?
8. Saan kayo pupunta sa a-disiyotso ng Oktubre?
9. Prinsipal ba siya? (use lang in your answer)
10. Ano ang pangalan mo?

VII. Write an original dialogue of not less than five exchanges.

Sample 3

I. Pronunciation: Accent the syllable that should receive the stress.

- | | |
|----------------|--------------------|
| 1. nagbasa | 9. Gusto kong ... |
| 2. taga- | 10. pito ('seven') |
| 3. hiramín | 11. guro' |
| 4. taong-bahay | 12. sumayaw |
| 5. nakatira | 13. makinig |
| 6. Ginoong ... | 14. sigarilyo |
| 7. puti' | 15. pagkain |
| 8. mata | |

II. Give the Tagalog equivalents of the following.

- | | |
|------------------|---------------------------|
| 1. to teach | 9. eyeglasses |
| 2. 7:15 a.m. | 10. slept |
| 3. later tonight | 11. ears |
| 4. trousers | 12. water |
| 5. shoulder | 13. please pass (the ...) |
| 6. last Thursday | 14. to play |
| 7. grandmother | 15. to study |
| 8. 1:30 p.m. | |

III. Respond to the following.

1. Ask where Celia was born.
2. Ask me what Pedro did in Hilo last night.
3. Tell me what you like and don't like to do. (Use verbs with direct objects and pero 'but')
4. Say the command, "(You) get her notebook".
5. Tell the time saying, "It's 20 before 9 now".
6. Ask if Juan is already 27 years old.
7. Ask Jose whose car that is.
8. Ask me to please hand you the pepper.
9. Tell me to cook the chicken.
10. Tell me not to go to the movie tomorrow.

IV. Fill in the blanks with the correct words as indicated by the cues underneath.

SAMPLE ORAL AND WRITTEN TESTS

- 1- 4. ("Which") (marker) silya (marker) guro (marker) Pedro?
- 5- 9. Ano (marker) gusto ("you"sg.) ("do") (marker) ("Saturday") ?
- 10-11. Ano ang ("shape") (demonstrative) ?
- 12-17. Ano (marker) ("name") (marker) ("sibling") ("your"sg.) ("male") ?
- 18-20. ("Whose") ("book") ("this") ?
- 21-24. ("Don't like") ("you"pl.) ("to eat") ng ("cooked rice") ?
- 25-28. ("Want") ("you"sg.) ("to erase") ang ("blackboard") ?
- 29-31. Ayaw ("he") (marker) damit ("my") .
- 32-34. Ano ang ("don't want") ("they") ("eat") ?
- 35-40. Kumuha ("you"sg.) (marker) lapis (marker) ("room") (marker) Vida (marker) Papekeo.

V. Answer the following questions with complete sentences.

1. Ilan ang pumunta sa tabing-dagat noong Sabado?
2. Pupunta ba kayo sa Vietnam sa a-18 ng Oktubre?
3. Sino ang gusto mong tawagin, si Edna o si Elsa?
4. Kaninong lapis ang gusto mong hiramín?
5. Kailan kinuha ni Miguel at ni Lorenzo ang libro? (Cue: Yesterday)
6. Ano ang trabaho ni Rick Ross?
7. Anong araw at petsa ngayon?
8. Ilang taon na ang "Peace Corps"?
9. Ilan kayong "trainees" sa Tagalog ngayon? (Cue: 35)
10. Anong oras ang "AAP" ninyo? (Cue: 10:45 a.m.)

VI. Read the paragraph below and then answer the questions with complete sentences.

Ako si Juan Cruz. Superbisor ako sa Bauerman and Company sa Maynila'. Nakatira kami sa Bonifacio St. sa Quezon City. May asawa ako at dalawang anak. Si Elsa ang panganay. Ayaw niyang magturo'. Gusto niyang magtrabaho sa opisina. Sekretarya siya.

SAMPLE ORAL AND WRITTEN TESTS

Si Pedro ay nagtapos ng “B.S. Education” sa Philippine Normal College noong 1967. Guro siya ngayon sa Jose Abad Santos Elementary School. Ang “hobbies” niya ay sumayaw at kumanta. Ayaw niyang maglaro ng basketbol at “volleyball”.

Questions

1. Sino si Juan Cruz?
2. Saan sila nakatira?
3. Ilan ang anak nila?
4.
 - a) Ano ang trabaho ni Elsa?
 - b) Ano ang ayaw niyang gawin?
 - c) Ano ang gusto niyang gawin?
5.
 - a) Saan nagtapos si Pedro ng “B.S. Education”?
 - b) Ano ang gusto niyang gawin?
 - c) Ano ang ayaw niyang gawin?
 - d) Kailan siya nagtapos ng “B.S.E.”?

APPENDIX VII
NATIVE SONGS

APPENDIX VII

This Appendix is composed of native songs. The list starts off with the Pambansang Awit (the national anthem) followed by an English free translation. There are 12 popular native songs included in the list. Filipinos love to sing and anyone can be called upon to render an impromptu vocal solo during programs, parties or any social gathering. It can save a student many embarrassing moments if he can memorize two or three of these songs and sing them when requested to do so.

The following are the titles of the songs given.

- A. Pambansang Awit (National Anthem)
- B. Bahay Kubo
- C. Magtanim Hindi 'Biro'
- D. O Ilaw
- E. Lulay
- F. Harana
- G. Bakya' Mo Neneng
- H. Maala-ala Mo Kaya
- I. Ang Tangi Kong Pag-ibig
- J. Dahil Sa Iyo
- K. Pandanguhan
- L. Leron-Leron Sinta
- M. Sinisinta Kita

Pambansang Awit (National Anthem)

Bayang magiliw
Perlas ng Silanganan
Alab na puso'
Sa dibdib mo'y buhay.

Lupang hinirang,
Duyan ka ng magiting,
Sa manlulupig
Di ka pasisiil.

Sa dagat at bundok
Sa simoy at sa langit mong bughaw;

NATIVE SONGS

May dilag ang tula'
At awit sa paglayang minamahal.

Ang kislap ng watawat mo'y
Tagumpay na nagniningning,
Ang bituin at araw niya
Kailan pa ma'y di magdidilim.

Lupa ng araw, ng luwalhati't pagsinta,
Buhay ay langit sa piling mo;
Aming ligaya na pag may mang-aapi
Ang mamatay nang dahil sa iyo.

...

Land of the morning
Child of the sun returning
With fervor burning
Thee do our souls adore.

Land dear and holy,
Cradle of noble heroes,
Ne'er shall invaders
Trample thy sacred shores.

Ever within thy skies and through thy clouds
And o'er thy hills and seas;
Do we behold thy radiance fill the throb
Of glorious liberty.

Thy banner dear to all our hearts
Its sun and stars alight,
Oh, never shall its shining fields
Be dimmed by tyrants' might.

Beautiful land of love, oh land of light,
In thine embrace 'tis rapture to lie;
But it is glory ever when thou art wronged
For us thy sons to suffer and die.

Bahay Kubo

Bahay kubo, kahit munti'
Ang halaman doon ay sari-sari

NATIVE SONGS

Singkamas at talong
Sigarilyas at mani',
Sitaw, batak, patani'.

Kundol, patola, upo't kalabasa
At saka mayroon pang labanos, mustasa
Sibuyas, kamatis, bawang at luya
Sa paligid ay puro linga.

Magtanim ay Di Biro'

Magtanim ay di biro'
Maghapong nakayuko'
Di ka man makatayo'
Di ka man makaupo'.

Sa umagang pagkagising
Lahat ay iisipin
Kung saan may patanim
Doon masarap
Ang pagkain.

Halina, halina
Mga kaliyag
Tayo'y magsipagunat-unat
Magpanibago
Tayo ng lakas
Para sa araw nang bukas.

O Ilaw

O ilaw sa gabing madilim
Wangis mo'y bituin sa langit
O tanglaw sa gabing tahimik
Larawan mo Neneng nagbigay pasakit, ay!

Gising at magbangon sa pagkagupiling
Sa pagkakatulog na lubhang mahimbing
Buksan ang bintana at ako'y dungawin
Nang mapagtanto mo ang tunay kong pagdaing.

Lulay

Anong laking hirap kung pakaiisipin

NATIVE SONGS

Ang gawang umibig sa babaing mahinhin
Lumuluhod ka na ay di ka pa mandin pansin
Sa hirap ika'y kanyang susubukin.

Ligaya ng buhay, babaing sakdal inam
Ang halaga niya'y
Di matutumbasan
Kahinhinan niya'y tanging kayamanan.

Harana

Dungawin mo hirang
Ang nananambitan
Kahit sulyap mo man lamang
Iyong idampulay
Sapagkat ikaw lamang
Ang tanging dalanginan
Ang puso kong dahil sa iyo'y
Nabubuhay.

Bakya' Mo Neneng

Ang bakya mo Neneng
Luma at kupas na
Ngunit may bakas pa ng luha mo, Sinta
Sa ala-ala'y muling nagbalik pa
Ang dating kahapong tigib ng ligaya.

Ngunit irog ko, bakit isang araw
Hindi mo ginamit ang bakya kong inialay
Sa wari ko ba'y di mo na kailangan
Bakyang idinulot sa 'yo aking hirang.

Ang aking pag-asa'y saglit na pumanaw
Sa bakya mo Neneng na di nasilayan
Kung inaakalang iyan ay munting bagay
Huwag itapon aking hirang
Pang aliw ko kailan man.

...

Sa dakong silanganan
May lahing dakila ang puri't karangalan
Karaniwan ng damit kay inam pagmasdan

NATIVE SONGS

Baro't sayang mapula at kundiman.

Kundiman ito kung tawagin ninyo
Sa tugtugin may kundiman at balitaw tayo
Kay lungkot dinggin ng awit na ito
Panambitan at taghoy ng puso ko.

Hirap at sakit mga kalungkutan
Ang tanging panlunas ay aliw ng tugtugan
Sa puso ko'y di na mapaparam
Ang aking balitaw at kundiman.

Maala-ala Mo Kaya

Maala-ala mo kaya
Ang sumpa mo sa akin
Na ang pag-ibig mo ay sadyang di magmamaliw
Kung nais mong matanto
Buksan ang aking puso'
At tanging larawan mo ang doo'y nakatago'.

(Girls) Di ka kaya magbago
Sa iyong pagmamahal

(Boys) Hinding hindi, giliw ko
Hanggang sa libingan,

Ay!
O kay sayang mabuhay
Lalo na't may lambingan
Ligaya sa puso ko ay di na mapaparam.

Ang Tangi Kong Pag-ibig

Ang tangi kong pag-ibig
Ay minsan lamang
Ngunit ang iyong akala
Ay hindi tunay.
Hindi ka lilimutin
Magpakailan pa man
Habang ako ay narito at may buhay.

Malasin mo't nagtitiis
Ng kalungkutan

NATIVE SONGS

Ang buhay kong unti-unti nang pumapanaw
Wari ko ba, Sinta, ako'y mamamatay
Kung di ikaw ang kapiling habang buhay.

Dahil Sa Iyo

Dahil sa iyo nais kong mabuhay
Dahil sa iyo hanggang mamatay
Dapat mong tantuin wala ng ibang giliw
Puso ko'y tanungin, ikaw at ikaw rin.

Dahil sa iyo ako ay lumigaya
Pagmamahal ay alayan ka
Kung tunay mang ako ay alipinin mo
Ang lahat na ito'y dahil sa iyo.

Pandangguhan

Manunugtog ay nangagpasimula'
At nangagsayawan ang mga mutya'
Sa mga padyak parang magigiba'
Ang bawa't tapakan ng mga bakya'.

Kung pagmamasdan ay nakatutuwa
Ang hinhin nila'y hindi nawawala'
Tunay na hinahangaan ng madla'
Ang sayaw nitong ating inang bansa.

Dahil sa ikaw mutyang paraluman
Walang kasing-ganda sa dagat silangan
Mahal na hiyas ang puso mo hirang
Ang pag-ibig mo'y kay hirap kamtan.

Kung hindi taos ay mabibigo
Sa mga pagsuyong in'yaalay.
(2 times)

Halina aking mahal
Ligaya ko ay ikaw
Kapag di ka natatanaw
Ang bubay ko ay namamanglaw.
(2 times)

Kung may pista sa aming bayan

NATIVE SONGS

Ang lahat ay nagdiriwang,
May litson bawa't tahanan
May gayak pati simbahan
Paglabas ng Santa Mariang mahal,
Kami ay taos na nagdarasal.

Prusisyon dito ay nagdaraan,
Kung kaya kami ay mag-aabang...
May tumutugtog at may sumasayaw
Mayrong sa galak ay napapasigaw.
Ang pista sa bayan namin ay ganyan
Ang saya'y tila walang katapusan.

Leron-Leron Sinta

Leron-leron sinta, umakyat sa papaya
Dala-dala'y buslo', sisidlan ng bunga
Pagdating sa dulo'y nabali' ang sanga
Kapos kapalaran - humanap ng iba.

Halika na Neneng, tayo'y manampalok
Dalhin mo ang buslo', sisidlan ng hinog
Pagdating sa dulo'y uunda-undayog.
Kumapit ka Neneng baka ka mahulog.

Halika na Neneng at tayo'y magsimba
At iyong isuot ang baro' mo't saya
Ang baro' mo't sayang pagkaganda-ganda
Kay ganda ng kulay - berde, puti', pula.

Ako'y ibigin mo lalaking matapang
Ang baril ko'y pito, ang sundang ko'y siyam
Ang lalakaran ko'y parte ng dinulang
Isang pinggang pansit ang aking kalaban.

Sinisinta Kita

Sinisinta kita'y di ka kumikibo'
Akala mo yata' ako'y nagbibiro'
Kung di kita sinta'y putok na ang puso'
Saksi ko ang tikling sampu ng labuyo'.

Sinisinta kita ng sintang palpatok
Palpatok na sintang bunga ng sampalok

NATIVE SONGS

Isdang nasa dagat mataba't mabilog
Malinab ang sabaw, masarap ang higop.

Sinisinta kita ng sintang ano pa
Sinta kita ngayon bukas ay hindi na
Na kung kaya lamang kita sinisinta
Awa' ko sa iyo'y gagala-gala ka.

Sinisinta kita ng sintang dalisay
Dalisay na sintang hanggang nabubuhay
Mabiyak ang bato't magbangon ang patay
Sinta ko sa iyo'y di ko lilimutan.

TALAHULUGANAN (GLOSSARY)

This glossary contains all the words introduced in the Tagalog lessons.

All words are entered as they first appear in the text. The entries have been arranged in the sequence of the Tagalog alphabet rather than the English alphabet. Therefore, k appears after letter b and ng after letter n. The Tagalog alphabet is as follows.

a	e	l	o	t
<u>b</u>	g	m	p	u
[<u>k</u>]	h	<u>n</u>	r	w
d	i	[<u>ng</u>]	s	y

Idioms or set expressions are alphabetized according to the first letter of the phrase. For example, the greeting magandang araw is found right after maganda; mahal na araw under mahal, etc.

Every entry is followed by a symbol enclosed in parentheses which identifies the part of speech of the item. Some of the symbols are adapted from widely used English dictionaries, others are adopted to fill the need of the peculiarities of the language. The following are the symbols used.

a. Adapted Symbols

(adj)	adjective
(conj)	conjunction
(mod)	modal
(int)	interrogative
(interj)	interjection
(n)	noun
(num)	numeral
(part)	particle
(pref)	prefix
(prep)	preposition
(pv)	pseudo verb
(qnt)	quantifier
(v)	verb

b. Adopted Symbols

(<u>ang</u> -dem)	Demonstratives of the <u>ang</u> -class
(<u>ng</u> -dem)	Demonstratives of the <u>ng</u> -class

TALAHULUGANAN (GLOSSARY)

(<u>sa</u> -dem)	Demonstratives of the <u>sa</u> -class
(<u>ang</u> -mkr)	Markers of the <u>ang</u> -class
(<u>ng</u> -mkr)	Markers of the <u>ng</u> -class
(<u>sa</u> -mkr)	Markers of the <u>sa</u> -class
(<u>ang</u> -pron)	Pronouns of the <u>ang</u> -class
(<u>ng</u> -pron)	Pronouns of the <u>ng</u> -class
(<u>sa</u> -pron)	Pronouns of the <u>sa</u> -class

The following chart gives the pronouns, demonstratives and markers belonging to each of the ang-, ng- and sa- classes.

Pronoun-Marker Chart

	Ang-Class	Ng-Class	Sa-Class
<u>Pronouns</u>			
<u>Singular</u>			
First	ako	ko	akin
Second	ikaw, ka	mo	iyo
Third	siya	niya	kaniya
<u>Plural</u>			
First (excl)	kami	nanim	amin
(incl)	tayo	natin	atin
Second	kayo	ninyo	inyo
Third	silá	nila	kanila
<u>Demonstratives</u>			
Near speaker	ito	nito	dito
Near listener	iyán	niyan	diyan
Far from both	iyon	niyon	doon

TALAHULUGANAN (GLOSSARY)

	Ang-Class		Ng-Class		Sa-Class	
	Common	Proper	Common	Proper	Common	Proper
<u>Markers</u>						
Singular	ang	si	ng	ni	sa	kay
Plural	ang mga	sina	ng mga	nina	sa mga	kina

Verb stems (verbs in their infinitive forms) are listed as entries whether or not they appeared in the text as such, as long as one of their conjugated forms appeared in the lessons. All conjugated verbs are cross referenced to their infinitive forms. Example:

naghahanda' (v) is preparing, is getting ready; see maghanda'
32

Following the form class is a definition in English of the entry followed by a cross reference to the infinitive form of the verb if the item is in its conjugated form. Finally, there is an arabic numeral which indicates the lesson in which the entry appeared. To illustrate, naghahanda' above first appeared in Lesson 32. Note that there is no such lesson reference for the infinitive form maghanda because it never appeared in the text. For example,

maghanda' (v) to prepare something, to get ready

Other symbols used are as follows.

(') after a word means a glottal stop. E.g., ginto'

(´) over a vowel refers to word stress. Any stressed vowel of a non-final syllable is accompanied by vowel lengthening. E.g., báhay (bá:hay) 'house'

(/) between words or symbols means either one or the other is used. E.g., marumi/madumi (alternating r/d), arkila/alkila (alternating r/l), (adj)/(n) (used either as an adjective or a noun)

There are 1350 vocabulary entries in this glossary.

A

a (part)	an exclamation of sudden recollection 3
a-béynte (num)	the twentieth (of the month) 9
a-katorse (num)	the fourteenth (of the month) 9
a-kuwátro (num)	the fourth (of the month) 9
a-priméro (num)	the first (of the month) 9
a-síngko (num)	the fifth (of the month) 9
a-tréynta (num)	the thirtieth (of the month) 9
aábot (v)	will catch up with, will be in time for; see <u>umábot</u> 49
aalís (v)	will leave, will depart; see <u>umalís</u> 15
abá (part)	an exclamation of surprise, wonder, or disgust 1
abogádo (n)	lawyer, attorney-at-law 6
ábot/ábut (v)	to pass, to hand over, to reach for; see <u>paki-abót</u> 16
Abríl (n)	April 9
abúloy (n)	aid, subsidy, contribution 39
akásya (n)	acacia tree 41
ákin (sa-pron)	my, mine 39
aklát (n)	book; syn. <u>libró</u> 2
aklátan (n)	library 2
akó (ang-pron)	I, me 2
aksidénte (n)	accident 51
adóbo (n)	a favorite Filipino meat dish cooked in vinegar, garlic, soy sauce, salt and pepper 16
agád (adv)	immediately, at once, promptly 15
agáhan (n)	breakfast; syn. <u>almusál</u> 33
agham (n)	science 5
Agósto (n)	August 9
ahénte (n)	agent, salesman 35
áhit (v)	shave; see <u>mag-áhit</u> 54
ala úna (n)	one o'clock 23
álak (n)	wine 20
alám (pv)	know, has knowledge of; see <u>maláman</u> 2
alas kuwátro (n)	four o'clock 9
alas saís (n)	six o'clock 6
Alemán (n)	German 18
alíla' (n)	servant, maid 54
alimángo (n)	big crab 47
alimásag (n)	crab 44
alín (int)	which, which one 15

TALAHULUGANAN (GLOSSARY)

áling (adj)	a title of familiar respect used with the first name of a woman; when the name is not appended, the noun form is <u>ále</u> 3
alkilá/arkilá (n)	rent; see <u>umalkilá</u> 46
alís (n)	departure; see <u>umalís</u> 13
almusál (n)	breakfast; syn. <u>agáhan</u> 20
alokín (v)	to offer (something)
amerikána (n)	men's suit, suit coat, sports jacket 16
Amerikáno/a (n)	American 4
ámin (<u>sa</u> -pron)	our, ours, us (excluding the person spoken to); shows possession or location when preceded by <u>sa</u> , e.g. <u>Pumuntá ka sa ámin</u> . 'Go to our place.'
ámo (n)	boss, master, employer, manager 6
aná (n)	child, offspring 11
ánim (num)	six 12
anó (int)	what; as a greeting it means 'hello' 10
anu-anó (int)	plural form of the question word <u>anó</u> 'what' 8
anumán (<u>ang</u> -pron)	whatsoever; usually occurs with <u>waláng</u> as in <u>waláng anumán</u> 'not at all' or 'there's nothing to it' 8
ang (def-mkr)	marks topic of the sentence 4
aparadór (n)	cupboard; clothes closet or cabinet 41
ápat (num)	four 12
apelyído (n)	surname, last name 10
aráro (n)	plow 51
áraw (n)	day; sun 9
araw-áraw (adv)	every day 22
arbuláryo/ herboláryo (n)	a quack doctor who, usually, uses herbs for treatment of any kind of ailment 10
artista (n)	actor/actress (of the movies, stage, television, etc.) 6
asáwa (n)	spouse 5
asín (n)	salt 16
áso (n)	dog 21
asúkal (n)	sugar 16
asúl (adj)	blue 14
at (conj)	and 1
at ibá pá	etcetera, and so forth 1
áte (n)/(adj)	appellation for elder sister; used with or without the given name 11
átin (<u>sa</u> -pron)	our, us (inclusive) 39
áwa' (n)	grace, pity 7

TALAHULUGANAN (GLOSSARY)

áway (n)	a quarrel 33
áwto (n)	car, automobile; syn. <u>kótse</u> 28
ay (part)	connects the topic of the sentence with the predicate when the sentence is given in the reverse order, e.g. <u>Umalís siyá.</u> → <u>Siyá ay umalís.</u> 'He left.' 13
áyaw (pv)	dislike, don't want 18
áyos (adj)	just right (lit.: in order, orderly) 54

B

ba (part)	question marker 5
babáe (n)/(adj)	woman; female 6
báboy (n)	pork; pig 20
báka (n)	beef; cow 50
baká' (adv)	possibly, perhaps, maybe, might 6
bákal (n)	iron; steel 49
bakasyón (n)	vacation 9
bákit (int)	why 4
bákod (n)	fence 54
bakúran (n)	yard 31
bágay (n)	thing, object 14
bágo (adv)/(conj)	recently; before 13
bágo (adj)	new 10
bagoóng (n)	salty fish or shrimp relish; anchovies 18
bagyó (n)	storm, typhoon 22
bahá' (n)	flood 22
bahála' (n)	an expression of uncertainty, e.g. <u>bahála na kayó</u> 'the decision is yours' or 'it's up to you' 25
báhay (n)	house 2
balábal (n)	shawl, a wrap 43
balkón (n)	porch, balcony 40
balintawák (n)	woman's native costume with butterfly sleeves, informal 55
balíta' (n)	news 33
balón (a)	a well, a deep hole in the ground 12
bálse (n)	waltz 28
balút (n)	boiled fertilized duck egg which is a native delicacy 18
balútan (n)	package 53
bánda (n)	band of musicians, an organized group of musicians 31

TALAHULUGANAN (GLOSSARY)

baníg (n)	mat 43
banláu (v)	rinse 48
bansá' (n)	country, nation 49
bányo (n)	bathroom, shower room 2
bángko (n)	bank 7
bangkó' (n)	bench, stool 40
bágon (v)	arise (from a lying position), get up 45
bangós (n)	milkfish 51
baón (v)	bury 55
bapór (n)	ship 51
baól (n)	footlocker, chest, a rectangular wooden box used for keeping clothes 36
bárbel (n)	a weight (used in weight lifting) 53
barbéro (n)	barber 5
barberyá (n)	barbershop 2
barnís (n)	varnish 54
báro' (n)	dress; syn. <u>bestído</u> , <u>damít</u> 24
baróng-Tagálog (n)	man's native shirt, formal 35
baryá (n)	coins, loose change 21
báryo (n)	barrio; a subdivision of a town 38
basáhan (n)	cleaning rag 37
báso (n)	drinking glass, drinking cup 14
bastá (adv)	enough, just; an interjection meaning 'enough, just, as long as' 6
basúra (n)	trash, garbage 19
básurahán (n)	garbage container, trash can, any place where garbage or trash is disposed 38
báta' (n)/(adj)	child; young 6
batás (n)	law 56
batíin (v)	to greet (someone) 46
báwa't (pron)	each, every; as in <u>báwa't isá</u> 'everyone, everybody' 20
bayáan (v)	to allow, to tolerate, to let alone 36
bayábas (n)	guava 54
báyad (n)	payment; fare 38
báyan (n)	town; country, nation 9
bayáni (n)	hero 13
bayáw (n)	brother-in-law 51
baytáng (n)	grade, level, step 31
bérde (adj)	green 14
bestído (n)	dress; syn. <u>báro'</u> , <u>damít</u> 47
béynte (num)	twenty 23
béynte-síngko (num)	twenty-five 21

TALAHULUGANAN (GLOSSARY)

bibíg (n)	mouth 11
bibinyagán (v)	to baptize someone; see <u>magbinyág</u> 15
bibíngka (n)	rice cake made with coconut milk 20
Bikoláno/a (n)	a person from the Bikol region 5
bigás (n)	uncooked grains of rice 28
bigát (n)	heaviness
bigyán (v)	to give to (someone); derived from <u>bigáy</u> ; see <u>magbigáy</u> 20
bihís (adj)	dressed, clothed; see <u>magbíhis</u> 28
bílang (n)	number, numeral 12
bilhín (v)	to buy (something); derived from <u>bili</u> ; see <u>bumilí</u> 16
bilís (n)	speed
bilisán (v)	to speed up, to make fast; see <u>bilís</u> 38
bílog (n)	circle, roundness; see <u>bilóg</u> 14
bilóg (adj)	round, circular 14
bináta' (n)	unmarried man, bachelor 14
Binibíni (n)	Miss; abbr. <u>Bb.</u> 1
bintána' (n)	window 19
bintí' (n)	leg 11
binyág (n)	baptism 6
bíro' (n)	a Joke 53
biskwít (n)	cookies, crackers and the like 20
bise-presidénte (n)	vice-president 6
bisikléta (n)	bicycle 21
bisíta (n)	guest, visitor 6
bitbitín (v)	see <u>magbitbit</u> 46
biyáhe (n)	trip, journey 28
Biyérnes (n)	Friday 9
Biyérnes Sáto (n)	Good Friday 55
blúsa (n)	blouse 51
bóbo (adj)	dull, stupid, dumb 24
bóla (n)	ball 18
boluntáryo (n)	volunteer 6
bombéro (n)	fireman 38
bóses (n)	voice; see <u>tínig</u> 53
bóta (n)	boots, rainboots 36
bóte (n)	bottle; syn. <u>botélya</u> 50
botíka (n)	drugstore, pharmacy; syn. <u>parmásya</u> 28
buéna máno (n)	first customer of the day who is believed to bring good luck in business; (lit.: 'good hand', borrowed from Spanish) 50
buéno (part)	if that is so, in that case, well, then; (borrowed from Spanish) 7

TALAHULUGANAN (GLOSSARY)

búkas (adv)	tomorrow 9
búkid (n)	farm, rice field 30
búhat (v)	carry, lift 51
buháy (adj)	alive 19
búhay-mayáman (n)	rich life, an easy-going affluent life 27
buhók (n)	hair 14
bulaklák (n)	flower 14
bulkán (n)	volcano 14
bulsá (n)	pocket 40
bumabá' (v)	to go down, to descend 29
bumalík (v)	to return 29
bumása (v)	to read 7
bumilí (v)	to buy
bumisíta (v)	to visit 8
bundók (n)	mountain 14
bunsó' (adj)/(n)	youngest child in the family 11
búnga (n)	fruit 14
buó' (adj)	around; whole, entire 47
burdá (n)	embroidery 24
burdádo (adj)	embroidered 51
bus (n)	bus 2
buwán (n)	month; moon 9
buwís (n)	tax 56

K

ka (<u>ang</u> -pron)	you (singular) 1
kaarawán (n)	birthday 9
kaáway (n)	enemy; opponent 10
kabán (n)/(qnt)	a sack, cavan; a unit of measure of dry capacity, e.g. of grain, approximately 75 lbs. 50
kabataán (n)	youth 56
kabáyo (n)	horse 21
kabihasnán (n)	culture 32
kabilá' (adv)	other side 39
kábinet (n)	cabinet, dresser 15
kabít (v)	connect, fasten, attach; see <u>magkabít</u> 55
kakákáin (v)	have just eaten; see <u>kumáin</u> 45
kaeskuwéla (n)	classmate 39
kagabí (adv)	last night 17
kagalít (n)	one with whom a person has quarreled, an enemy 21

TALAHULUGANAN (GLOSSARY)

kagígising (v)	have just waken up; see <u>gumising</u> 45
káha (n)/(qnt)	a pack, usually of cigarettes; case 21
kahápon (adv)	yesterday 9
káhit (conj)	although, even if, in spite of 53
kahón (n)/(qnt)	box, crate 14
(n)	drawer (of a table) 40
káhoy (n)	wood; lumber 54
kaibígan (n)	friend 21
kailángan (mod)	need; ought, must
(adj)	necessary, indispensable 43
kalaháti'	half, one-half 33
(num)/(adj)	
kalán (n)	stove 45
kalésa (n)	a horse-drawn rig 28
kaliwá' (adj)	left, left side 38
kálye (n)	road, street; syn. <u>daán</u> 18
káma (n)	bed 15
kamakalawá (adv)	day before yesterday 17
kamag-ának (n)	relative 48
kamátis (n)	tomato 50
kamáy (n)	hand 11
kamí (<u>ang</u> -pron)	we (exclusive, I and others) 4
kamisadéntro (n)	dress shirt 16
kamiséta (n)	undershirt 51
kandidáto (n)	candidate 4
kanilá (<u>sa</u> -pron)	their, theirs 39
kánin (n)	boiled rice 16
kanína (adv)	a short while ago, earlier 17
kaníno (int)	whose 15
kaniyá (<u>sa</u> -pron)	his/her, hers 39
kantá (n)	song; syn. <u>áwit</u> 53
kánto (n)	corner; cornerstore 36
kapatíd (n)	brother/sister, sibling 8
kapé (n)	coffee 34
kapetírya (n)	cafeteria 2
kápit-báhay (n)	neighbor, next door neighbor 10
kapitán (n)	captain 1
Kapitán del Báryo	Barrio captain, head of a section of town
(n)	9
kapóte (n)	raincoat 19
karitón (n)	cart 37
karnabál (n)	carnival, fair 18
kárne (n)	meat 36
karpintéro (n)	carpenter 13

TALAHULUGANAN (GLOSSARY)

kartamunéda (n)	purse 40
kartéro (n)	mailman, postman 48
kartolína (n)	cardboard, bristol board 48
kasál (n)	wedding 54
kasalánan (n)	sin 37
kasáma (n)	a companion 38
kasangkápan (n)	furniture; equipment 51
kasápi' (n)	member 39
kasí (conj)	because 22
kasílyas (n)	toilet, restroom or comfort room 38
kasintáhan (n)	sweetheart, fiance/fiancee 51
kásiya (adj)	fit, enough, sufficient 55
katawán (n)	body 11
Katóliko (n)	Roman Catholic 52
katúlong (n)	helper, maid 6
kaunti' (adj)	little, few 27
kausápin (v)	to talk with (someone) 37
kawáwa' (adj)	pitiful 47
kawáyan (n)	bamboo 31
kay (sa-mkr)	personal proper noun marker; also marks possession; the plural form is <u>kiná</u> ; to, from, for 43
káya (pv)	able to; can afford 35
kayá' (conj)	perhaps, maybe; so, that's why 6
kayó (ang-pron)	you (plural) 1
kéndi (n)	candy 10
kílo (n)/(qnt)	kilogram 50
kiná (sa-mkr)	plural personal proper noun marker meaning 'for'; see <u>kay</u> 43
kinakaúsap (v)	is talking with (someone); see <u>kausápin</u> 36
kínse (num)	fifteen 23
kipútan (v)	to take in (in sewing), to make tighter 16
kláse (n)	class 13
klíma (n)	climate, weather; syn. <u>panahón</u> 38
klínika (n)	clinic 2
ko (ng-pron)	I, my, mine 6
kólgeyt (n)	toothpaste, derived from Colgate toothpaste but applied to any brand of toothpaste 22
kómiks (n)	comics 19
konduktór (n)	conductor in a public vehicle 51
kontribusyón (n)	contribution 46
kópya (v)/(n)	copy; a copy 16

TALAHULUGANAN (GLOSSARY)

Koreáno/a (n)	Korean 6
koronasyón (n)	a program or ball where a beauty queen is crowned 22
kótse (n)	car, automobile; syn <u>áwto</u> 2
kúkulutín (v)	will be given a permanent, will make one's hair curly; see <u>kulutín</u> 35
kudrádo/ kuwadrádo (n)/(adj)	square 14
kulambó' (n)	mosquito net 33
kúlang (adj)	lacking, not enough, insufficient 44
kúlay (n)	color 14
kulutín (v)	to make (something) curly or wavy
kumáin (v)	to eat, to dine
kumantá (v)	to sing 7
kumáre (n)	lady sponsor in a baptism or confirmation; derived from the Spanish word 'comádre'; a reciprocal appellation for the godmother of the baptized/confirmed child and the child's mother; the masculine form is <u>kumpáre</u> 51
kumbidádo (n)	invited guest 28
kúmot (n)	blanket; bed sheet 36
kumpáre (n)	see <u>kumáre</u> 51
kumpuní (v)	repair, alter (as in clothes); see <u>magkumpuní</u> 54
kumustá (n)	regards; e.g. <u>Kumustá ka?</u> 'How are you?' 1
kundí' (conj)	if not for, nothing but; contracted form of <u>kung hindí'</u> 27
kundíman (n)	native song 28
kúnin (v)	to take, to get; derived from <u>kúha</u> 16
kung (conj)	if 25
kurbáta (n)	necktie 22
kurípot (adj)	stingy
kusína' (n)	kitchen 24
kusinéro (n)	male cook; the female form is <u>kusinéra</u> 25
kuwarésma (n)	Holy Week season 51
kuwárto (n)	room 16
kuwárto (num)	one quarter, one-fourth; fifteen minutes 23
kuwátro (num)	four 23
kuwénto (n)	story, narration; syn. <u>istórya</u> 18
kuwintás (n)	necklace 15

TALAHULUGANAN (GLOSSARY)

kúya (n) appellation for elder brother, used with or without the given name 11

D

daán (n) way, street, road; syn. kálye 2
 daán (n) hundreds 12
 dadatíng/daratóng (v) will arrive, will come; see dumatíng 6
 dágat (n) sea, ocean 22
 dagdagán (v) to add a little more 49
 dáhil (conj) because 52
 dahilán (n) reason, cause 52
 dáhon (n) leaf 25
 dalága (n) unmarried woman 5
 dalandán (n) native orange 50
 dalawá (num) two 12
 dalhín (v) to carry/to bring/to take (something); derived from dalá 39
 dalíri' (n) finger, toe 11
 dáma (n) a native game of chess 31
 damó (n) grass, weeds 14
 damít (n) dress, syn. báro', bestído; clothing 15
 dápat (mod) must, should, ought to 16
 dasál (n) prayer; see magdasál 54
 dáti (adj) former, previous 51
 datíng (n) arrival, coming; see dumatíng 27
 daw (part) so (somebody) said, so (they) say, it is said that; occurs after a consonant; raw is its variant form which occurs after a vowel 3
 delikádo (adj) delicate, fine 55
 dentísta (n) dentist 6
 dibdíb (n) chest, breast 11
 diláw (adj) yellow 14
 dilíg (v) water (plants), sprinkle water; see magdilíg 35
 din (part) also, too; either, neither; occurs after a consonant; rin is its variant form which occurs after a vowel 1
 direktór (n) director 2
 dirétsohín (v) to go straight, to proceed on in a straight direction 38

TALAHULUGANAN (GLOSSARY)

Disyembre (n)	December 9
díto (<u>sa-dem</u>)	here, in this place 8
diyán (<u>sa-dem</u>)	there, over there 2
diyánitor (n)	janitor 8
diyés (num)	ten 23
Diyós (n)	God 7
doktór (n)	doctor; the feminine form is <u>doktóra</u> ; syn. <u>manggagámot</u> 1
doón (<u>sa-dem</u>)	over there, that place over there, used after a consonant; <u>roon</u> is its variant used after a vowel 13
dormitóryo (n)	dormitory 15
dos (num)	two 23
dóse (num)	twelve 23
doséna (n)/(qnt)	dozen 50
dumaán (v)	to pass by 29
dumating (v)	to come, to arrive 27
dyáryo (n)	newspaper 18

E

e/eh (part)	indicates hesitation pause; used to close a sentence to reinforce disagreement, contradiction or protestation 1
eksámen/iksámen (n)	examination, test 25
eleksiyón (n)	election, voting; syn. <u>hálalan</u> 9
empleádo (n)	employee 7
Enéro/Inero (n)	January 9
ensaláda (n)	salad 46
entabládo (n)	stage 29
eropláno (n)	airplane 2
eskuwelahán (n)	school; syn. <u>páaralán</u> 2
estasyón/istasyón (n)	station, e.g. railway, radio or television 31
estudyánte (n)	student 4
éto (<u>sa-dem</u>)	here it is; a variant form of <u>héto</u> 1
éwan (pv)	don't know; a variant of <u>aywán</u> ; <u>éwan ko</u> means 'I don't know' 17

G

TALAHULUGANAN (GLOSSARY)

gaáno (int)	how much, what quantity 50
gabí (n)	evening, night 1
gabí-gabí (adv)	every night, every evening 29
galawín (v)	to touch/to move (something) 16
gáling (v)	come from, been 2
gámit (n)	personal things; see <u>gumámit</u> 41
gamítin (v)	to use (something) 19
gamót (n)	medicine 28
ganoón (<u>ang-dem</u>)	like that; <u>ganoón ba</u> means 'Is that so?'/ 'Is that right?'/ 'Is that the way it is?' 3
garáhe (n)	garage 40
gastadór (n)	spendthrift 49
gastahín (v)	to spend (something) 45
gástos (n)	expense 44
gátas (n)	milk 16
gawín (v)	to do (something); reduced form of <u>gawáin</u> 18
gílid (n)	border, edge; <u>sa gílid</u> (adv) at the edge 38
ginagawá' (v)	is doing; see <u>gumawá'</u> 8
gínang (n)/(adj)	Mrs.; matron, madam; abbr. <u>Gng.</u> 1
ginawá' (v)	did (something); see <u>gumawa'</u> 7
ginigináw (v)	is chilling, is freezing; see <u>magináw</u> 54
ginoó (n)/(adj)	Mr.; gentleman; abbr. <u>G.</u> 1
gintó' (n)	gold 49
gising (adj)	awake; see <u>gumising</u> 45
gobernadór (n)	governor 52
gúgupitín (v)	will be cut or trimmed with scissors; see <u>gupitín</u> 35
gúhit (n)/(qnt)	line; a measure of weight equal to 100 grams 50
gúlay (n)	vegetable 20
guló (n)	riot, trouble 34
gumámit (v)	to use or employ (something) in doing an action
gumawá' (v)	to make; to do
gumigising (v)	is waking up, is getting up; see <u>gumising</u> 33
gumising (v)	to wake up, to get up
guntíng (n)	scissors 36
gupitín (v)	to cut (something) with scissors
gúro' (n)	teacher, tutor; syn. <u>méstro/a</u> , <u>títser</u> 4
gusalí' (n)	building 41

TALAHULUGANAN (GLOSSARY)

gustó (pv)	want, like; syn. <u>ibig</u> 18
gútom (n)	hunger, starvation; see <u>gutóm</u> 30
gutóm (adj)	hungry

H

habá' (adj)	long, elongated 14
hagdán (n)	stairs, staircase; ladder 51
hagísan (v)	to hurl at; to cast something at 42
hálalan (n)	election, voting; syn. <u>eleksiyón</u>
haláman (n)	plant, vegetation 31
hálamanán (n)	garden; syn. <u>hardín</u>
halíka (v)	(You) come here 12
handá' (adj)	ready, prepared 32
hanggáng (conj)/ (prep)	until 23; up to 26
hángin (n)	wind 51
Hapón (n)	Japanese; Japan 5
hapúnan (n)	dinner, supper, evening meal 23
haráp (n)	front; <u>sa haráp</u> (adv) in front of 38; before (the class) 45
hardín (n)	garden; syn. <u>hálamanán</u> 41
háyop (n)	animal 49
héto (<u>sa</u> -dem)	here it is; a variant form is <u>éto</u> 1
híkaw (n)	earring 14
higít (adv)	more, more than 26
híhintayín (v)	will await/will wait for (someone/-thing); see <u>hintayín</u> 35
hilámos (v)	wash the face; see <u>maghilámos</u> 33
himatayín (v)	to faint, to pass out, to become unconscious 52
hindí' (adv)	no, not; negative particle 2
hindí bá	tag question roughly equivalent to 'isn't it?' 'aren't they?' 'did he?' etc. 6
hinihintáy (v)	is waiting for (someone/-thing); see <u>hintayín</u> 39
hinihípan (v)	is blowing (something); see <u>hípan</u> 36
hinóg (adj)	ripe, mature (usually used for fruits) 41
hintayín (v)	to wait for/to await (someone/-thing)
hinúli (v)	caught/apprehended (someone/-thing); see <u>hulíhin</u> 38
hingí' (v)	ask for, ask for something for free; see <u>humingí'</u> 39

TALAHULUGANAN (GLOSSARY)

hípan (v)	to blow, as of wind or from the mouth
hípon (n)	shrimp 20
hiramín (v)	to borrow (something) 19
ho' (part)	colloquial form of <u>po'</u> 1
hoy! (part)	Hey!, Pssst!, Hi!; an exclamation of warning or of calling attention
húgas (v)	wash; see <u>maghúgas</u> 32
húgis (n)	shape 14
hulí (adj)	late, tardy, last 23
hulíhin (v)	to catch/to chase after (something)
húlog (v)	drop, fall; see <u>mahúlog</u> 45
Húlyo (n)	July 9
humánap (v)	to look for, to search for 25
humingí' (v)	to ask for, to request
humintó' (v)	to stop, to come to a halt 51
Húnyo (n)	June 9
hustó (adj)	sufficient, enough, syn. <u>sapát</u> 44
huwág (adv)	don't 12
Huwébes (n)	Thursday 9

I

ibábaw (n)	top, upper part or surface; <u>sa ibábaw</u> (adv) over, above, on top 40
ibálot (v)	to wrap (something)
ibá (pron)/(adj)	other, others, another; other, different 30
ibibilí (v)	will buy for (someone); see <u>ibilí</u> 44
íbig (pv)	want, like, wish, desire, syn. <u>gustó</u> 47
ibilí (v)	to buy for (someone)
ibinabálot (v)	is wrapping (something); is being wrapped; see <u>ibálot</u> 37
ibobóto (v)	will vote for (someone/-thing); see <u>ibóto</u> 6
íbon (n)	bird 41
ibóto (v)	to vote for (someone/-thing)
ibukás (v)	to open (something) 19
ikáin (v)	to eat with, to eat for 12
ikatló (num)	third; derived from <u>ika-tatló</u> 32
ikáw (<u>ang</u> -pron)	you (singular); usually occurs initially in sentences 1
ikinagágalák (v)	is pleased, is happy 7
ikinúmpisál (v)	confessed (something); see <u>ikumpisál</u> 37
ikumpisál (v)	to confess (something)
ihágis (v)	to throw/to hurl (something) 19

TALAHULUGANAN (GLOSSARY)

iinítin (v)	will heat up/will warm up (something); see <u>inítin</u> 35
ilabás (v)	to take out/to put out (something) 46
ilagáy (v)	to place/to lay down (something) 19
ilálím (n)	bottom, space below; <u>sa ilálím</u> (adv) underneath, beneath 40
ilán (int)	how many 12
ilaráwan (v)	to describe/to portray (someone/-thing) 51
ílaw (n)	light; lamp 52
Ilokáno/a (n)	a person from the Ilocos region 5
ilog (n)	river 30
ilóng (n)	nose 11
imbitahín (v)	to invite (someone) 47
impóng (adj)	a title for an old woman used with a given name, a reference to an old woman, grandmother; when the name is not appended, the noun form is <u>impó</u> 3
inaalók (v)	is being offered (something); see <u>alokín</u> 35
inay (n)	mother, a calling for mother 3
inhinyéro (n)	engineer 6
ínit (n)	heat, warmth, humidity 35
inítin (v)	to heat (something)
Intsik (n)	Chinese 5
inumín (v)	to drink (something) 16
ínumin (n)	drinks, beverage 46
inyó (<u>sa</u> -pron)	you, yours (plural) 1
ingkóng (adj)/(n)	a title for an old man used with or without a given name, a reference to an old man, grandfather 3
Ingglés/Inglés (n)	English 2
ipanganák (v)	to be born
ipinanganák (v)	was born; see <u>ipanganák</u> 8
isáma (v)	to take (someone) along, to go with (someone) 17
isá (num)	one 17
isá (n)/(adv)	next, as in <u>sa isáng linggó</u> 'next week' 33
isará (v)	to close/to shut/to turn off (something) 19
isaúli' (v)	to return (something) 19
isdá' (n)	fish 18
isinusúkat (v)	is trying on/is fitting (something); see <u>isúkat</u> 37
istádyum (n)	stadium 28

TALAHULUGANAN (GLOSSARY)

istória (n)	story, syn. <u>kuwénto</u> 19
isúkat (v)	to try on (something)
isuót (v)	to put on/to wear (something) 28
itaás (n)	the upstairs, space above; <u>sa itaás</u> (adv) above, upstairs 40
itágo' (v)	to keep/to hide/to put away (something) 37
itáli' (v)	to tie/to fasten (something) 39
itápon (v)	to throw away/to cast aside (something) 19
itím (adj)	black 14
itinágo' (v)	kept/put away (something); see <u>itágo'</u> 40
itinutúlak (v)	is pushing (someone/-thing); see <u>itúlak</u> 37
itlóg (n)	egg 16
itó (<u>ang-dem</u>)	this, this one here 2
itúlak (v)	to push/to shove (someone/-thing)
itúro' (v)	to point to (someone/-thing) 19
íwan (v)	to leave behind (someone/-thing) 30
iyán (<u>ang-dem</u>)	that, that one there 2
iyó (<u>sa-pron</u>)	your, yours (singular) 39
iyón (<u>ang-dem</u>)	that, over there; that, yonder 2

L

labandéra (n)	laundry woman 30
labás (n)	exterior, the outside, out-of-doors; <u>sa labás</u> (adv) outside 27
labinsiyám (num)	nineteen 25
lákad (n)	a person's destination when preparing to make a trip or when preparing to leave; see <u>lumakad</u> 28
lagnát (n)	fever 22
lahát (adj)	all, everyone, everything 1
lalákad (v)	will be going, will walk, will leave 7
laláki (n)/(adj)	man; male 6
láló (adv)	more (so) 26
lamán (n)	contents 15
lang (part)	only, just; representing little value; shortened form of <u>lámang</u> 2
langgám (n)	ant 12
lapág (n)	floor level, ground level, the space below 25

TALAHULUGANAN (GLOSSARY)

lápís (n)	pencil 2
laráwan (n)	picture, portrait; syn. <u>litráto</u> 33
laró' (n)	game 18
láruan (n)	playground 14
laruán (n)	toy, plaything 14
lasíng (adj)	drunk, intoxicated 46
láta (n)	a can, tin 50
leksiyón (n)	lesson 16
leég (n)	neck 52
Liberál (n)	Liberal Party (a major political party in the Philippines) 6
líbo (n)/(num)	thousand or thousands 12
libró (n)	book; syn. <u>aklát</u> 2
likód (n)	back, reverse side; <u>sa likód</u> (adv) behind, in back of 38
líder (n)	leader 4
ligpitín (v)	to clear/to put away (something) 46
líham (n)	letter; syn. <u>súlat</u> 17
líla (adj)	violet, lavender; syn. <u>úbe</u> 14
limá (num)	five 12
linága'/nilága' (adj)/(n)	(something) boiled 29
lindól (n)	earthquake, tremor 22
línis (v)	clean; see <u>maglínis</u> 16
Linggó (n)	Sunday 9
linggó (n)	week 9
linggú-linggó (adv)	every week 29
litráto (n)	picture; syn. <u>laráwan</u> 11
lítro (n)/(qnt)	liter 50
litsón (n)	roast pig (usually a whole roasted pig) 20
lóbo (n)	balloon 36
lóla (n)	grandmother 11
lólo (n)	grandfather 11
loób (n)	the inside, interior, in-doors; <u>sa loób</u> (adv) inside 40
luksá' (adj)	in mourning, in black 51
lúgi (n)/(adj)	loss in a business transaction 50
lúma' (adj)	old, not new (used for objects) 24
lumában (v)	to fight against 47
lumabás (v)	to go out, to exit 27
lumákad (v)	to walk; to leave on a trip, to set out for 7
lumalabás (v)	performs, is appearing/playing on stage, radio, TV, etc. 29
lumangóy (v)	to swim 18

TALAHULUGANAN (GLOSSARY)

lumuwás (v)	to go from the town to the city 47
Lúnes (n)	Monday 9
lumikó' (v)	to turn, to curve, to make a curve 38
lúpa' (n)	earth, soil, ground 54
	downstairs, groundfloor 37
lúto' (v)/(adj)	cook; cooked 16

M

maaári (mod)	may, possibly 31
maásáhan (v)	can hope for (something), can count on (someone) 8
maaksidénte (v)	to happen to meet with/to have an accident
maága (adv)	early 23
maásim (adj)	sour 16
mabábangó (adj)	fragrant (plural) 51
mabágal (adj)	slow 49
mabáho' (adj)	foul-smelling, stinking, offensive in odor 29
mabaít (adj)	kind, good 24
mabanggá' (v)	to collide, to hit or bump into
mabangís (adj)	fierce 49
mabasá' (v)	to become wet or drenched
mabigát (adj)	heavy 37
mabilís (adj)	fast 49
mabínat (v)	to have a relapse 53
mabúbusóg (v)	will be full, will have eaten satisfactorily; see <u>mabusóg</u> 31
mabusóg (v)	to become full, satisfied or satiated (from eating)
mabúti (adj)	fine, good 1
mabuwál (v)	to fall flat on the ground, to pass out 52
makákalákad (v)	will be able to walk, will be able to set out for; see <u>mákalákad</u> 53
makahingá (v)	to be able to breathe (freely)
mákalákad (v)	to be able to walk, to be able to leave or depart
makalawá (adv)	this occurs either with <u>noóng</u> or <u>ka-</u> to mean 'the day before yesterday' 27; used with <u>sa</u> to mean 'the day after tomorrow' 28
mákalimútan (v)	to (unintentionally) forget (something)

TALAHULUGANAN (GLOSSARY)

makapagbíbiró' (v)	will be able to tease or to joke; see <u>makapagbiró'</u> 53
makapagbiró' (v)	to have the chance or opportunity to tease or joke
makapál (adj)	thick 51
makáramdám (v)	to be able to feel or sense
mákilála (v)	to happen to know, to happen to meet, to (unintentionally) become acquainted with; <u>ma-</u> expresses an involuntary act 7
mákina (n)	sewing machine; machine 34
makiníg (v)	to listen 17
makinílya (n)	typewriter 19
mákíta (v)	to happen to see
makipútol (v)	to please cut something 48
mákúha' (v)	to be able to get; to happen to get/obtain/acquire 13
madadapá' (v)	will fall over, will stumble; see <u>madapá'</u> 31
mádagdagán (v)	to happen to be increased or added to
madalás (adv)	often, frequently 25
madalí' (adv)	easy, not difficult 25
(v)	hurry up, be quick, be fast 27
madapá' (v)	to fall over, to stumble
mag-abalá (v)	to disturb, to bother
mag-adórno (v)	to decorate 46
magagálit (v)	will get angry, will be angry; see <u>magálit</u> 31
mag-áhit (v)	to shave
mag-alága' (v)	to raise (animals), to take care of 47
magálang (adj)	polite, courteous, respectful 49
magalíng (adj)	good; capable 4
magálit (v)	to become angry
mag-alsá (v)	to revolt, to stage a strike 47
magandá (adj)	pretty, beautiful, nice 10
Magandáng áraw	Good day; a greeting during daytime 5
Magandáng gabí	Good evening 1
Magandáng hápon	Good afternoon 1
Magandáng tangháli'	greeting at noontime 1
Magandáng umága	Good morning 1
mag-áral (v)	to study 17
mágasin (n)	magazine 19
mag-áway (v)	to quarrel, to fight

TALAHULUGANAN (GLOSSARY)

magbaság (v)	to keep on breaking glassware, earthenware, and the like
magbáwas (v)	to reduce, to remove (something) from, to lessen, to decrease
magbáyad (v)	to pay for
magbigáy (v)	to give
magbíhis (v)	to get dressed, to change clothes
magbiláng (v)	to count, to count a number of things
magbinyág (v)	to baptize, e.g. <u>Pári ang nagbinyág sa báta</u> . 'It was a priest who baptized the child.'
magbitbít (v)	to carry (something) by hand in a dangling or hanging manner
magkabít (v)	to connect, to fasten, to attach
magkakilála (adj)	acquainted with one another, knowing each other 7
magkáno (int)	question word that means 'how much' 20
magkasáma (adj)	being together 39
magkasíng (pref)	of equal quality, as...as, same as 49
magkikíta' (v)	will meet; see <u>magkíta'</u> 31
magkíta' (v)	to meet
magkumpuní (v)	to repair, to alter
magdalá (v)	to bring, to carry, to take 31
magdasál (v)	to pray
magdepósito (v)	to deposit 31
magdilíg (v)	to sprinkle water, to water (plants)
maghágis (v)	to throw, to hurl 25
maghandá' (v)	to prepare (something), to get ready
maghapúnan (v)	to have dinner 20
magháwak (v)	to take care of; to keep; to hold in the hand 46
maghihintáy (v)	will wait for; see <u>maghintáy</u>
maghilámos (v)	to wash one's face
maghintáy (v)	to wait for, to await
maghúgas (v)	to wash
maghúlog (v)	to deposit (money); (lit.: to drop); syn. <u>magpások/magdepósito (ng péra)</u> 31
magináw (adj)	cold, chilly
mag-ípon (v)	to save, to collect; an abbreviated form of <u>magtípon</u> 43
mágising (v)	to happen to awaken; to keep (oneself or others) awake 56
maglabá (v)	to wash clothes, to launder 17
maglabás (v)	to take out; to withdraw (money) 31

TALAHULUGANAN (GLOSSARY)

maglakbáy (v)	to travel, to take a trip
maglaró' (v)	to play 18
maglínis (v)	to clean
maglúto' (v)	to cook
magmadalí' (v)	to act or move fast 42
magmamasíd (v)	will observe; see <u>magmasíd</u> 31
magmaného (v)	to drive (a vehicle) 47
magmasíd (v)	to observe
magpakuló' (v)	to boil (something) 54
magpáhid (v)	to wipe off; to smear on
magpahingá (v)	to rest, to take a rest 31
magpalabá (v)	to have clothes washed, to have someone wash one's clothes 54
magpalít (v)	to change, to exchange with 31
magpápapintá (v)	will have (something) painted; see <u>magpapintá</u> 54
magpapintá (v)	to have (something) painted
magpások (v)	to put in, to deposit (money); syn. <u>magdepósito/maghúlog (ng péra)</u> 31
magpasyál (v)	to take a walk, to walk or stroll leisurely 18
magpatáy (v)	to kill, to slaughter 18
magplántsa (v)	to iron or to press clothes 25
magpríto (v)	to fry 20
magsábi (v)	to tell, to say; to ask for permission
magsalítá' (v)	to speak, to talk; to speak out 18
magsálu-sálo (v)	to have a get-together 47
magsánay (v)	to practice 33
magsasaká (n)	farmer 10
magsayá (v)	to be happy, to be cheerful, to be gay 46
magsíkap (v)	to strive 43
magsimbá (v)	to go to church 25
magsinungáling (v)	to (tell a) lie 12
magtaním (v)	to plant
magtanóng (v)	to ask, to inquire 38
magtrabáho (v)	to work 18
magtúhog (v)	to string together
magtúro' (v)	to teach 18
magúlang (n)	parent 8
maguló (adj)	unruly, rowdy, disorderly 49
mag-umpisá (v)	to start, to begin 25
mag-únat (v)	to press, to iron; (lit.: to straighten out) 46
mahál (adj)	expensive; dear 49

TALAHULUGANAN (GLOSSARY)

Mahál na Áraw (n)	Holy Week 51
mahigít (adv)	more than, over 26
mahigpít (adj)	strict; tight 49
mahílig (adj)	fond of, inclined to 42
mahílo (v)	to become dizzy; to be confused
mahírap (adj)	poor; difficult 25
mahulí (v)	to be late or tardy 42
mahúlog (v)	to fall, to drop; syn. <u>malaglag</u>
mahúsay (adj)	skillful; good 13
maibá (v)	to change 34
maiklí' (adj)	short 49
maiinís (v)	will be mad, will be annoyed, will be exasperated; see <u>mainís</u> 55
mainís (v)	to be exasperated/annoyed/irritated
máintindihán (v)	to understand / to comprehend (someone/-thing) 17
maíngay (adj)	noisy 53
maisuo't (v)	to be able to wear, to be able to put on
maisusuo't (v)	will be able to wear; see <u>maisuo't</u> 55
maíwan (v)	to be left behind, to leave behind
malakás (adj)	strong; loud 24
malakí (adj)	big, large 36
malálim (adj)	deep 12
maláman (v)	to know
malamíg (adj)	cold, chilly, cool 49
malápit (adj)	near, close 23
maláyo' (adj)	far, distant 49
maléta (n)	luggage 51
malikót (adj)t	restless, motile, wriggly; mischievous 49
máligaw (v)	to happen to get lost, to (accidentally) stray
malígo' (v)	to bathe 17
maliít (adj)	small 24
malinamnám (adj)	yummy, exquisitely delicious 49
malínis (adj)	clean 46
malóko (v)	to become crazy, to crack up; to be madly inclined to do (something)
malolóko (v)	will become crazy, will crack up; see <u>malóko</u> 31
malungkót (adj)/ (v)	sad, unhappy 13 to become sad
maluwág (adj)	loose 16
mámamayan (n)	citizen 56
mamatáy (v)	to die; derived from <u>patáy</u> 'dead'

TALAHULUGANAN (GLOSSARY)

mamayá' (adv)	later on, as in <u>mamayáng gabí</u> 'later this evening' 13
mamilí (v)	to go shopping
manálo (v)	to win
maníka' (n)	doll 43
mananghalían (v)	to have lunch (Note that this form comes from <u>nag-</u> + <u>tanghalían</u>) 20
maní' (n)	peanut 50
mánidyer (n)	manager; employer, boss 6
manók (n)	chicken 18
manoód (v)	to watch, to view 17
mansánas (n)	apple 14
mantekílya (n)	butter 45
mang (adj)	a title of familiar respect used with the first name of a man; contracted form of <u>máma'</u> 'mister', e.g. <u>Mámang Pedro</u> becomes <u>Mang Pedro</u> 3
mángangalakál (n)	businessman 11
manggá (n)	mango 50
manggagáwa' (n)	laborer, worker 39
manggás (n)	sleeve 16
mangingisdá' (n)	fisherman 51
mangungúlot (n)	hairdresser, beautician 51
mangyári' (v)/ (conj)	to happen because
mangyayári' (v)	will happen, will occur; see <u>mangyári'</u> 28
maóng (n)	denim 51
mápa (n)	map 19
mapágod (v)	to become tired
mapapágod (v)	will become tired; see <u>mapágod</u> 56
maputí' (adj)	fair, light-complexioned 49
marámi (adj)	many, much, lots of, plenteous 8
maríno (n)	serviceman in the navy or the marines 6
Márso (n)	March 9
Mártés (n)	Tuesday 9
marumí/madumí (adj)	dirty, filthy 46
marúnong (adj)	intelligent, knowledgeable 24
mas (adv)	more, as in <u>mas magandá</u> 'more beautiful' 24
masáhe (n)	massage 54
masamá' (adj)	bad 21
masaráp (adj)	good, delicious 12
masayá (adj)	happy, cheerful, merry, gay 24

TALAHULUGANAN (GLOSSARY)

masípag (adj)	hard-working, diligent, industrious 24
masunúrin (adj)	obedient 49
masyádo (adv)	very, exceedingly 16
matá (n)	eye 11
mataás (adj)	tall, high 24
matabá' (adj)	stout, fat 24
matákot (v)	to be afraid, to fear
matagál (adv)	take-a-long-time 13
matalíno (adj)	intelligent, wise, sharp 24
matamís (adj)/(n)	sweet; sweets, dessert 28
matandá (adj)/(n)	old; an old person 6
matápang (adj)	brave, courageous 49
matíbay (adj)	sturdy, durable, lasting 49
matipíd (adj)	frugal, thrifty 49
matirá (v)	to be left or retained, as refuse or left-overs
matúlog (v)	to sleep 17
matúto (v)	to learn 56
matutuwá' (v)	will be pleased; see <u>matuwá'</u> 48
matuwá' (v)	to become pleased, to be joyful, to be amused
maubúsan (v)	to run out of, to be all sold out
maúhaw (v)	to become thirsty
máuna (v)	to go ahead 54
maunawáin (adj)	understanding 37
mauúhaw (v)	will be thirsty; see <u>maúhaw</u> 31
mawalá' (v)	to disappear, to get lost; to lose
mawaláng gálang	an expression which means 'excuse me'; (lit.: to lose respect) 38
may (part)	have, there is/are, possess 5
mayári' (v)	to be finished, to be made 13
Máyo (n)	May 9
mayroón (part)	there is, there exists; to have (something), to possess 21
mekániko (n)	mechanic 40
médya/o (adj)	half 23
médyas (n)	socks, stockings 15
médyo (adv)	somewhat, slightly, so-so 25
ménos (adj)	less, minus, lacking 23
meriénda (a)	snack 19
mésa (n)	table 2
méstro/maéstro (n)	teacher, tutor; (borrowed from Spanish); the feminine form is <u>méstra/maéstra</u> ; syn. <u>gúro'</u> 5

TALAHULUGANAN (GLOSSARY)

méyor (n)	mayor of a city or town; syn. <u>alkálde</u> 7
mísa (n)	Mass 37
mga (part) (pronounced <u>manga</u>)	indicates a plural noun, e.g. <u>mga gúro</u> means 'teachers' 4
milyonáryo (n)/(adj)	millionaire 52
minsán (adv)	once, once in a while 26
mítíng (n)	a meeting; syn. <u>púlong</u> 32
Miyérkoles (n)	Wednesday 9
mo (<u>ng</u> -pron)	you, your (singular) 6
modísta (n)	dressmaker, seamstress 13 dress shop 47
morkón (n)	a kind of meat dish; (a meat roll stuffed with olives, pickles, sausage and hard-boiled eggs) 44
motorsíklo (n)	motorcycle 21
mukhá' (n)	face 11
mukhá' (adv)	seemingly, looks like, appears like; (lit.: face) 38
mulá' (prep)	from; derived from <u>simulá'</u> 'starting with' or 'starting from' 26
múna (adv)	for a while, just a minute; first, beforehand, before anything else 16
munisípyo (n)	municipal building, townhall 38
múra (adj)	cheap, inexpensive 13

N

na	a linker, used after a consonant; e.g. <u>mahúsay na sástre</u> 'good tailor'; after a vowel, its variant is <u>-ng</u> 13
na (adv)	already, now 2
naaáwa' (v)	to take pity 18
naaksidénte (v)	met with an accident, had an accident; see <u>maaksidénte</u> 47
nabanggá' (v)	bumped into, hit; see <u>mabanggá'</u> 47
nabasá' (v)	became wet / drenched; see <u>mabasá'</u> 52
nakakahingá (v)	is able to breathe (freely); see <u>makáhingá</u> 53
nakákahiyá' (adj)	embarrassing, shameful 35
nakákaramdám (v)	is able to feel or sense; see <u>makaamdám</u> 53
nakákatákot (adj)	frightening; formidable 29
nakalaán (adj)	reserved for, intended for; headed for 51

TALAHULUGANAN (GLOSSARY)

nákalimútan (v)	forgot; derived from the root word <u>limot</u> 'forget; miss'; see <u>mákalimútan</u> 4
nakatirá (adj)	staying at, residing in 8
nákíta (v)	was found; see <u>mákíta</u> 34 was seen 36
nakú! (part)	Oh, my!; an interjection derived from <u>Nánay ko</u> or <u>Iná ko</u> 'My mother!' 15
nádagdagán (v)	happened to be increased, was raised; see <u>mádagdagán</u> 40
nag-aáhit (v)	is shaving; see <u>mag-áhit</u> 32
nag-aáral (v)	is studying; see <u>mag-áral</u> 8
nag-abalá (v)	to have bothered; to have gone out of one's way to do something for somebody 45
nag-áway (v)	quarreled, fought; see <u>mag-áway</u>
nagbakasyon (v)	took a vacation 27
nagbaság (v)	broke something repeatedly; see <u>magbaság</u> 49
nagbawás (v)	lessened, decreased, reduced, removed (something) from; see <u>magbawas</u> 37
nagbáyad (v)	paid for; see <u>magbáyad</u> 44
nagbíbiláng (v)	is counting; see <u>magbiláng</u> 41
nagbúhay-mayáman (v)	lived it up; (lit.: lived the rich life) 27
nagdugó' (v)	bled; <u>dugó'</u> means 'blood' 30
nag-eempáke (v)	packing 41
naghahandá' (v)	is preparing, is getting ready; see <u>maghandá'</u> 32
nag-inúman (v)	had a drinking spree 45
naglalakbáy (v)	is traveling, is taking a trip; see <u>maglakbáy</u> 32
nagsasábi (v)	is telling, is saying; see <u>magsábi</u> 12
nagsúsugál (v)	is gambling, usually with cards 32
nagsusúkláy (v)	is combing 33
nagsúsuót (n)	wearer 24
(v)	is wearing something
nagútom (v)	became hungry, starved 30
nagsisipílyo (v)	is brushing (teeth) 32
nagtaníim (v)	planted; see <u>magtaním</u> 33
nagtutúhog (v)	is stringing together; see <u>magtúhog</u> 43
nahílo (v)	became dizzy; became confused; see <u>mahílo</u> 52
nahúlog (v)	fell, dropped; see <u>mahúlog</u> 30
naíwan (v)	was left behind; (involuntarily) left behind; see <u>maíwan</u> 30

TALAHULUGANAN (GLOSSARY)

náligáw (v)	lost, strayed; see <u>máligáw</u> 39
namán (part)	response marker; also, too, rather, again; on the other hand 1
namatáy (v)	died; see <u>mamatáy</u> 51
nambóla (v)	expressed an exaggeration; put someone on 53
namilí (v)	went shopping; see <u>mamilí</u> 30
námin (ng-pron)	we, our (exclusive, not including the person spoken to) 7
nanálo (v)	won; see <u>manálo</u> 41
nánay (n)	mother; syn. <u>ináy</u> 10
nandiyán/nariyán (adv)	it is there, there 6, 41
nandíto/naríto (adv)	it is here, here 41
nandoón/naroon (adv)	it is over there, over there, over in that place 41
nang (adv)	when; in order to 29
nangyári (v)	happened, a “happening”; see <u>mangyári</u> 27
nangyayári (v)	is happening, is going on; see <u>mangyári</u> 29
nápakabigát (adj)	very heavy 53
nápakáinit (adj)	extremely hot 51
napágod (v)	became tired 30
nars (n)	nurse 6
nasaán (int)	where (referring to a static position or place) 40
Nasyonalísta (n)	Nacionalista Party (the political rival of the Liberal Party) 6
natákot (v)	became afraid or frightened; see <u>matákot</u> 30
nátin (ng-pron)	our (inclusive) 6
natitirá (v)	is left of, remaining; see <u>matirá</u> 51
natúlog (v)	slept; see <u>matúlog</u> 13
natuwá' (v)	became glad, was pleased; see <u>matuwá'</u> 30
nawalá' (v)	was missing, was lost; see <u>mawalá'</u> 34
néne' (n)	appellation for a small girl 3
ni (ng-mkr)	a noun marker used before names of persons; (before nouns with the same function that are not names of persons, <u>ng</u> is used) 7
nilá (ng-pron)	they, their 11
nilága' (v)	boiled (something); see <u>linága'</u> 34

TALAHULUGANAN (GLOSSARY)

nina (<u>ng</u> -mkr)	plural form of <u>ni</u> 15
nínong (n)	godfather; feminine form is <u>nínang</u> 15
ninyó (<u>ng</u> -pron)	you, your (plural); (used in the singular sense, it indicates a formal or polite form) 10
nitó (<u>ng</u> -dem)	this, of this, by this; its 14
niyá (<u>ng</u> -pron)	he/she; his, hers, her 7
niyán (<u>ng</u> -dem)	that, of that, by that; its 14
niyón (<u>ng</u> -dem)	that over there, yonder; its; another variant is <u>noón</u> 14
nobéla (n)	novel 17
Nobyembre (n)	November 9
nóbyo (n)	boy friend; the word for 'girl friend' is <u>nóbya</u> 21
noón (adv)	at that time, then, last; when 17
nuwébe (num)	nine 23

NG

ng (<u>ng</u> -mkr)	a noun marker; marks an attribute, e.g. <u>direktór ng "site"</u> 'director of the site'; used with common nouns 4
(pronounced <u> nang</u>)	
-ng	see <u>na</u> 1
nga' (part)	emphatic particle, expresses confirmation, truly, really, certainly 6
ngayón (adv)	request particle meaning 'please' 21 now, today, e.g. <u>ngayóng hápon</u> 'this afternoon' 5
ngípin (n)	tooth 11
ngití' (n)	smile 51

O

o (conj)	alternate marker, or, e.g. <u>Matandá ba siyá o báta?</u> 'Is he old or young?' 6
o (part)	used either as a sentence opener or closer which means 'now, see, please, okay'; see also <u>a</u> 4
Oktúbre (n)	October 9
oditóryum (n)	auditorium 2
ónse (num)	eleven 23
óo(part)	yes 4

TALAHULUGANAN (GLOSSARY)

operá (v)	operate on (someone/-thing); see <u>operahín</u>
operahín (v)	to operate on (someone/something)
opisína (n)	office 2
ópo' (part)	yes (polite form); just like <u>po'</u> and <u>ho'</u> , the more colloquial or a little less formal form of <u>ópo'</u> (although certainly not a less respectful form) is <u>óho'</u> 5
óras (n)	time; hour 6
órder (n)	an order; a serving (of food) 10
ordináryo (adj)	ordinary, common 24
o, siyá	an expression meaning 'okay, all right, well,' etc. 8
ospitál (n)	hospital 28
otél (n)	hotel 28
ótso (num)	eight 23

P

pa (adv)	yet, still; as yet; more, another 7
paá (n)	foot 11
páaralán (n)	school; syn. <u>eskuwelahán</u> 7
pabangó (n)	perfume, lotion, cologne 43
pabilhín (v)	to have someone buy (something) 56
pakéte (n)	package 21
pakiabót (v)	please hand over, please get 16
pákulútan (n)	beauty parlor 47
pádre (n)	a borrowing from Spanish which means 'father' used as an appellation for a priest 37
pag (conj)	particle which means 'on, if, when' 32
pagbabágo (n)	change 52
pagbilán/pagbilhán (v)	to sell (something) to someone 26
pagkáin (n)	food 20
pagkaraán (adv)	after, after passing 38
pagkatápos (adv)	afterwards, after finishing 32
paggámit (a)	use 52
pagnanárses (n)	nursing (as a career or profession) 51
págod (n)	tiredness, exhaustion 30
pagód (adj)	tired, exhausted 19
pagsasánay (n)	practice 56
pagsugpó' (n)	control of, eradication, suppression 52

TALAHULUGANAN (GLOSSARY)

pagtutúro' (n)	one's teaching 8
páhíd (v)	wipe off; smear on; see <u>magpáhíd</u> 37
pahigáin (v)	to make someone lie down 56
palá (part)	so, as in <u>ikáw palá</u> 'so it's you'; an exclamation of surprise 2
palabás (n)	show; film 17
palákad (n)	policy (administrative) 38
palági' (adv)	always, often; also <u>lági'</u> 32
palaró' (n)	the games planned for an occasion 36
pálay (n)	unhusked grain of rice; rice plant 30
paláyaw (n)	nickname 10
pálda (n)	skirt 15
paléngke (n)	market 28
pamagát (n)	title 33
pamburá (n)	eraser 16
pamílya (n)	family 8
pámínggálan (n)	cupboard, food storage 43
pamintá (n)	pepper 16
panaderyá (n)	bakery 38
panahón (n)	weather 33
panaúhin (n)	time
panhík (v)	visitor, guest 44
	come up, the house; reduced form of <u>pumanhík</u> 45
pansít (n)	noodles 20
pantalón (n)	trousers, pants 14
panyó' (n)	handkerchief 43
pangálan (n)	name 8
pangánay (n)	eldest child in the family 11
pángit (adj)	ugly; not good 24
pangunáhin (adj)	leading, first, foremost 13
pápag (n)	a bamboo bed, a wooden divan 40
papagbunutín (v)	to have someone pull out (something) 56
papagmultahín (v)	to cause someone to pay a fine 56
papél (n)	paper 2
páplanúhin (v)	will plan (something), will map out plans 36
pára (conj)/(prep)	occurring before <u>sa</u> -phrases to mean 'so that, in order to' 8
	for, to; till; as in <u>ménos síngko pára alas trés</u> 'five minutes before three o'clock' 23
pára (adv)	like that of, in the manner of 12

TALAHULUGANAN (GLOSSARY)

páre	appellation for a male friend; derived from <u>kumpáre</u> or “compadre”; the feminine form is <u>máre</u> from <u>kumáre</u> ; sometimes used to address a man whose name one does not know 13
páre’/pári’ (n)	priest 37
parého (adj)	similar, the same, identical, equal 6
párte (n)	part 36
pasádo (adj)	past, passed 23
pasalúbong (n)	a present (usually given by one arriving from a trip) 43
pasasalámat (n)	thanksgiving 47
Paskó (n)	Christmas 9
pasiyénte (n)	a patient 42
pások (n)	entry; as in ‘going to work, going to class’ 21
pastór (n)	pastor, minister 38
patawárin (v)	to forgive (someone/something) 52
patáy (n)/(adj)	dead; not working, turned off 23
patayín (v)	to kill/to slaughter (something); to turn off (the light), to put out (the fire)
patingín (v)	request form of <u>tingín</u> ‘see, look’ 11
patnúgot (n)	director; head of office 2
páto (n)	duck; another word for ‘duck’ is <u>bíbe</u> 28
patúngo (adj)	in the direction of, towards 47
paús (adj)	hoarse 53
payát (adj)	thin, slim, lean 24
páyong (n)	umbrella 19
Pebrero (n)	February 9
péra (n)	money 19
péro (conj)	but, however 24
pétsa (n)	date (of the calendar) 9
pílak (n)	silver 49
Pilipínas (n)	the Philippines 6
Pilipíno/a (n)	Filipino/a 4
pinapawísan (v)	is perspiring, is sweating 51
pinatáy (v)	killed/slaughtered (something); see <u>patayín</u> 34
pinintahán (v)	painted (something); see <u>pintahan</u> 34
pinitás (v)	picked (something), as from a bush or tree; see <u>pitasín</u> 41
píno (adj)	fine 24
pinrító/pinirító (v)	fried (something); see <u>pritúhin</u> 34
pinsán (n)	cousin 28

TALAHULUGANAN (GLOSSARY)

pintahán (v)	to paint (something)
pintó' (n)	door 19
pintúra (n)	paint 54
pinyá (n)	pineapple 16
pinggán (n)	plate; syn. <u>pláto</u> 37
pirmá (n)	signature 56
pisára (n)	blackboard, chalkboard 2
píso (n)	peso 44
pistá (n)	fiesta, feast day, an annual celebration in a town in honor of the patron saint 9
pitáka' (n)	wallet; purse 15
pitásín (v)	to pick (something), as from a bush or tree
pitó (num)	seven 12
pláka (n)	a disc, a phonograph record 35
pláno (n)	a plan 36
plántsa (n)	flat iron 40
plása (n)	plaza, the town park 22
po' (part)	a form that indicates respect or politeness; sir/ma'am 1
pólo (n)	polo shirt 40
pósporo (n)	match 19
póste (n)	a post 47
presidénte (n)	president 4
prinsipál (n)	school principal 5
pólo baróng (n)	native-styled polo shirt, informal 19
prító (adj)	fried 34
prítúhin/piritúhin (v)	to fry (something)
probléma (n)	problem 55
prográma (n)	program 18
prusisyón (n)	a religious procession 22
prútas (n)	fruit 18
pu' (n)/(num)	ten or tens 12
pugón (n)	oven 25
puhúnan (n)	capital in a business, initial investment 50
pulá (adj)	red 14
pulís (n)	police; policeman 7
pulgáda (n)/(qnt)	inch 50
púlong (n)	meeting, conference; syn. <u>mítng</u> 21
pumíli' (v)	to choose, to select 27
pumuntá (v)	to go
pumuputók (v)	is erupting, is exploding; see <u>pumutók</u> 29

TALAHULUGANAN (GLOSSARY)

pumutók (v)	to erupt, to explode
punásan (v)	to wipe/to wipe off (something); to give someone a sponge bath 37
púnit (n)	rip, tear 51
púno' (n)	tree, tree trunk 2
pupuntá (v)	will go; see <u>pumuntá</u> 2
púsa' (a)	cat 10
putí' (adj)	white 14
putúlan (v)	to take a cut from 42
puwéde (mod)	can, may; indicates possibility 9

R

rádyo (n)	radio 22
raw (part)	see <u>daw</u> 3
reklámo (n)	complaint 21
rektángguló (n)/(adj)	rectangle; rectangular 14
regálo (n)	gift, present 15
reló/relós (n)	watch; clock 15
relyéno (n)	a dish of stuffed chicken, stuffed fish or stuffed crab 44
repólyo (n)	cabbage 20
restawrán (n)	restaurant 18
rin (part)	see <u>din</u> 1
rósas (adj)	pink 14

S

sa (<u>sa</u> -mkr)	location or direction marker: to, from, in, on, etc. 1
saán (int)	where, in what place 2
Sábado (n)	Saturday 9
sabihin (v)	to say/to tell/to relate (something) 34
sabón (n)	soap 22
sábong (n)	cockfight 22
sabungán (n)	cockpit 47
saká' (conj)	also, in addition, and; a variant is <u>atsaká'</u> 54
sáko (n)/(qnt)	a sack 50
sakit (n)	illness, sickness; pain 21
ságing (n)	banana 20

TALAHULUGANAN (GLOSSARY)

sagót (n)	anywer, response, reply 19
sahíg (n)	floor 16
saís (num)	six 23
sála (n)	living room 40
salámat (n)	thanks 1
salamín (n)	eyeglasses; mirror, looking glass 22
salóp (n)/(qnt)	ganta, a unit of dry measure equivalent to three liters 50
salubúngin (v)	to meet someone (at a certain place) 46
samá' ng loób (n)	ill feelings 52
samáhan (v)	to accompany 15
sampú' (num)	ten; derived from <u>isáng pú'</u> 'one ten' 12
sána (part)	an expression of hope, wish or desire, as in <u>sána umulán</u> 'I hope it rains./May it rain' 33
sandalí' (n)	a moment, a minute, a short time 16
santacrúsan (n)	May flower festival 9
sapátos (n)	shoe 15
sarádo (adj)	closed, shut, turned off 23
saríli (n)/(adj)	one's self 56
saríwa' (adj)	fresh 47
sasabíhin (v)	will tell (something); see <u>sabíhin</u> 35
sasakyán (n)	vehicle for transportation 22
sástre (n)	tailor II.4; tailor shop 47
sáya (n)	floor-length flowing skirt, native costume of Filipino women 51
sayáwan (n)	a dance, a social gathering for dancing 22
sekretárya (n)	secretary 6
Septiyembre (n)	September 9
serbésa (n)	beer 18
serbidóra (n)	waitress; the masculine form is <u>serbidór</u> ; syn. <u>wéyter</u> 36
si (<u>ang</u> -mkr)	used before name of persons; (before nouns that are not names of persons, <u>ang</u> is used) 3
sigarílyo (n)	cigarette 19
síge (part)	go on, proceed, continue; <u>o síge</u> 'okay, then, well'; <u>síge ná</u> 'come on'
sigúro (adv)	maybe, perhaps, probably 23
silá (<u>ang</u> -pron)	they 4
silíd (n)	room; bedroom 12
silíd-aralán (n)	classroom, study room 2
silíndro (n)	harmonica 43

TALAHULUGANAN (GLOSSARY)

sílong (n)	the open space underneath a house; groundfloor 37
sílya (n)	chair 2
simbáhan (n)	church 18
siménto (n)	cement 54
siná (<u>ang</u> -mkr)	plural form of the marker <u>si</u> , used before names of persons 4
sinábi (v)	said / told (something) 34
sinangág (adj)/(n)	fried; fried rice 20
síne (n)	movie, movie house 17
síno (int)	who 3
sinturón (n)	belt 43
sinúlid (n)	thread 55
sinúnog (v)	was set on fire, was burned; see <u>sunúgin</u> 34
sínu-síno (int)	who (plural) 4
síngko (num)	five 23
sinkuwénta (num)	fifty; a native term for 'fifty centavos' is <u>isáng salapí'</u> 50
singsíng (n)	ring 15
sipílyo (n)	brush (usually a toothbrush) 23
sipón (n)	a cold 21
síra' (n)	a tear (as in clothing); a defect 48
sísiw (n)	chick 29
sítaw (n)	stringbean or longbean 50
siyá (<u>ang</u> -pron)	he/she 3
siyám (num)	nine 12
siyangá' (adv)	really, honestly, is that so; syn. <u>talagá</u> 14
siyémpre (part)	of course, surely, naturally 6
siyéte (num)	seven 23
sóbra (adj)/(adv)	in excess of 44
sombréro/sumbléro (n)	hat 39
sorbétes (n)	ice cream 18
sukláy (n)	comb 33
suklí' (n)	change from a purchase 21
sugál (n)	any game, usually a game of cards, that involves a bet or wager 32
súlat (n)	letter; syn. <u>líham</u> 9
sumakáy (v)	to ride, to board a vehicle 15
sumáli (v)	to join 46
sumaló (v)	to catch 34
sumáma (v)	to go with, to accompany 28
sumamá' (v)	to become bad; to become ill 52

TALAHULUGANAN (GLOSSARY)

sumasálok (v)	is fetching, as in 'fetching water' 51
sumayáw (v)	to dance 7
sumúlat (v)	to write 7
sundálo (n)	soldier 49
súnog (n)	a fire 22
sunúgin (v)	to set (something) on fire
suót (n)	refers to 'clothes worn by a person' 24
superbisór (n)	supervisor 6
superintendente (n)	superintendent 8
súpot (n)/(qnt)	a paper bag 50
susubúkin (v)	will be tried, will be tested 35
susúkob (v)	to share a space in a cover or shelter, e.g. under an umbrella 52
susunód (v)/(adj)	will follow; next, following 33
suwéldo (n)	salary, wage, pay 21
swéter (n)	sweater 21

I

tabáko (n)	cigar 15
tabí (n)/(adv)	side; beside, by the side of 38
tabíng-dáगत (n)	beach, seashore 2
tabúnan (v)	to cover with (usually, soil); derived from <u>tábon</u> 42
tákot (n)	fear, fright 30
tag-áraw (n)	summer, dry season 51
tag-ulán (n)	rainy or wet season 51
taga-saán (int)	from where 8
taga-tanggáp (n)	receiver 51
talabá (n)	oyster 20
talagá (adv)	truly, really; honestly, syn. <u>siyangá'</u> 24
talampákan (n)/(qnt)	sole (of foot); a foot long, syn. <u>piyé</u> 50
táli' (n)/(qnt)	a bundle (tied with a string) 50
talóng (n)	eggplant 14
táma' (adj)	right, correct 2
táma ka ná	an expression which is a mild or "affectionate" way of saying, 'Oh, stop it/ Oh, shut up' 24
tamád (adj)	lazy 24
tambák (n)	a heap, a pile; fill up; filler (soil) 54
tánawin (n)	scenery, view 31
taním (n)	plant 33

TALAHULUGANAN (GLOSSARY)

tansó' (n)	copper 49
tangháli' (n)/(adj)	noon, midday 1 late (time), not early 23
tanghalían (n)	lunch, noon meal 23
táo (n)	a person 5
Táo po'!	a phrase used by a caller to announce his presence at the entrance of a home; (lit.: There is a person here) 5
taón (n)	year 12
táong-báhay (n)	housekeeper, housewife 10
tapát (n)/(adv)	front, the one in front; across, in front of 38
tápos (n)/(adv)	ending, conclusion 13 afterwards 32
tapúsín (v)	to finish (something) 19
tatahiín (v)	will be sewn, will sew (something) 35
tatanungín (v)	will ask/will inquire about (something)
tátay (n)	father; syn. <u>amá</u> 10
tatló (num)	three 12
táwad (n)	discount, reduction in price 50
tawágin (v)	to call (someone) 19
táyo (<u>ang</u> -pron)	we (inclusive, you and I; or you, I and others) 4
tayá' (n)	the "It" in a game 40
téka (part)	an expression which means 'just a minute' or 'by the way'; derived from <u>hintáy ka</u> 7
téla (n)	cloth, clothing material 28
telebísyon (n)	television, television set 22
telegráma (n)	telegram, cable 52
telépono (n)	telephone 22
téna (part)	an expression which means 'let's go' or 'come on'; a contraction of <u>táyo na</u> 4
ténga (n)	ear; originally pronounced <u>taínga</u> or <u>táynga</u> 11
térno (n)	woman's native costume with butterfly sleeves, formal; see <u>sáya</u> 54
tíket (n)	ticket 21
tiklóp (n)	fold; see <u>tiklupín</u> 51
tiklupín (v)	to fold (something); derived from <u>tiklóp</u>
tinanggáp (v)	was accepted 25 received (something) 33
tinápay (n)	bread 16
tindá (n)	goods for sale 22
tindáhan (n)	store 2
tindéro (n)	storekeeper, shopowner, sales clerk; the feminine form is <u>tíndera</u> 5

TALAHULUGANAN (GLOSSARY)

Tiniklín (n)	a native dance in which the dancers step in and out of two clapping bamboo poles 28
tínig (n)	voice; syn. <u>bóses</u>
tingnán (v)	looked at (something); see <u>tingnán</u> 42
tinggá' (n)	tin 49
tingnán (v)	to look at (something)
tipirín (v)	to exercise frugality, to be thrifty or economical in using (something) 46
titikím (v)	will sample, will taste (something); see <u>tumikím</u> 29
títser (n)	teacher, syn. <u>gúro'</u> , <u>méstro/a</u> 5
tiyá (n)	aunt 11
tiyán (n)	stomach 11
tiyó (n)	uncle 11
tórta (n)	omelet 20
totoó (adj)	true; as an expression it means 'Honestly?. Really?' syn. <u>talagá</u> , <u>siyangá'</u> 20
tótoy (n)	appellation for a small boy 3
tóyo' (n)	soy sauce 16
trabáho (n)	work; job, occupation 10
trayángguló/ triyángguló (n)/(adj)	triangle, the native word is <u>tatsúlok</u> 'three-cornered'; triangular 14
tren (n)	train
tres (num)	three 50
tsampurádo (n)	chocolate-flavored porridge 20
tséke (n)	a check 31
tsinélas (n)	slippers 15
tsokoláte (n)/(adj)	chocolate; brown, syn. <u>kapé</u> , <u>kayumanggí</u> 14
tsupér (n)	driver of a motor vehicle, chauffeur 6
túbig (n)	water 16
tubó (n)	sugar cane 36
tubuhán (n)	sugar cane plantation or field 35
tuktók (n)	top, tip, peak (of head) 54
tugtugin (v)	to play a musical instrument, to play a music piece on an instrument 20
tulá' (n)	poem 27
túlad (adj)	similar to, like that of 54
tuláy (n)	bridge 51
tulóy (v)	come in 1 to continue doing what has been started 34

TALAHULUGANAN (GLOSSARY)

tulúngan (v)	to help someone 15
tumabá' (v)	to become stout 27
tumakbó (v)	to run 7
tumahí' (v)	to sew 13
tumalón (v)	to jump 7
tumáwa (v)	to laugh 25
tumáwag (v)	to call 6
tumayá' (v)	to bet, to make a bet 47
tumayó' (v)	to stand up 7
tumikím (v)	to taste, to savor
tumingín (v)	to look (at) 12
tumirá (v)	to stay at, to reside in 47
tumpók (n)/(qnt)	a pile, heap, mound; a unit of measure for small quantities of tomatoes, onions, garlic, etc. 50
tumugtóg (n)	to play a musical instrument, to play a music piece on an instrument 20
tumulá' (v)	to recite a poem 27
tumutúlong (v)	is helping 8
tungkól (part)	about, referring to, regarding, on 46
tutulóy (v)	will proceed, will continue; will stay at 38
tuwá' (n)	joy, pleasure, gladness 30
tuwálya (n)	towel 22
tuwí' (adv)	every, as in <u>tuwíng Sábado</u> 'every Saturday' 29
tuwirín (v)	to go straight (on a road) 38
tuyó' (n)	dried fish (usually served fried or broiled) 20

U

úbas (n)	grapes 50
ugáli' (n)	ways, customs 8
úlam (n)	main dish of a meal; ('viand,' as used in the Philippines) 16
ulán (n)	rain 24
ulí'/ulít (adv)	again, once more 6
úlo (n)	head 41
umábot (v)	to catch up with, to overtake
umakyát (v)	to go up, as in a house or a tree 29
umalkilá/umarkilá (v)	to rent; to hire
umalís (v)	to leave, to depart, to go away 7

TALAHULUGANAN (GLOSSARY)

umatrás (v)	to retreat, to back up, to move back 39
umulán (v)	to rain 27
umupó' (v)	to sit down 3
úna (num)	first 31
uná-unahán (v)	to compete for first place, to run or move in order to come out first 12
unipórme (n)	uniform 51
úno (num)	one 50
uno-béynte (num)	one peso and twenty centavos (₱1. 20) 20
úri' (n)	kind, type, class 29
utang na loób	an expression which means 'debt of gratitude' 35
utúsan (v)	to give a command or order to someone 42

W

walá' (pv)	there is none, nothing, none 4
Waláng anumán	You're welcome, Not at all 16
waláng táwad	an expression in sales meaning 'fixed price'; (lit.: no discount/bargain) 50
walís (n)	broom 36
walisín (v)	to sweep (away) (something) with a broom
waló (num)	eight 12
wélga (n)	a (labor) strike 22
wíka' (n)	language 2
wináwalís (v)	is sweeping with a broom; see <u>walisín</u> 36

Y

y (conj)	(pronounced ē) and (a Spanish borrowing used only with time and, sometimes, with middle names 23
yáman (n)	richness, wealth 49
yáta' (adv)	maybe, it seems, perhaps; in emphatic form it connotes definiteness, as in <u>Johnson yáta' iyán</u> 'It's Johnson (brand) — (so it definitely is good)' 6
yárda (n)/(qnt)	yard 50
yélo (n)	ice 48