



1960

Ilocano text

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Ilocano text

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Student: Robert G. Ward
Language: Ilocano
Informant: Mr. Jaime Manawis
Date: August, 1960

Martin Luther's Dream

1. Adda sarita a naibaga / nga iti maysa a rabii / n-agtag-tag-aynep
There is story CM told, that CM one CM night, P-dream-R
There is a story told, that one night, Martin Luther

ni Martin Lutero // 2. Iti say?ero n-agparan iti sangwana-na /
CM Martin Luther. The devil P-appear CM before-him,
had a dream. The devil appeared before him, and he was

ket in-awit-na iti sangkaarakop nga pagpasaan // 3. Idi in-okrad
and P-carry-he CM armful CM books. When P-open
carrying an armful of books. When Satan

ni Satanag dagidyay nga pagpasaan / na-kita ni Lutero nga na-ikur?it
CM Satan those CM books, P-see CM Luther that P-written
opened the books, Luther saw that his sins were written on their pages.

ti bas-basol-na kadagidyay bul-bulun-ta // 4. Kalpasana k-in-una-na ken
CM Pl-sin-his on their Pl-page-their. After-that -P-say-he to
Then he said to Luther

Lutero nga siraragsat / awan ti manabasul nga sumbret sadi langit //
Luther CM gleefully, no CM sinner CM enter where heaven.
gleefully, 'No sinner can enter heaven.'

5. Ania iti aramida-m a maypapan kadagituy amin a bas-basol-mo //
What CM do-you CM for all all CM Pl-sin-your?
'What are you going to do about all your sins?'

6. S-in-aludsud ni Lutero ken-kwana / adda pay daduma // 7. Wen / addo
- P-ask CM Luther to-him there-are still others? Yes, many
Luther asked him, 'Are there still others?' 'Yes,

pay / k-in-una ni Satanag nga ag-kat-katawa / ket in-yuneg-na iti
still, - P-say CM Satan CM ?- R- laugh, and P-take-in-he CM
still more," said Satan laughingly, and he took in the

maykadwa nga sangkaarakop maneng a pagpasaan // 8. Kalpasan iti
second CM armful again CM books. After CM
second armful of books. After Luther

panakasukisuk ni Lutero kadagidyay maykadwa nga dissu ti pagpasaan /
inspection CM Luther those second CM batch CM books,
inspected the second set of books, he asked again,

s-in-aludsud-na maleng / adda pay daduma // 9. Wen / adda
- P-ask-he again, there-are still more? Yes, there-are
'Are there still more?' 'Yes, there are

pay / k-in-una man dadya say?ero / sa-na in-ala iti mayketlu a
still, P-say again that devil, and-he P-bring CM third CM
still more,' said the devil again, and he brought in the third set

dissu ití pagpasaan // 10. Idi n-alpas-na nga n-abasa ida /
batch CM books. When P-finish-he CM P-read them,
of books. When he finished reading them,

s-in-aludsud-na maneng no adda pay // 11. Awanin / dagiti lattang /
-P -ask-he again if there-are still? No more, those are all,
he asked again, if there were still more. 'There are no more,

in-sungbad ni Satanás nga sila-la-dingit // 12. Iti dayta nga banag /
P-answer CM Satan CM sadly-R? CM that CM case,
that is all,' answered Satan sadly. 'In that case,' said

k-in-una ni Lutero nga nagballigi / isurat-mo kadagiti amin a
- P-say CM Luther CM triumphantly, write-you their all CM
Luther triumphantly, "Write on all their pages, 'the blood of Jesus

bul-bulun-da / ti dara ni Hisu Kristu nga Anak-na ugasana-tayo iti
Pl-page-their, CM blood CM Jesus Christ CM Son-his cleanses-us CM
Christ, His Son, cleanses us from all sin.'"

amin a baso //
all CM sin.

John Wesley's Dream

1. Iti maysa nga rabii / ni Juan Wisly / iti maday-day-awa pastor nga
CM one CM night, CM John Wesley, CM famous- R preacher CM
One night, John Wesley, the famous English preacher,

Inglis / nag-tag-tagaynep kampanya adda idyay ruanan iti sadi langit //
English, P-R- dream during he was there gate CM where heaven.
was dreaming that he was at the gate of heaven.

2. Iti dadyay nga pasit / n-akita-na iti anghil nga ag-ban-bantay //
CM that CM place, P-see-he CM angel CM - R- guard.
There he saw an angel standing guard. When he asked
3. Idi s-in-aludsud-na no sinoda dag-iti a-gig-yan idyay / n-aysumbat
When -P-ask-he if whoever Pl-CM R-live there, P-is-told
who dwelt there, he was told,

ken-kwa-na / syasinoman nga agayat ken Apo Dios // 4. Kalpasana iti
to-him-it, whosoever CM loves to Lord God. After CM
'Those who love the Lord God.' After that the

buya n-agsukat // 5. Adda iti ruanan iti invyerno / nga ban-ban-tayan
scene P-is-changed. He-was CM gate CM hell, CM R-is-guarded
scene was changed. He was at the gate of hell which was being

iti nakabo?boteng nga nasinan ta tao // 6. N-angeg-na iti nakaalalinget
CM hideous CM like person. P-hear-he CM terrible
guarded by a hideous creature who had the semblence of a human being. He

nga tabaaw ken awan sardin-na nga pokaw iti danum // 7. Gapu ta isu
CM curses and no stop-it CM shout CM water. Because CM he
could hear terrible curses and a continuous shout for water. Because he

ket mangamu / na-kisao iti dadyay ag-ban-bantay // 8. Daytoy iti
CI curious, P-talk CI that -R-guard. This CI
was curious, he talked to the guard. This was their

nagsauan-da // 9. Adda kataliko-s ditoy / s-in-aludsud ni Wisly //
conversation-their. There-are Catholic-Pl here, -P-ask CI Wesley?
conversation: 'Are there Catholics here,' asked Wesley?

10. Wen / addo ti kataliko-s ditoy / in-sungbat dadyay ag-ban-bantay //
Yes, many CI Catholic-Pl here, P-answer that -R-guard.
'Yes, there are many Catholics here,' answered the guard.

11. Adda mitudista-s ditoy // 12. Wen / addo ti mitudista-s ditoy //
There-are Methodist-Pl here? Yes, many CI Methodist-Pl here.
'Are there Methodists here?' 'Yes, many Methodists here.'

13. Adda prisbitiriano-s ditoy // 14. Wen / addo ti prisbitiriano-s
There-are Presbyterian-Pl here? Yes, many CM Presbyterian-Pl
'Are there Presbyterians here?' 'Yes, many Presbyterians here.'

ditoy // 15. Iti kamaodyanana / idi aglagawen / s-in-aludsud-na / adda
here. CM Finally, when discouraged, P-ask-he, there-are
Finally, in desperation, he asked, 'Are there Christians

kristiano-s ditoy // 16. Awan ni oray maysa nga kristiano ditoy /
Christians-Pl here? None CI not even one CM Christian here,
here?' 'Oh no, there is not a single Christian here,' said the devil

k-in-un-na dadyay say?ero nga sila-la-dingit //
- P-say-he that devil CI -R-sadly.
sadly.

Notes:

Morpheme division is indicated by a hyphen.

Word division is indicated by a space.

The key to the symbols used in the translation (second line) is as follows:

P past
Pl plural
CM construction marker
R reduplication (always seems to indicate continuous action
of some sort.)
? interrogative intonation.

The key to the symbols used in the text (first line) is as follows:

// period ; / comma ; ? glottal stop

Sounds are indicated as below:

Vowel sounds are written phonetically, except for e which
represents a high, unrounded, central-to-back vowel rather than
the mid, close, front, unrounded vocoid which it normally
represents.

Glottal stop, vowel intermedial, is predictable and is therefore
not written.

Student: Marilyn Bergman
Language: Ilocano
Informant: Mr. Jaime Manawis
Date: August, 1960

A. Ti Retratísta
The Photographer

1. Idi talló táwen-ko wennó nesorok bassít addá
that three age-my or more little there-was
When I was three years old, or a little more, there was
retratísta nga immáy idíay baláy ta cayát
photographer A came there house because want
a photographer who came to our house, because my father wanted
tátang-ko nga aláena iti retratomi daydí áding-ko
father-my A take the picture there younger-sibling-my
him to take a picture of my little sister and me.
ken siác// 2. Nalábit daydí áding-ko nga babái
and I perhaps that younger-sibling-my A female
My sister was perhaps
iti táwe-na innem bulan// 3. Ngém saán-ko nga malipátan
the age-her six month but cannot-I A forget
six months old. But I cannot forget
daydi a caníto agsípud ta isú iti kaónaan nga
that A moment because because it the earliest A
that moment since it is the earliest recollection I have.
malagíp-ko// 4. Idi alaena iti retrat-omi saának
remember-I that take the picture-our could-not-I
While he was taking our picture I could not
nakatalna// 5. Két ni tátang-ko nagunget két
keep-from-moving and the father-my angry and
keep still. And my father became angry and
cinuná-na nga enláo ápay saán nga makátalna
said-he A loudly why not A keep-from-moving
he said loudly, "Why can't Jaime keep still?"
ni Jaime?"// 6. Gapú ta saán-ak nga
the Jaime Reason-being because not-I A
Because I could not keep still,
nagtalna saán-na nálaen daidi retrató// 7. Daydí
keep-from-moving not-he take that picture that
he could not take the picture. That

a caníto isú ti umuná a malagíp-ko iti panagbiag-ko//
 A moment it the first A can-remember-I in life-my
 is the first incident I can remember in my life.

8. Calpasánna indi-ác ammuén nga natáy daydi áding-k
 After not-I know A died that younger-sibling-my
 After that I did not know that my little sister died, for I

ta awán iti póotko iti ipapatáy-na
 because there-isn't-any the consciousness the died-she
 was not aware that she died or that they buried her.

wennó iti panangipunpun-da kencuana// 9. Ngem kinu-na
 or the buried-they her but said-she
 But my mother said

ni nanang-ko nga iti bassit-ak caycayat-ko launay
 the mother-my A the little-was-I was-fond-I very
 that when I was little I was very fond of that little sister

daydi áding-k// 10. saán-ak nga nayilio
 that younger-sibling-my did-not-I A longed
 of mine. I never longed for her

kencuana a polós gapú ta indi-ác ammó
 for-her A never reason-being because did-not-I knowledge
 because I did not know that she had died.

nga natay//
 A died

B. Ti Umuna ken Maudi Sakit ti Ulo-k
 The First and Last Sick the Head-My
 My First and Last Headache

1. Maysá a malém casanguánan iti panagsublí-k iti escuelá
 one A afternoon before the return-I to school
 One afternoon before I returned to school,

nagsakit iti ulo rinicn-ak a casla bettac iti ulo-k//
 sick the head felt-I A as-if crack the head-my
 I felt as though my head would "bust".

2. gapú ta saán-ko nga mayibtóran iti sakítna
 reason-being because not-I A bear the pain
 Because I could not bear the pain,

enbag-ák a dágos ken-ni tatanko // 3. Apáman
 said-I A at once to father-my as-soon-as
 I told my father right away. As soon as

a nangng-na iti enpalawág-ko kencuána nangálaen ti
 A heard-he the explanation-my to-him took-he the
 he heard my explanation, he took

maysa obías ken maysá nga báso iti danúm sana
 one tablet and one A glass of water and-then
 a tablet and a glass of water and

cinuna ken siác alimumen daytóy sauminómka dorús//
 said-he to me swallow this and-drink quickly
 said to me, "Swallow this and drink it quickly."

4. Inaramid-ko iti inbagá-na// 5. Dinabayág nagsardéng
 acted-I the he-said Not-long-after stop
 I did what he told me to do. Not long after that

ti sakít ti úlo-k// Daydi nga malèm nacapanag idíay
 the sick the head-my that A afternoon was-able-I to
 my head stopped aching. That afternoon I was able to

escuelá a caslá awán ti napasámak caníac//
 school A as-if there-isn't-any the happened to me
 go to school as if nothing had happened to me.

6. Daydi a caníto isú ti úmuna ken maúdi nga panagsakít
 that A moment it the first and last A being-sick
 That incident was my first and last headache,

iti úlo-k yáman-ko ken Apo Dios// 7. Cásta met
 of-the head-my thanks-my to Lord God same also
 thanks to the Lord God. I can say

iti mayíbag-ák a maypapán iti ngípinko// 8. Ta
 the say-I A in-regard to teeth-my because
 the same also in regard to my teeth. Because

saán-co nga napadásan dáyta a sakít yaman-ko
 have-not-I A experienced that A sick thanks-I
 I have not experienced a toothache, thanks again

manin ken Apo Dios.
 again to Lord God
 to the Lord God.

Key

A - Appositional marker

The phonemic orthography follows McKaughan and Forster.

Student: Lyle G. Scholz
 Language: Ilocano
 Informant: Jaime Manawis
 Pangasinan, Philippines
 Date: August, 1960

MY DREAM

1. idi ag-ta'wina-k iti op'put wen'nu ku'rup bəssit/
 when Af-age-my CM four or less little
 When I was four years old or a little less,
 n-ag-tuga?a'nupa-k iti 'maysa a rabi'i// 2. kam'paydi
 P-Af-dream-I CM one CM night during-my-dream
 I had a dream one night. In my dream
 n-akyay'ayəma-k kən ni tutup 'maysa ɲa ubiɲ a nabi?it pay
 P-am-playing-I with CM Tutong one CM child CM recent-ly
 I was playing with Tutong, a child who had died recently
 ɲa na'tay iti bur'tup// 3. idi manərima?an-'kami ɲa
 CM died CM smallpox (time) unc-we CM
 of smallpox. While we were playing,
 n-ag-ay'ayəm/ ni tutup ɲa dius ti al'wad-na/ kayat-'na-k
 P-Af-playing CM Tutong CM God CM takes-care-of-him wanted-him
 Tutong, may God take care of him, invited me
 ɲa a'wisən ijay papanan-'na// 4. n-ag-ma'dia-k ɲa
 CM invited there was-going-he P-Af-did-not-want-I CM
 to go with him where he was going. I refused
 sa'murut kən'kwana// 5. kaba'yatan iti panagtatagta'gaynip-ku
 follow to-him during CM (during) dream-my
 to follow him. During my dream,
 n-ag-sasa'w?a-k iti na'la?aw kət ni nanaɲ-'ku n-ayag-'na-k//
 P-Af-talking-I CM loudly and CM mother-my P-hear-she-me
 I was talking loudly and my mother heard me.
 6. a'paman a'nayag-na ɲa man'ja-k ka'yat ti sa'murut
 as soon heard-she CM don't-want-I like CM to follow
 As soon as she heard that I refused to go with
 iti daydi iti ka?ay'aym-ku rini?iɲ-'na-k a 'dagus//
 CM the late CM playmate-my woke-up-she-me CM at once
 my little playmate, she woke me up right away.
 7. 'kənnuna-na a'pay nak'kuɲ anya iti n-apa'samak-'mu//
 said-she why my child what CM P-happened-to-you
 She said, "Why my child, what happened to you?"

8. in'sug bəku kən'kwa-na a ni tutuŋ pi'li-'na-k ɔa
 answered I to-her CM CM Tutuŋ forces-he-me CM
 I answered her that Tutuŋ forced me to follow where he was going.

su'murut ijay papanan'na// 9. iti kal'pəsan 'dayta
 to follow there where goes-he CM after that
 After that

inik'kə-na-k iti bis'lak saʔana ki'nuna 'kanya-k/ saʔaŋ'ku
 gave-she-me CM stick and-then said to-me do-not
 she gave me a stick in my right hand and then said to me, "Do not

ɔa sumurut kən ni Tutuŋ kət nupi'litan-na-ka ɔaɣ'urim
 CM follow (with) CM Tutuŋ and if-forces-he-you to-beat
 follow Tutuŋ and if he forces you beat him

iti daytoy ɔa bis'lak//
 CM that CM stick
 with this stick."

Sa'luyut
 (a wild vegetable)

1. 'maysa a rabi'i idi maŋmaŋ'aŋ-kami 'kasla n-ag-sakit
 one CM night when were-eating-we like P-AF-sick
 One night while we were eating, I had a somewhat sick feeling.

iti rik'na-k// 2. kas'toy iti ga'puna// 3. iti
 CM feeling-my this the cause CM
 This was the cause:

ra'baw iti lama'saʔn ɔa iapapɔa'ana-mi nay'kabil iti
 on top CM table CM where-were-eating-we was placed CM
 On the table by which we were eating was placed

may'sa a piŋ'gaŋ a na-'sukun iti na'lutu sa'luyut
 one CM dish CM CC-deep CM cooked saloyot
 a deep dish of cooked saloyot (wild vegetable)

kət 'rabuŋ// 4. dagijay nat-nataŋ na-sag'pawŋ iti
 and bamboo sprouts. those Pl-vegetable CC-mixture CM
 and bamboo sprouts. Those vegetables were mixed with

i'kan// 5. Kalpa'san iti panaka'ramay-ko iti na'lutu
 fish after CM having-tasted it-my CM the cooked
 fish. After I tasted the cooked vegetable

ɔa na'taŋ kən i'kan saʔ'an ɔa na-sayaʔat iti rik'na-k//
 CM vegetable and fish not CM CC-goodness CM feeling-my
 and fish, my feeling was not good.

6. timmak'dira-k a 'dagus saʔ'ak na'pan na-'turag//
 stood-I (up) CM at-once and then I went CC-slept
 I stood (from table) right away and went to sleep (to bed).

7. nəɣaru'gi idi a kani'tu saʔaŋ'ku a ka'yat dajay na'taŋ
 to-begin (time)CM moment do-not-I CM like that vegetable
 From that moment I do not like that vegetable that is called

a'mana'ganəm sa'luyut// 8. isu 'laʔaŋ iti 'maysa kadagiti
 that-is-named saloyot it only CM one of the
 saloyot. It is the only one of all

'amin ŋa natna'tan a 'saʔaŋ-ku a may 'paʔuna-k iti
 all CM vegetables CM cannot-I CM unc to enter-I CM
 vegetables that I cannot put inside my stomach.

tyaŋ-ku
 stomach-my

Notes

Morpheme divisions as far as analyzed is indicated by a hyphen;
 word division by a space. The following symbols are used with these
 meanings:

CM	Construction Marker	ʔ	Glottal stop
CC	Class Changer	'	Stress
Af	Affix	-'	Morpheme break and stress
unc	Uncertain		
Pl	Plural		
P	Past		

Student: Raymond E. Dubert
Language: Ilocano
Informant: Jaime N. Manawis
Chicago, Illinois
Date: August, 1960

Iti Alalia ti Caballo
The Phantom Horse

1. Iti maysa a rabii calpasan ti isasangpet-mi a naggapo
the one CM night after the arrival- our CM from
One night after our arrival from

idiay cini/ n-aibati-ac a nag-tantanaw iti tawa s-um-ango
that movie P-left-I CM AP-looking the window --L-front
the movie house, I was left looking out the window that fronted

iti balay a pagadalan// 2. Dagidi ca-cadua-c n-agididdadan
the house CM school those P-companion-my P-lying down
the schoolhouse. My companions had laid down to

a matmaturog// 3. Bayat ti pinag-tantanaw-co idiay tawa
CM asleep while the IP-looking-I that window
sleep. While I was looking out of the window

pinag-apnunot-co iti lecsion-co nga diac in-adal//
IP-thinking-I the lesson-my CM not-I SA-study
I was thinking of my lessons that I had not studied.

4. Cabayatan iti pa-nag-pan-panunot-co nakita-c iti dackel a
during the AS-AP-R-thinking-my saw-I the large CM
While I was thinking I saw a large horse

caballo ket l-in-ayaw-na dadiay balay a pagadalan//
horse and SA-jump-it that house CM school
and it jumped over the school house.

5. Apaman a nabita-c daydi dackel a caballo/ casla
as-soon-as CM saw-I that large CM horse seem
As soon as I saw that large horse,

na-sinit iti barocung-co iti landoc nga naca-pud-pudot//
EP-burning heat the breast-my the iron CM PP- R-heat
my breast burned like with a very hot iron.

6. Nag-laaw-aw a dagus ket dagidi ca-cadua-c matmaturog/
AP-shouted-I CM once and those P-companion-my asleep
I shouted right away and my companions who were sleeping,

n-ariing-da ket calpasan-na l-in-icmut-da-c// 7. Idi cuan/
P-awake-they and after-that --SA-surround-they-MC later
were awakened and after that surrounded me. Then

daydi a caballo nagsubli ket l-in-ayaw-na manen dadiay
late CM horse returned and --SA-jump-it again that
that horse returned and it again jumped

balay a pagadalan sabali a turong// 8. Uray nakita-c
house CM school another CM direction even-though saw-I
the school house in the opposite direction. Even though I saw

manen iti alalia dadiay a caballo dagiti ca-cadua-c
again the ghost that CM horse the P-companion-my
the Ghost of the horse again my companions

awan ti nakita da// 9. Dayti a rabii napan-ac
nothing the saw they that CM night went-I
saw nothing. That night I went to sleep

na-turog a napno-na iti buteng//
EP-sleep CM full-his the fear
full of fear.

Notes

Morpheme division is indicated by hyphen.
Word division is indicated by spaces.
The key to the symbols used in the translation (second line)
is as follows:

P past
A action, general, present
AP action general, past
CP cooperation or strong desire, past
CM construction marker
O ordering, causing, present
PO ordering, causing, past
L limitation of action, present
LP limitation of action, past
SA subject caused to act, past
IP instrument employed, past
AS action performed on himself, present
PA possibility, present
PP possibility, past
E emotion, present
EP emotion, past
R reduplication
unc uncertain

The key to the symbols used in the text (first line) is as
follows:

/ comma // period

Symbols for the sounds are written in the conventional Ilocano
orthography.

Student: Max Cobbey
Language: Ilocano
Informant: Mr. Jaime Manawis
Date: August, 1960

Sapay manj-ak kayat ti ag-tabaco
Why don't-I like the Ve-tabacco
Why I don't like to smoke.

1. idi limah iti tawen-ko/ kayat-ko a-raman-an iti sigariyo
When five the age-my like-I Af-taste-Af the cigarette
When I was five years old, I wanted to taste a cigarette or a cigar.

wueno tabako// 2. maysa nga bigat/ nakit-ak iti rongrong ti tabako/
or cigar one the morning saw-I the butt the cigar
One morning I saw one of my father's cigar butts which

ni tatan-ko ta in-bati-na/ iti maysa nga lamisaan//
the father-my that intentionally-left-he the one the table
he had left on the table.

3. idi nakit-ak dayti nga rongrong/ ingkabil-ko iti nyiwat-o/ sa-kos
when saw- I that the but put-I the mouth-my then-I
When I saw that butt, I put it in my mouth and sucked it.

s-in-osop// 4. di nabayag na-olaw-ak/ ket nang-rugi/ di manj-ak
S-Af-suck then not-long Qu-dizzy-I and from-begin then don't-I
Soon I became dizzy, and from that time I haven't liked cigars or cigarettes.

kayat/ iti tabako wueno sigariyo// 5. isu nga ingga-ta/ saan-ak nga
like the cigar or cigarette so the until-now don't-I the
So that from that time I haven't

ag-tabako wueno ag-sigariyo// 6. ngem nasayaat daitoi/ nga arami-ko
Ve-cigar or Ve-cigarette but good this the act-my
smoked cigars or cigarettes. But this act of mine is good because now I

ta saan-ak a ma-kagasto/ iti kuorta ta la-ngina/ dag-iti
that don't-I the able-to-spend the money that unc-price pl-the
do not have to spend precious money for cigarettes and cigars.

sigariyo ken tabako//
cigarette and cigar

Notes:

Morpheme division in the text is indicated by a hyphen; word division, by a space; a pause by /; a sentence by //.

The pronunciation and orthography, in general, are described in Ilocano; An Intensive Language Course by Howard McKaughan and Jannete Forster.

Explanation of symbols:

Sg - Singular

S - A part of the stem which has been separated from the rest of the stem by an infix.

Qu - Quality marker

Ve - Verbalizer

Af - Affix (when the meaning is uncertain)

unc - Uncertain meaning

In going back over the text the informant wished to change two places:

- In sentence 2. he wished to change ta inbatina 'he (intentionally) left it' to na ibatina 'he (unintentionally) left it'.
- In sentence 6. he wished to change aramiko 'my (specific) act' to kadayak 'my (customary) act'.

Student: Dwight Gradin
Language: Ilocano
Informant: Mr. Jaime Manawis
Date: August 1960

A.

1. iti maysa a rabii/ idi ag-ad-adal-ak idyay ili ti linggayan/
the one CM night when P-Prg-study-I there town the Lingiyan
One night when I was studying in the town of Lingiyan,
pangasinan/ n-ag-n-agna-ak a mapan ma-turug iti pagkaskaseraan nga
Pangasinan P-Prg-P-walk-I CM to go Vb-sleep the boarding CM
Pangasinan, I was walking to go sleep at the boardinghouse
- balay dag-iti ka-kaily-ak// 2. daydi a rabii na-sipnget// 3. idi ada-ak
house Pl-the Pl-townmate-my that CM night Adj-darkness when there-was-I
of my townmates. That night was dark. When I was
iti nagbaetan iti n-aggapw-ak ken n-apan-ak/ n-akit-ak iti rurug ti
the between the P-come-from-I and P-go-I P-see-I the skeleton the
between the place where I came from and where I was going, I saw a human
- tao// 4. iti kita-na kastla tum-ayag bayat ti pinag-asidag-mi//
human the looks-its like unc-tall while the Nom-approach-our
skeleton. Its appearance seemed taller as we were nearing each other.
5. idi nag-sabat-kami/ kastla tim-ayag-pay// 6. iti makinkanawan a
when P-meet-we(excl.) like unc-tall-still the right CM
When we met, it seemed to be taller still. Its bony right
katul-tulang nga takyag-na p(in)adas-na a gawaten iti makinkanawan a
Adj-bone CM arm-its P-try-it CM to reach the right CM
arm reached for my right ear.
- lapayag-ko// 7. n-agrocob-ak a dagos// 8. daydi rurug n-agpukaw/
ear-my P-stoop-I CM at once that skeleton P-disappear
I stooped down at once. That skeleton vanished,
- ket idi t(in)alyaw-ko iti na-likud-ak/ awan ti n-akit-ak/ ngem n-anged-ko
and when P-look-I the Adj-at-the-back-I none the P-see-I but P-hear-I
and when I looked back, I saw nothing, but I heard
- iti angin a na-pigsa iti alad// 9. kalpasanna nag-taray-ak a mapan
the wind CM Adj-strength the fence after that P--run--I CM to go
a gust of wind on the fence. After that I ran to the house
- idyay balay dag-iti ka-kaily-ak// 10. idi kalpasan a nay-bag-ak iti n-akit-ak/
there house Pl-the Pl-townmate-my when after CM P-say-I the P-see-I
of my townmates. When I told them what I saw, they
nag-kat-katawa-da ket im-baga-da kany-ak nga no mabalin saan-ak nga
P-Prg-laugh-they and P-say-they to-me-I CM if to-be-able not-I CM
were laughing and told me if I could help it not to walk alone

m-ag-m-agna agmay-maysa iti kasipngetan//
 Pr-Prg-Pr-walk unc-one the place-of-darkness
 in the dark.

B.

1. idi ada-ak iti mayka-dwa nga tawen iti pinag-adal-ko/ naimbag-a
 when there-was-I the unc-two CM year the Nom-study-I good-unc
 When I was in my second year of schooling, I was a good gatherer

nga agala iti andidit// 2. iti pin-agal-ak kadakwa-da kastoy//
 CM to-gather the sicadas the Nom-gather-I to-them-they this.
 of sicadas. I gathered them like this.

3. n-agoly-ak ka-dag-iti kay-kayo nga ayen-da// 4. idi ada-ak
 P-climb-I Col-Pl-the Pl-tree CM place-they When there-was-I
 I climbed the trees where they were. When I got

ka-dag-idyay ngatwen ka-dag-idyay nga kay-kayo/ n-ag-tiliw-ak
 Col-Pl-there heights Col-Pl.-there CM Pl-tree P-Vb-catch-I
 to the top of the trees, I caught the sicadas.

ka-dag-iti andidit// 5. no n-aka-tiliw-ak iti sangapolo wenu nasurut
 Col-Pl-the sicadas if P-already-catch-I the ten or more
 If I caught ten or a little more,

bassit/ n-agawid-ak-on// 6. idyay balay in-tunu-k ida iti ngatwen iti
 little P-go home-I-already there house P-roast-I them the over the
 I went home. At home I roasted them over the live

bagang// 7. no na-lutu-da-n kin-ang-ko ida//
 live charcoal if P-cook-they-already P-eat-I them
 charcoal. When they were done I ate them.

C.

1. iti maysa a malem kalpasan iti klasi idi ada-ak iti mayca-tlo
 the one CM afternoon after the class when there-was-I the unc-three
 One afternoon after class when I was in the third grade,

a grado iti balay a pagsursuruan/ n-apan-ak a n-ag-n-agna ken
 CM grade the house CM school P-go-I CM P-Prg-P-walk and
 I went walking alone to the village of San Pedro.

agmay-maysa idyay baryo ti san pedro// 2. iti kaadayuna idyay balay-mi
 unc-one there village the San Pedro the distance there house-our
 The distance from

maysa ket kagu-dwa nga kilometros// 3. idi n-akadanu-nak idyay nga baryo/
 one and unc-two CM kilometers When P-arrive-I there CM village
 our house is one and a half kilometers. When I arrived there, I went

n-apan-ak idyay balay ti kabsat a babay ni apo-k a baket//
 P-go-I there house the sibling CM female unc lord-my CM old-lady
 to the house of my grandmother's sister.

4. kasangwanan ti pin-agawid-ko/ in-ikkan-ak iti maysa nga obon ti
 before the P-go-home-I P-give-me the one CM string(of fish) the
 Before I left, she gave me a string of fresh water fish to take home.

lames nga ala-ak idyay balay-mi// 5. idi n-ag-n-agna-ak nga
 fresh-water-fish CM bring-I there house-our When P-Prg-P-walk-I CM
 As I walked home, I was

agawid-en/ s(in)urot-nak iti maysa nga bassit nga oken ingganat
 go-home already P-follow-I the one CM little CM puppy until
 followed by a little puppy to our house.

idyay balay-mi// 6. nang-rugi idi/ dadyay oken n-agyan idyay balay-mi
 there house-our unc-start when that puppy P-live there house-our
 Since then, the puppy stayed in our house and

ket t(in)araken-ko//
 and P-raise-up-I
 I raised it.

NOTES

-	morpheme break	Nom	Nominalizer
()	morpheme infix	Adj	adjectivizer
/	comma	Vb	Verbalizer
//	period	Prg	progressive
P	past	Col	collective
Pr	present	excl	exclusive
Pl	plural	unc	uncertain
CM	construction marker		

Stress has not been included.

Glottal stop occurs between vowel sequences

ng represents [ŋ]

Vowels have phonetic value of Spanish except for /e/ which
 is pronounced ɛ

Student: Wolfgang Lunow
 Language: Ilocano
 Informant: Mr. Jaime Manawis
 Date: August, 1960

1. Ni Pablo na-pan-na šunařuŋkor-an iti ubi a kaánakan-na nga ag-nagan
 PA Pablo P - go-he visit -he the young-AR nephew-his which-TA-name-
 Pablo came to visit his young nephew

ti Markos// 2. Markos amó-na iti eg-basa kin ag-suřat// 3. Ni
 PA- Markos. Markos know-he of ITA-read-and ITA-write. PA
 Markos. Markos knows how to read and write.

Markos na-palalo iti gagit-na nga ag-bas-basa ka-dagi-ti lib-libro-na//
 Markos P-very busy with diligent-he with ITA-RPA-read ASM Pl- the RPl-books-his.
 Markos is very busy studying in his books.

4. Ni Pablo n-ag-tugaw iti arpad-na kin š-i-n-a ludsud-na a kasta gayin/
 PA Pablo P-ITA-sit at beside-him and -TA-P ask-he AR like friend
 Pablo sat down beside him and asked friendly,

"Ama iti adda ara mid-in-mo/ Markos?"// 5. "Bas-basa-ak dagi-toy lib-libro
 "What is do -TA - you, Markos?" "RPA-read-I Pl - this RPl-book
 "What are you doing, Markos?" "I am reading these books

nga iin-surat ti adu nga dak-dakil nga tat-tao/ tapno abak-in-ko ida
 which TA-P-write the many AR RPl-great AR RPl-man, so-that excel-TA-I them
 which many great men have written so that I may excel

dagi-ti amin a ga-gayim-ko/ kin isu amin nga agegun iti day-toy
 Pl-the all AR RPl-friend-my, and it all which live in the Pl-this:
 above all my friends and all those that live in this

nga ili"/ i-n-suřbat ni Markos// 6. "Abak-im-mo ida iti ania?"/
 AR village," TA-P-reply PA Markos. "Excel-TA-you them in-the what?"
 village," replied Markos. "Surpass them in what?"

š-i-n-a ludsud ni Pablo// 7. Ni Markos n-ag-talna nga si-pa-panonud//
 -TA-P- ask PA Pablo. PA Markos P-ITA-quiet in-the AM-unc-think.
 asked Pablo. Markos fell into a profound silence.

8. "Saán-ko nga impa-garub a kasta"/ im-baga-na// 9. "Kayat-mo iti
 "No-my of-which OA-think like TA-P-tell-he. "Desire-your to-the
 "I have never thought of that," he admitted. "Do you desire to

ag-baligi a mayagas?"// š-i-n-a ludsud ni Pablo// 10. "Saan, saan a
 ITA-succeed AR doctor?" -TA-P- ask PA Pablo. "No, no AR
 excel as a doctor?" asked Pablo. "No, not I,"

si-ak"/ k-i-n-una ni Markos// 11. "Kayat-mo a dak 8l-ka a
 am-I", TA-P-say PA Markos. "Desire-your that great-you AR
 said Markos. "Do you desire to be great as a

ma-nag-patakdeñ iti bal-balay a na-im-imbag ñem ùray šiašinoman?"//
 -NM-build of-the RPl-house AR P-RK-good than even whoever?
 house builder and build houses better than anyone else?"

12. "Saan uray inton kaano"/ i-n-sunbat ni Markos// 13. "Kayat-mo iti
 "No even unc when! TA-P-reply PA Markos. "Desire-you to-the
 "Never!" replied Markos. "Do you desire

ag-bal'in a ka-laiñ-an nga ka-ma-kanta iti dan-daniw?// 14. "Saan ùray
 ITA-become AR NM-skil-NM as NM-singer of-the RPl-ballad?" "Not even
 to obtain excellency as a ballad singer?" "Not even

no itat-mo a kukwa dagi-ti ámin nga bak-baka di-toy nga pas'it"/
 E give-you Ar RPl-possession Pl.the all of-the RPl-cow OKS-this of-the place,
 if you give to me all the cows in this place,"

- i-n-i-asug ni Markos// 15. I-n-sunbat ni Pablo/ "Sa'an 'aya nga day-toy
 TA-P-U-cry PA Markos. TA-P-reply PA Pablo, "Not E of S-this
 cried Markos. Then Pablo replied, "Is not this the excellency

iti panga-bakan nga bñr-b ñuk-ím-mo, Markos, nga isu iti pag-ta'ud-an
 the FCM-excel which RPA - seek-TA-you, Markos, which is the NM-originate-NM
 you are seeking, Markos, through which people become

a dagi-ti tat-táo nga ag-balin-da a na-say-sayaat a umili kin
 AR Pl-the RPl-man through-which ITA-become-they AR Q-RK-good AR citizens and
 both good citizens and

na-laiñ-da nga ag-taripato iti ban-banag iti ili/ kin isu iti
 Q-skill-they in-the ITA-care of-the RPl-affair of-the village, and it the
 skilled in managing the affairs of the village, and through which

panag-balin-da nga ag-turay nga sl-sr-srb kin na-imbag iti
 FCM-become-they to ITA-rule with-the AM-RAM-wisdom and Q-good the
 they become able to rule wisely and beneficially

- bog-bagi-da kin dagi-ti da-d'uma nga tat-tao// 16. Kin k-i-n-una Markos/
 RPl-same-they and Pl-the Pl-other of-the RPl-man." And -TA-P-say Markos,
 both themselves and others?" And Markos said,

"wñ/ ag-payso/ Pablo/ pag-imbag-an nga tañigagay-ín-ko//
 "Yes, ITA-true, Pablo, NM-good-NM which want-TA-I.
 "Yes, indeed, Pablo, that is the excellency I want."

NOTES

Morpheme division is indicated by hyphen.
Word division is indicated by space in the text.

Symbols in translation:

PA	- personal article	Pl	- pluralizer
P	- past tense	RPl	- reduplication signifying plural
AR	- appositional relationship marker	TA	- transitive action marker
ITA	- intransitive action marker	↩	- connects parts of a discontinuous morpheme
RPA	- reduplication signifying progressive action	AM	- adverb marker, always followed by reduplication. Reduplication is marked RAM
ASM	- association marker	E	- emphatic particle
OA	- originative action	OKS	- oblique case, singular
↔	- indicates that it is one expression in English	U	- sound added for euphony
NM	- noun marker	S	- singular
RK	- reduplication signifying comparative degree	PCM	- participial construction marker
ka...an	- form nouns, expressing abundance of idea of root	Q	- quality marker
//	- sentence break		
/	- comma		
?	- question mark		
"	- quotation marks		