

**PALI Language Texts: Philippines**

**SPEAKING  
KAPAMPANGAN  
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KAPAMPANGAN**

**LEATRICE T. MIRIKITANI**

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## PREFACE

This text forms a part of a series which includes two others on Kapampangan: A Kapampangan-English Dictionary and Notes on Kapampangan Grammar, both by Michael L. Forman. The materials on Kapampangan in turn are part of a larger series of texts on six other Philippine languages.

All of these materials have been developed under a contract (PC 25-1507) between the Peace Corps and the University of Hawaii through its Pacific and Asian Linguistics Institute. It is the hope of the author of this text and the editor of the series that these lessons will encourage many to learn Kapampangan thus helping to foster the traditional good relations between the peoples of our two countries.

Howard P. McKaughan

Editor

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## INTRODUCTION

### Background

Kapampangan is spoken in the Pampanga-Tarlac area of the central plain of Luzon in the Philippines. There are some 900,000 speakers of this important language. There are several dialects of Kapampangan, and the dialect used in this text is that spoken in the city of San Fernando. The author is deeply indebted to Mrs. Germalina Melendez for her patient assistance throughout the months needed to develop these lessons. She and her husband as well as others of the Kapampangan-speaking community in Honolulu have made this effort one of pleasure. The burden of responsibility for any errors in the text, of course, rests solely with the author.

### Purpose of the Text

Speaking Kapampangan is an elementary-intermediate level text compiled to teach conversational Kapampangan. The purpose of the text is to acquaint the learner with the vocabulary and basic structures necessary for participation in everyday conversations, and to guide him in his acquisition of the language structure in such a way that he will be able to use the language creatively

and meaningfully. The lessons have been designed to help the learner 'think' in the language; to help him gain fluency in at least basic situations and basic structures.

### Basic Orientation of the Text

The text consists of 50 lessons with some additional supplementary materials, a Kapampangan-English Glossary, and an English-Kapampangan Cross-Reference Vocabulary list. The supplementary materials include useful classroom expressions and additional dialogues. The teacher should work them in where they seem most appropriate. Each lesson is developed around a situational topic and includes conversation which is natural to that topic. The topics have been selected on the basis of real life occurrences and arranged in as natural an order as possible. The topics in the text evolve around a main character, John Smith. John is an American newcomer to a Kapampangan society and the lessons include those activities required for his becoming a participating member of that society. The situations move from John to his immediate surroundings, to friends and their families, and finally to the world of activities and experiences.

The structures selected for teaching the language are those which have been found to be relevant or pertinent to the situations enumerated above. The sequencing of the structures has been governed by the arrangement of the situation chosen. For example, the equational sentence is introduced in the beginning lessons where the central theme is the identification of self and surroundings in the process of getting acquainted. Verbal predicative sentences are also introduced in these early lessons, but only as items for passive learning.<sup>1</sup> These sentences become the vehicles for teaching smaller structural items such as pronouns, demonstratives, interrogatives, adverbial words, case particles, etc. Predicative or action type sentences are introduced as the situations move from the acquaintance stage to that of activity. By this time,

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<sup>1</sup>There are two kinds of learning involved in language acquisition: the passive and the active. The passive refers to the initial stages of language learning where out of a babble of seemingly incoherent sounds the learner begins to hear recognizable forms. This recognition of forms motivates the hearer to investigate or find out what the forms mean, which then leads to his learning of the form. The recognition, understanding and ability to produce the forms is active learning. Both kinds of learning have been incorporated in this text.

the learner has become acquainted with verbal predicative sentences and has already learned the necessary noun phrases and adverbial ideas which occur in such sentences. The student is then prepared to go on to a concentration on the various types of verbal predications and the learning of the more difficult and elusive aspects of Kapampangan structure. The learning of these more complicated structures is made more efficient and less taxing by the natural situations requiring them. The aim is to get the student to learn in the classroom highly functional items which he puts to immediate use, thereby making the artificial situation a meaningful, truly motivating and efficient experience.

The number of vocabulary items to introduce in a given lesson has always been of concern to language teachers and material developers. When too many words are introduced, the learner becomes so involved in the sheer memorization of new words that he is unable to learn the system of structures. When too few words are included, learning in an already artificial situation becomes repetitive and increasingly dull, with the ultimate complete loss of motivation. In this text, the selection, number and sequencing of vocabulary have

been determined by the requirements of the situational topics. Vocabulary learned in meaningful related contexts with a tangible desire to communicate is never a burden on the learner. The vocabulary items in this case serve as effective tools for the learning of the more important semantic and structural forms of the language. This means that in some lessons there will be a need for more vocabulary than in others. For example, there is a need in the lessons first introducing verbal constructions for functional verbal ideas which relate to daily living. Vocabulary for these ideas is therefore added at this point and used for the drilling of the new constructions, rather than trying to build up to the need before it appears.

However, vocabulary as such is not enough to set up a situation. One of the most effective ways leading to actual communication is to ask and answer questions. The question-answer format serves as a communicative device to learn new structures; it is an important simulation of the 'real' art of giving and getting information--a basic function of language in every culture. Each basic sentence structure is therefore introduced in this book in a question-and-answer context.

Further comment is in order here since the question-answer format is an important part of this text. Questions elicit specific information and in Kapampangan, responses are structurally conditioned, often by a specific word in the question. For example, 'What are you going to do?' will elicit a response that brings out the action that will be performed by the listener. He may respond, 'I'm going to read a book.' The question 'What are you going to read?' will elicit the object of the listener's action: 'I'm going to read the book' or 'It is a book that I'll read.' In Kapampangan the response to the first question requires an actor-topic; the answer to the second question requires an object-topic. Syntactic devices in the verb and in the noun phrases mark these topics. Thus, through questions and answers the student will learn how to use the structures, why particular structures are required, and what the structures mean.

The question words who and what appear in the early lessons, used in equational sentences; when and where are introduced with the early predicative sentences; and finally, how and why appear in later lessons where verbal constructions are needed for responses. Situa-

tional dialogues in the lessons help integrate questions and answers in natural ways, and thus help the learner develop an understanding of the total language system.

### Basic Principles

The effectiveness of language materials is related to the premises upon which the materials are developed. This text has been developed on certain linguistic and psychological principles which the writer believes are basic.

The linguistic principles on which the text is based are as follows. (1) Language is a structured system of sounds and grammatical units (language has structure). (2) The structured system is internalized by the speaker as a network of 'rules' which in turn govern the ways the speaker constructs his sentences. (3) The learner has an inborn competence or capacity for internalizing such 'rules'. (4) The internalization of such rules makes possible the generation of new sentences. (5) This power of generation in turn makes possible 'thinking in the language' which is so necessary for effective communication. (6) Finally the production of language is a learned, automatic behavior.

The psychological principles underlying this text, stated briefly, follow. (1) Successful learning is dependent upon motivation, i.e. the greater the motivation, the more effective the learning. (2) Learning takes place when there is 'meaningful' response to 'meaningful' stimuli, i.e. sheer automatic, unthinking response to mere sound stimuli is never real learning. (3) Practice in production is a necessary component of language acquisition, i.e. there must be a great deal of drilling in order to acquire automatic behavior and to retain what is learned.

#### Implications of Basic Principles

The following are the implications of these principles for the development of language materials. (1) The materials must include an adequate coverage of structure basic to the language. (2) These structures must be interrelated so that the student learns a system rather than a series of isolated utterances. (3) Drills must follow a format that will provide for the internalization of the system. (4) The learner must be given the opportunity to generate, thereby assuring retention of the rules governing the system. (5) The format of the lessons must be designed to create and maintain motivation

at a high level. (6) Responses elicited from the learner in the practice situation must be as realistic and meaningful as possible, i.e. there must be as much communication as possible. (7) The range of drills must provide for the learning of particular constructions and the interrelationships existing between constructions. (8) With all this, there must be opportunity for practice, practice and more practice in order to be assured that the student will acquire automatic linguistic behavior.

#### Implementation of Basic Principles

The basic orientation of the text reflects the basic principles just outlined. The situational approach allows for very practical and functional materials. Motivation is sustained at a high level and learning becomes effective because situations are real. Further, the format of the lessons has been designed as an attempt (1) to provide an adequate coverage of the basic structures necessary for communication, (2) to present the structures as an interrelated system, (3) to provide for both the elementary and intermediate level of learning (learning of basic constructions and generation of new utterances based on the learned constructions), and (4) to develop the learner's competence in the new language.

### Format of the Lesson

Lessons are divided into seven parts which fall into two main divisions. The first one-half of each lesson, encompassing the first three parts, covers the basic elementary and essential structures that all students must learn to converse in the language. Sufficient drill (Drill I) is required (in a rote way) to help the student memorize the structures in context.

The second half (parts 4-7) is for intermediate learning, and is designed to assist the student in generating or creating new material on the basis of the more elementary parts. The seven parts of each lesson follow.

1 STRUCTURAL CONTENT. New items of a structural nature are presented first as they occur in statements. Questions follow which will elicit the structure being introduced. Finally, the new structural units are listed for the student's reference, and to help him know what he is trying to internalize.

2 CONVERSATIONAL CONTEXT. Following the presentation of the structure, the new items are placed in a question-answer context. Two types of questions are utilized: the WH-question (questions which begin with an interrogative word) and Yes/No questions (questions which

require a yes or no answer). This section is especially helpful for learners since early conversations are in this form.

3 DRILL I. The student learns the basic structures (in an unexciting way perhaps) through the drills presented in this section. The drills are very elementary and generally consist of rote memorization, response and substitution drills. The name of each drill characterizes the procedure and purpose of that drill. Thus, Rote Memorization Drill refers to the mimicry-memorization procedure and is used to help the student learn individual vocabulary items related to the situational topic of the particular lesson. Response Drill refers to a question and answer format procedure, using both the WH- and Yes/No questions. Substitution Drill refers to the replacement of items in a given frame by other substitutable items. The drills in this section are generally arranged so that the student first memorizes the pertinent vocabulary items, then learns to use these items in a sentential context and finally uses the sentences in a conversational (question and answer) context.

4 SITUATIONAL DIALOGUE. New structures are put in a broader framework to expand the question-answer portion of the lesson. Here the learner begins to get an idea as to how the particular question and answer

relate to other Kapampangan constructions in a continuous discourse; he actually 'sees' the interplay of Kapampangan structures, thus developing an understanding for the total language system. The situational dialogues are fairly long in order to allow for semantic continuity. Length should pose no problem here, however, since these dialogues are not meant for rote memorization. Rather, the objective is to 'learn' the contents of the dialogue with a flexibility that will enable the student to use the contents as the basis for 'generating or creating' in the language. The situational dialogues also provide an excellent means for introducing new structures for passive learning and also for reviewing structures already learned.

5 DRILL II. The second section of drills is designed to help students internalize the structure by generating and creating their own utterances. Here the drills are recitation drills for content rather than rote memorized utterances, composition drills for creativity, comprehension drills for practice in understanding, narrative drills in which the dialogue is restated in narrative form instead of the question and answer approach, and dialogue drills where only students participate.

6 STRUCTURAL AND CULTURAL NOTES. The emphasis in the notes presented here is on usage and distributional occurrences rather than on linguistic explanation. The latter will be covered in a reference grammar being prepared under this same series.

7 VOCABULARY. The final section of the lesson lists the new items covered. This is for convenience.

A Kapampangan-English Glossary is appended to the lessons. This glossary contains all words introduced in the lessons in the usual Roman letter alphabetical order. Entries include word bases in capital letters, inflected forms pertaining to these bases listed below them, affixes found in the lessons, and other words. The English meanings are followed by a number indicating the lessons in which the entry appears.

An English-Kapampangan Vocabulary is also appended which is a cross-reference finder list to aid the student. Should the student wish to locate the Kapampangan word in the lessons, he must go to the Kapampangan-English Glossary.

#### Directions for Using the Text

1 STRUCTURAL CONTENT. Each lesson has a Kapampangan title to indicate the situational content. The first section then delineates the structural content. Actually this is a miniature table of contents and is

a guide. Lesson learning starts with the second section. It is suggested that the student be assigned to look over sections one and two before coming to class to familiarize himself with the new structures to be learned.

2 CONVERSATIONAL CONTEXT. Begin each new lesson with the recitation of the question-answer conversations given in section two. These conversations are for memorization; therefore the mim-mem (mimicry-memorization) method should be used. The pace of the recitation should be kept at normal speed with special attention given to the pronunciation of the utterances. Markings for accent, length, and intonation have not been included in the text; hence, the student must rely on these recitations, and in fact on oral work in general, to learn the correct Kapampangan pronunciation and intonation. Repeat the recitation of each question-answer set several times, first in unison, then subsequently in a conversation format with either individuals or portions of the class reciting.

3 DRILL I. After the recitation, proceed to DRILL I. In this section all new structural items are drilled. As indicated earlier, the various drills have been selected and arranged to allow for a logical

progression of learning (from memorization of items, to use of item in sentences, to use of sentences in short question-answer conversations); hence, the drills should be used in the order given. However, modifications may be made in individual drills as found necessary. Drill work is effective only if it is meaningful to the student. The teacher should always be cognizant of the students' reaction and modify her techniques and/or procedures accordingly.

As explained in a previous section, the names of the drills characterize the objectives and the general procedures to be used. Special instructions enclosed in parentheses are also given. These instructions include notational devices: T = teacher, S = students as a class,  $S_1$  = the individual or the first student, and  $S_2$  = the second student. S indicates that unison response is appropriate, and  $S_1$  and  $S_2$  that individual response is desired. Where applicable the latter may also refer to individual participants in a chain drill.

In order to minimize the possibility of students responding to mere sound stimuli, pictures may be used as response cues. These pictures may be cutouts from magazines or stick figures drawn by the teacher. Where

such picture cues are not available, the 'spoken word' cue may be used.

Most of the drills in this section are given only in model form. The teacher must amplify the drills using vocabulary contained in the same lesson, or in past lessons. In order to assist in this, a list of words according to classes (nouns, verbs, adjectives, etc.) should be kept, both by the teacher and students. Such lists serve as helpful self-help review aids for the student and a convenient reference guide for the teacher for working out or conducting drills. Further, specific vocabulary to fit the needs of the particular students can be given and remembered in this way.

In general the procedure for drilling is to begin with unison response (except where variations make unison response unlikely), then proceed to individual response. In response drills, the progression is from teacher-students (T-S), to teacher-student (T-S<sub>1</sub>), to student-student (S<sub>1</sub>-S<sub>2</sub>). All response drills should end with student-student participation. While drilling, the teacher should be aware of pronunciation and intonation errors, correcting such errors as they occur. The phonology of Kapampangan is fairly simple. Pronunciation

should not be a severe problem for the beginning student. However, if difficulty is encountered, the teacher should conduct short pronunciation drills as needed.

4 SITUATIONAL DIALOGUES. The dialogues found in part four are fairly long. These need not be committed to memory, since comprehension of content is the primary object. However, some time should be spent in class for the recitation of these dialogues. This is to give the students the opportunity to listen to, and to produce in recitation form, a natural dialogue. If a language laboratory or a tape recorder is available, these dialogues may be put on tape and assigned to the students as lab work or homework. The taped dialogues should be natural. Provision should be made on the tape for both listening comprehension first and then the recitation of each utterance in the dialogue by the students.

5 DRILL II. The first drill in the second section of DRILL is the recitation of the situational dialogues outlined above. Initially the recitation should be in unison, then followed by recitation using a conversational format between teacher and students, or between students. The remaining drills generally include

comprehension, narrative, dialogue and composition drills. In the comprehension drill the student is given the opportunity to generate utterances on his own. In the early lessons, comprehension questions in Kapampangan have been included as questions to be asked by the teacher. This is followed by suggested questions in English which the student is required to transpose into Kapampangan. Until the students gain some degree of proficiency in the language, the questions should be written and checked for accuracy by the teacher. Where new vocabulary is necessary for the construction of a question, the student should consult either the Kapampangan-English Glossary appended to the lessons (using the English-Kapampangan Cross-Reference Vocabulary), the dictionary or the teacher. Care has been taken to control vocabulary and constructions. However, there may be instances where a special word (not yet learned) will be necessary. Since oral proficiency is the primary objective of this course, the student should be encouraged to produce these questions orally as soon as possible. Written work as preparation for class work should be kept at a minimum.

## A Note to the Teacher

The following are general rule-of-thumb hints for classroom procedures.

(1) Remember that this is a course in Speaking Kapampangan. Oral work should therefore be speaking or communicating, not reading aloud. Always work with the book closed, except where reference to the text is necessary.

(2) Be Johnny-on-the-spot about pronunciation and intonation. Catch and correct errors made by the students at the time they occur. Consider every utterance a drill on pronunciation and intonation.

(3) Maintain natural speech at all times. Speak at normal speed, but with clarity. Developing listening proficiency is also an important part of language learning.

(4) Remember that YOU, the teacher, are the students' model. Be enthusiastic about Kapampangan and the students will also be enthusiastic. Speak and act like a Kapampangan and your students will also learn to be Pampangeños.

(5) In the final analysis, the success of the class will depend on YOU and how well you motivate your students.

A Brief Learner's Synopsis of Kapampangan--A Word to the Student

All languages are hard at first. The verb structure of Kapampangan will seem difficult for some time. It differs from English in that there are a number of meaningful pieces to indicate tense, aspect, and focus. The meaning of tense is easy enough: actions are viewed as future, continuing or completed. Aspects are a bit more difficult to dominate. Those treated in this text are general, aptative, distributive and causative. The meaning of each becomes clear as one moves through the text.

Focus may be at first a new idea. This is a key grammatical phenomenon in Philippine languages. The following explanation may help you prepare for it. In sentences that have a main verb, there is the possibility of amplifying the verbal idea by adding noun phrases to indicate the actor of the action, the receiver or object of the action, the place where the action occurs, the benefactor of the action, the instrument used in the action, etc. These roles are indicated by small words called particles that occur first in a phrase--something like our English prepositions.

Learning the correct particle to introduce noun phrases is important. There are a number!

Any of the noun phrases complementary to the verb may be made the topic of the sentence--actor, object, location, instrument, benefactor, etc. When one of these is chosen as topic, the particle indicating the underlying role is replaced by a special particle (in Kapampangan ing), and a particular affix is put with the verb. One of the fun parts is that there are a number of these affixes and they can go before the word base (prefix), after the word base (suffix), or somewhere inside the word base (infix). All sorts of combinations of these affixes occur with the tenses and aspects. These special affixes have been called the focus affixes because they indicate the semantic relation between the verb and the topic of the sentence. So plan on working hard on the verb complex!

Often the noun phrase complements we have been talking about may be replaced by pronouns. Kapampangan requires special forms for the topic, and other forms for the other meanings (actor, goal, etc.). But this is not all! Kapampangan has a special set that are combinations of two pronouns, and you have to learn how

to combine topic and goal forms--and all other combinations, too! You may wonder how children do it, but they do--so be encouraged.

Verbs with their affixes, noun phrases with their particles, and pronouns in special forms are all important. Add to this the ways to modify the nouns or verbs, the way to add adverbial ideas of time to the sentence, and a few other points of grammar, and you will be Speaking Kapampangan. Encourage your teacher to correct you; keep lists of vocabulary and notes on key structures of your own, and work hard!

Note that part of the burden of pronouncing Kapampangan is yours. Intonation, rhythm, stress and vowel length are not marked. But as you listen to the teacher, you will easily hear it--so carefully imitate. Practice the sounds difficult to you until they are automatic. It will soon be fun.

Be sure to make up your own sentences as soon as you can. Communicate in Kapampangan often--and as soon as possible ONLY in Kapampangan with your teacher and classmates. We are Speaking Kapampangan!

S P E A K I N G      K A P A M P A N G A N



(9) Apung Galura/Carlos	Grandfather Galura/ Carlos
(10) Apung Maria	Grandmother Maria
(11) Tatang Ruiz/Juan	Father Ruiz/Juan
(12) Kong Pedro	Big brother Pedro
(13) Atching Ermie	Big sister Ermie
(14) Mang Laura	Mother Laura
(15) Tong Al	Little brother Al
(16) Nang Kristi	Little sister Christy

## 2 CONVERSATIONAL CONTEXT

- 2.1 A: Mayap a yabak. Good morning.  
 B: Mayap a yabak naman. Good morning (too).
- 2.2 A: Mayap a yaldo. Hello (Good day).  
 B: Mayap a yaldo pu Hello, sir (Good day, too,  
 naman. sir.)
- 2.3 A: Mayap a ugtung aldo Hello (Good noon), ma'am.  
 pu.
- B: Mayap a ugtung aldo Hello (Good noon, too).  
 naman.
- 2.4 A: Mayap a gatpanapun Good afternoon, sir.  
 pu.
- B: Mayap a gatpanapun Good afternoon (too),  
 pu naman. ma'am.

- 2.5 A: Mayap a bengi. Good evening.  
 B: Mayap a bengi naman. Good evening (too).

### 3 DRILL I

- 3.1 Rote Memorization Drill (Teacher gives the English cue, then the Kapampangan equivalent; students repeat the Kapampangan phrase.)

Model: T: (Good morning) Mayap a yabak.

S: Mayap a yabak.

- (1) Mayap a yaldo. (Good day.)  
 (2) Mayap a ugtung aldo. (Good noon.)  
 (3) Mayap a gatpanapun. Good afternoon.  
 (4) Mayap a bengi. Good evening.

- 3.2 Identification Drill (Teacher gives time cues, using English equivalents, clock or pictures showing position of sun, and student gives the appropriate greeting.)

Model: T: (8 o'clock)

S: Mayap a yabak.

- 3.3 S-S Response Drill ( $S_1$  says a greeting to  $S_2$  according to time cue given;  $S_2$  responds accordingly.)

Model: T: (11 a.m.)

$S_1$ : Mayap a yaldo.

$S_2$ : Mayap a yaldo naman.

- 3.4 T-S Response Drill (Teacher says a greeting to student, student responds accordingly.)

Model: T: Mayap a ugtung aldo.

S: Mayap a ugtung aldo pu naman.

- 3.5 S-T Response Drill (Student says a greeting to teacher; teacher responds accordingly.)

Model: S: Mayap a gatpanapun pu.

T: Mayap a gatpanapun naman.

#### 4 SITUATIONAL DIALOGUES

- 4.1 [Dialogue between two friends, Carlos (C) and Juan (J)]

mayap	good
a ~ ay	[linker]
abak	morning
naman	too

C: Mayap a yabak.                      C: Good morning.

J: Mayap a yabak naman.              J: Good morning (too).

- 4.2 [Dialogue between Carlos (C) and his teacher Miss Dizon (D)]

aldo	day
pu	Sir

C: Mayap a yaldo pu,                      C: Hello (Good day, ma'am),  
Miss Dizon.                                      Miss Dizon.

D: Mayap a yaldo naman, D: Hello (Good day, too),  
Carlos. Carlos.

4.3 [Dialogue between Teacher (T) and Students (S)]

kayu you [plural], you  
[singular polite]

kekayu to you

ngan all

kekayu ngan to you all

T: Mayap a yabak kekayu T: Good morning to you  
ngan. all.

S: Mayap a yabak pu S: Good morning to you  
kekayu naman. (too), ma'am.

4.4 [Dialogue between a young boy (B) and an older  
male person (M)]

bengi night, evening

i Tata Father

i itu Young (Boy) Man

ka you [singular plain]

keka to you

B: Mayap a bengi pu i B: Good evening, (sir),  
Tata. Father.

M: Mayap a bengi keka M: Good evening to you  
naman i itu. too, Young Man (Boy).

4.5 [Dialogue between Roberto (R) and his two older friends, Maria (M) and Pedro (P)]

gatpanapun

afternoon

atchi

older sister

koya

older brother

R: Mayap a gatpanapun,  
Atching Maria,  
Koyang Pedro.

R: Good afternoon, (Big  
sister) Maria, (Big  
brother) Pedro.

MP: Mayap a gatpanapun  
keka naman.

MP: Good afternoon to  
you, too.

4.6 [Dialogue between Mr. Galura (G) an elderly man and Carlos (C)]

ugtu

noon

ng

[linking particle]

apu

grandfather

G: Mayap a ugtung aldo  
itu.

G: (Good noon). Hello.

C: Mayap a ugtung aldo  
pu naman, Apung  
Galura.

C: (Good noon, too, sir,  
Grandfather Galura.)  
Hello, Mr. Galura.

5 DRILL II

5.1 Rote Memorization Drill (A: T shows picture cue, gives appropriate title of address, and S repeats.)

B: T shows picture cue, gives appropriate title of address with name, and S repeats.)

Model<sub>A</sub>: T: (picture of an elderly man) i apu

S: i apu

Model<sub>B</sub>: T: (picture of an elderly man) Apung Galura

S: Apung Galura

- (1) (picture of an elderly man) i apu, Apung Galura
- (2) (picture of an elderly woman) i apu, Apung Maria
- (3) (picture of a middle-aged man) i tata, Tatang Pedro
- (4) (picture of a middle-aged woman) i ima, Mang Laura - Aunt Indang Laura - friend
- (5) (picture of an older woman friend) i atchi, Atching Ermie
- (6) (picture of an older man friend) i koya, Kong Pedro
- (7) (picture of a young boy) i tu, Tong Al
- (8) (picture of a young girl) i nang, Nang Kristi

- 5.2 Identification Drill (T shows picture cue, S gives appropriate title of address--(1) without names, then (2) with names.)

Model: T: (picture of an older woman, who is a friend)

S: i atchi, Atching Ermie

5.3 Response Drill (T gives time and shows picture of role assumed, S greets T accordingly, T responds.)

Model: T: (8 a.m., picture of older woman friend)

S: Mayap a yabak pu Atching Ermie.

T: Mayap a yabak naman.

5.4 T-S Response Drill (T gives time, shows picture of role assumed, greets S accordingly, and S responds.)

Model: T: (7 p.m., picture of young boy)

Mayap a bengi pu Kong Juan.

S: Mayap a bengi naman itu.

5.5 Role Playing Drill (Two students assume roles given in the following situations respectively and give appropriate greetings.)

Model: a) Carlos meets his teacher Mr. Ruiz at 10 a.m.

S<sub>1</sub>: Mayap a yaldo pu (Mr. Ruiz).

S<sub>2</sub>: Mayap a yaldo naman.

(1) Carlos meets his teacher Mr. Ruiz at 10 a.m.

(2) Carlos meets his friend Pedro at 3 p.m.

- (3) Roberto meets his neighbor Mrs. Ocampo at 12 noon.
- (4) The teacher meets one of his students at 8 a.m.
- (5) Miss Dizon, a teacher, meets her colleague, Mr. Galura, at 7 p.m.
- (6) Maria meets an older friend, Ermie, at 11 a.m.
- (7) Mr. Galura, an elderly person, meets Juan, a young man, at 4 p.m.

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 The following indicate the approximate time of day when a particular greeting is used.

- (1) Mayap a yabak 'Good morning', until about 9 a.m.;
- (2) Mayap a yaldo 'Good day', from 9 a.m. to 12 noon;
- (3) Mayap a ugtung aldo 'Good noon', at 12 noon;
- (4) Mayap a gatpanapun 'Good afternoon', from about 1 to 5 p.m.;
- (5) Mayap a bengi 'Good evening', from about 6 p.m. on.

6.2 Naman 'too' (cf. 1.2) always occurs in the response to a greeting.

6.3 Pu 'Sir, Ma'am' (cf. 1.3) is a term marking deference and formality of speech. It is used in the following situations:

- (1) when speaking to an older person or a person of higher status and respectful speech is required; or
- (2) when speaking to a person whom you've met for the first time or to one with whom you're still on formal terms, even though that person may be of the same age or position, or younger.

6.4 Familial titles of address (cf. 1.4) are commonly used, establishing the relationship between speaker-hearer as respectful but intimate. Hence, these titles are not used in addressing strangers or persons with whom a close relationship is not expected. The titles reflect familial roles and are applied to members of the village of appropriate age. Note that for an older woman imang (X) is used for a relative and for a non-relative indang (X).

- (1) i apu, Apung (Galura/Carlos) to an elderly man or woman of grandparent's age, or an older person with high status;

- (2) i tata, Tatang (Ruiz/Juan) to an older man of father's age;
- (3) i ima, Imang (Laura) to an older aunt of mother's age;
- (4) Indang (Laura) to an older woman of mother's age;
- (5) i koya, Kong (Pedro) to an older man of older brother's age;
- (6) i atchi, Atching (Ermie) to an older woman of older sister's age;
- (7) i itu, tong (Al) to a younger boy of younger brother's age;
- (8) i reng, neng (Kristi) to a younger girl of younger sister's age.

6.5 The linkers a ~ ay (cf. 2.1) and ng (cf. 2.3) have no dictionary meaning. They function to indicate that the two connected elements or items are particularly closely related (cf. Reference Grammar \_\_\_\_\_, p. \_\_\_\_\_).

## 7 VOCABULARY

<u>a ~ ay</u>	[linking particle]
<u>abak</u>	morning
<u>aldo</u>	day
<u>apu</u>	grandmother; [title of

	address] grandmother, Grandmother Galura, grandfather, Grandfather Galura
atchi	older sister [title of address]
Atching Ermie	Older sister Ermie
bengi	evening, night
gatpanapun	afternoon
nang (inang)	young girl [title of address]
ima	mother; [title of address]
Imang Ermie	Mother Ermie [title of address for aunt]
Indang Laura	Mother Laura [title of address for friend]
ingkong	grandfather [title of address]
ka	you [singular, plain]
kayu	you [sing. polite]; you [plural]
kekayu	to you [sing. polite]; to you [plural]
koya	older brother [title of address]

Kong Pedro	Older brother Pedro [title of address]
mayap	good, fine
naman	too, also
ng	[linking particle]
ngan	all
pu	sir, ma'am
itu	young boy [title of address]
tata	father [title of address]
Tatang Pedro	Father Pedro [title of address]
ugtu	noon

## Lesson 2

### "Kumusta ka?"

#### 1 STRUCTURAL CONTENT

##### 1.1 Greetings

- |                           |                      |
|---------------------------|----------------------|
| (1) Kumusta ka?           | How are you?         |
| (2) Mayap naman, salamat. | I'm fine, thank you. |

##### 1.2 Pronouns

- |               |                    |
|---------------|--------------------|
| (1) ka        | you [sing. plain]  |
| (2) kayu ~ ko | you [sing. polite] |
| (3) kayu      | you [plural]       |
| (4) kayu ngan | you all            |

#### 2 CONVERSATIONAL CONTEXT

##### 2.1 [Carlos (C) and Maria (M)]

- |                          |                         |
|--------------------------|-------------------------|
| C: Kumusta ka?           | C: How are you?         |
| M: Mayap naman, salamat. | M: I'm fine, thank you. |

##### 2.2 [student (S) and teacher (T)]

- |                     |                      |
|---------------------|----------------------|
| S: Kumusta kayu pu? | S: How are you, sir? |
| T: Mayap naman.     | T: I'm fine.         |

##### 2.3 [Juan (J) and Mrs. Ruiz (R), a neighbor]

- |                   |                        |
|-------------------|------------------------|
| J: Kumusta ko pu? | J: How are you, ma'am? |
| R: Mayap naman.   | R: I'm fine.           |



- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| (1) to a friend                   | Kumusta ka?                           |
| (2) to a teacher                  | Kumusta kayu pu? or<br>Kumusta ko pu? |
| (3) to three people               | Kumusta kayu?                         |
| (4) to a large group of<br>people | Kumusta kayu ngan?                    |
| (5) to a good friend              | Kumusta?                              |

3.2 S-T Response Drill (T gives cue of person addressed, S asks the question 'Kumusta (X)?', using the appropriate pronoun, and T responds.)

Model: T: (to a teacher)

S: Kumusta ko pu?

T: Mayap naman.

3.3 T-S Response Drill (T gives cue of role assumed and asks the appropriate 'Kumusta (X)?' question to S, and S responds accordingly.)

Model: T: (teacher)

Kumusta ka Juan?

S: Mayap naman, salamat pu.

#### 4 SITUATIONAL DIALOGUES

4.1 [Juan (J) meets Terry (T) at noon]

kumusta

how

ka

you [sing. plain ing]

	pronoun, normal form]
ngeni	today
mayap	fine
J: Mayap a ugtung aldo.	J: Hello (Good noon).
T: Mayap a ugtung aldo naman.	T: Hello (Good noon, too.)
J: Kumusta ka ngeni?	J: How are you today?
T: Mayap naman.	T: I'm fine.

4.2 [Ernie (E) meets Pedro (P), her good friend, on the way to school]

uy!	hey!
ika	you [personal pronoun, <u>ing</u> case, emphatic form]
salamat	thank you
E: Uy! Pedro! Kumusta?	E: Hey, Pedro! How are you?
P: Mayap. Ika naman?	P: Fine! And you (too)?
E: Mayap naman. Salamat.	E: Fine, (too). Thank you.

4.3 [Roberto (R) meets his neighbor, Grandfather Juan Ruiz (J) at night]

kayu	you [ <u>ing</u> pers. pron., normal form, sing. polite]
------	--

ko	you [ <u>ing</u> pers. pron., normal form, sing. polite; = kayu]
R: Mayap a bengi pu, Apung Juan.	R: Good evening, sir, Grandfather Juan.
J: Mayap a bengi naman i tu.	J: Good evening to you, too, young man.
R: Kumusta kayu/ko pu?	R: How are you, sir?
J: Mayap naman. Ika naman?	J: I'm fine. And you?
R: Mayap naman, salamat pu.	R: I'm fine, thank you, sir.

## 5 DRILL II

5.1 Role Playing Drill (Two students assume respective roles given in the following situations and greet each other using Situational Dialogue models.)

- (1) Teacher and Student, in the afternoon
- (2) Two friends, in the morning
- (3) Student and Village Elder, at night
- (4) Two casual acquaintances, at noon
- (5) Carlos and an older male friend, Pedro, at  
3 p.m.
- (6) An older woman of the village, Maria Ruiz,  
and Ermie, a young girl, at 10 a.m.

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 The second person pronouns (cf. 1.2) introduced in this lesson belong to the normal form set of the ing personal pronouns. In Kapampangan there are two sets of such ing pronouns, the normal and the emphatic (cf. 4.2, ika 'you'). Kapampangan also makes a distinction in forms between the singular and plural in the second person, as noted in ka 'you [sing.]' and kayu 'you [plural]', unlike English.

6.2 Kayu or ko (cf. 2.2, 2.3) is used instead of ka for 'you [sing.]' in deferential speech. Pu also must occur with both polite forms.

## 7 VOCABULARY

ika	you [ <u>ing</u> personal pronoun, emphatic form]
ka	you [ <u>ing</u> personal pronoun, normal form, sing. plain]
kayu	you [ <u>ing</u> personal pronoun, normal form, sing. polite]
ko	you [ <u>ing</u> personal pronoun, normal form, sing. polite; = kayu]

kumusta

how

mayap

fine

ngeni

today

salamat

thank you

uy!

hey!

## Lesson 3

"Aku i Juan."

### 1 STRUCTURAL CONTENT

#### 1.1 Equational clauses, singular constituents

##### 1.1.1 Affirmative

Aku i Senen.

I am Senen.

##### 1.1.2 Negative

Aliwa yaku i Senen.

I am not (the one who  
is) Senen.

#### 1.2 WH- Question

Ninu ika?

Who are you?

#### 1.3 Interjectives

wa

yes

ali

no

#### 1.4 Personal pronouns, ing case, emphatic form, singular

(1) aku

I

(2) ika

you [sing. plain]

(3) ikayu

you [sing. polite]

(4) iya

he, she

#### 1.5 Case particle, singular topic

i (+ name)

[marks singular personal  
proper noun as focussed]

## 2 CONVERSATIONAL CONTEXT

## 2.1 WH- Question and Answer

2.1.1 Q: Ninu aku?

Q: Who am I?

A: Ika i Senen.

A: You are Senen.

2.1.2 Q: Ninu ika?

Q: Who are you?

A: Aku i Senen.

A: I am Senen.

2.1.3 Q: Ninu ya?

Q: Who is he?

A: Iya i Juan.

A: He is Juan.

## 2.2 Yes/No Question and Answer

2.2.1 Q: Ika i Senen?

Q: Are you Senen?

A: Wa. Aku i Senen.

A: Yes, I am Senen.

2.2.2 Q: Ika i Senen?

Q: Are you Senen?

A: Ali. Aliwa yaku i  
Senen. Aku i Juan.A: No, I am not (the one  
who is) Senen. I am  
Juan.

## 3 DRILL I

3.1 Response Drill (A: T asks the questions (1) 'Ninu ika?', (2) 'Ninu ya?', S responds. B: S<sub>1</sub> asks the question, S<sub>2</sub> responds.)

Model: T: Ninu ika?

T: Ninu ya?

S: Aku i (Senen).

S: Iya i Juan.

3.2 Response Drill (A: T asks the questions 'Ninu aku?' 'Ninu ika?' and 'Ninu ya?' randomly, and S responds with appropriate answer. B: Repeat the same drill between students.)

3.3 Response Drill (A: T asks the question 'Ika i (Senen)?', eliciting (1) yes responses, (2) no responses, and (3) mixed responses from the students. B: Repeat drill between students.)

Model<sub>1</sub>: T: Ika i Juan?

S: Wa. Aku i Juan.

Model<sub>2</sub>: T: Ika i Carlos?

S: Ali. Aliwa yaku i Carlos. Aku i Juan.

3.4 Identification Drill (Each student identifies self and the person sitting next to him.)

Model: S<sub>1</sub>: Aku i Senen. Iya naman i Pedro.

S<sub>2</sub>: Aku i Pedro. Iya naman i Maria.

3.5 Repeat drill 3.4 using the deferential term pu.

Model: S<sub>1</sub>: Aku pu i Senen. Iya pu naman i Pedro.

S<sub>2</sub>: Aku pu i Pedro. Iya pu naman i Maria.

#### 4 SITUATIONAL DIALOGUES

4.1 [Dialogue between John (J), Ermie (E) and Maria (M)]

ika	you [ <u>ing</u> pers. pron., emphatic, sing.]
ali	no
aliwa	...is not (the one)...
yaku	I [= aku]
aku	I
wa	yes

J: Ika i Maria?

J: Are you Maria?

E: Ali. Aliwa yaku i  
Maria. Aku i Ermie.

E: No, I'm not Maria. I  
am Ermie.

J: [to Maria] Ika i  
Maria?

J: Are you Maria?

M: Wa. Aku i Maria.

M: Yes, I'm Maria.

4.2 [A dialogue between the teacher (T) and her students (S), Pedro (P), Juan (J), Maria (M) and Roberto (R)]

ninu	who
ikayu	you
i	[focus marker, per- sonal proper noun, singular]
ya	he, she [= iya]
o pu	yes [polite; = wa]

T: Ninu aku?

T: Who am I?

S: Ikayu pu i Miss  
Dizon.

S: You are Miss Dizon,  
ma'am.

- T: Ninu ya? [pointing to Maria]  
 T: Who is she?
- S: Iya pu i Maria.  
 S: She is Maria, ma'am.
- T: [to Pedro] Ninu ika?  
 T: Who are you?
- P: Aku pu i Pedro.  
 P: I am Pedro, ma'am.
- T: [to Juan] Ika?  
 T: [And] you?
- J: Aku pu naman i Juan.  
 J: I am Juan, ma'am.
- T: [to Maria] Ika i Maria?  
 T: Are you Maria?
- M: O pu. Aku i Maria.  
 M: Yes, ma'am. I am Maria.
- T: [to Roberto] Ika i Pedro?  
 T: Are you Pedro?
- R: Ali. Aliwa yaku pu i Pedro. Aku i Roberto.  
 R: No, I am not Pedro, ma'am. I am Roberto.

## 5 DRILL II

- 5.1 Role Playing Drill (Student takes role of questioner as illustrated in Dialogue #2 above, and conducts similar dialogue with the rest of the students.)

## 6 STRUCTURAL AND CULTURAL NOTES

- 6.1 When two words, one ending and the other beginning with [a], occur contiguously, [y] occurs at the boundary (cf. 1.1.2).



6.4 I (cf. 1.5) always occurs directly preceding a personal proper noun, marking the noun as the topic of the sentence. It does not occur in direct address.

(1) Iya i Senen.                      He is Senen.

(2) Senen, iya i Carlos?    Senen, is he Carlos?

6.5 The ing emphatic pronouns (aku, ika, iya, etc.) always occur after the interrogative word ninu 'who', except for the third person singular where ya (ing normal pronouns) occurs instead (cf. 2.1.1-3).

6.6 In addition to marking the response to a greeting (cf. Les. 1), naman also marks the information given as 'additional', whether similar or additional (cf. 4.2 also). Naman, therefore, generally occurs in multiple introductions or self-introductions from the second person on.

## 7 VOCABULARY

aku	I [ <u>ing</u> personal pronoun, emphatic]
ali	no
aliwa	...is not the one...
i	[particle marking following personal proper noun as topic]

ika	you [ <u>ing</u> pers. pron., emph.]
ikayu	you [ <u>ing</u> pers. pron., emph. polite]
iya	he/she [ <u>ing</u> pers. pron. emph.]
ninu	who
naman	[marks additional infor- mation]
o pu	yes, sir [= <u>wa</u> ]
wa	yes
ya	he/she/it [ <u>ing</u> pers. pron., normal]
yaku	I [= <u>aku</u> ]

## Lesson 4

"Ila di Maria ampo i Juan."

### 1 STRUCTURAL CONTENT

#### 1.1 Equational clauses, plural constituents

(1) Ila di Maria ampo            They are Maria and Juan.  
i Juan.

(2) Ila di Mr. ampo i            They are Mr. and Mrs. Ruiz.  
Mrs. Ruiz.

(3) Ila di Maria ampong        They are Maria and Juan.  
Juan.

#### 1.2 Ing personal pronouns, emphatic form, plural

(1) ikata                            we [dual]  
(2) itamu                            we [inclusive]  
(3) ikami                            we [exclusive]  
(4) ikayu                            you  
(5) ila                                they

#### 1.3 Conjunction

ampo                                and

#### 1.4 Case particle, plural topic

di                                    [plural personal proper  
noun topic]

### 2 CONVERSATIONAL CONTEXT

#### 2.1 WH- Question and Answer

2.1.1 Q: Ninu ikayu?            Who are you?

A: Ikami di Pedro ampo We are Pedro and Carlos.  
i Carlos.

2.1.2 Q: Ninu ikami? Who are we?

A: Ikayu di Pedro You are Pedro and Carlos.  
among Carlos.

2.1.3 Q: Ninu ikata? Who are we?

A: Ika i Maria ampo You are Maria and I am  
aku i Juan. Juan.

2.1.4 Q: Ninu ila? Who are they?

A: Ila di Mr. ampo i They are Mr. and Mrs.  
Mrs. Ruiz. Ruiz.

2.1.5 Q: Ninu ila? Who are they?

A: Ila di Carlos. They are Carlos and his  
friends.

## 2.2 Yes/No Question and Answer

2.2.1 Q: Ikayu di Pedro ampo Are you Pedro and Carlos?  
i Carlos?

A: Wa. Ikami di Pedro Yes, we are Pedro and  
among Carlos. Carlos.

2.2.2 Q: Ila di Mr. ampo i Are they Mr. and Mrs.  
Mrs. Ruiz? Ruiz?

A: Ali. Aliwa ila. No, they're not. They  
 Ila di Miss Dizon are Miss Dizon and Mr.  
 ampo i Mr. Ocampo. Ocampo.

### 3 DRILL I

3.1 Response Drill (A: T asks the questions (1) Ninu itamu?, (2) Ninu ikayu?, (3) Ninu ila?, and S responds accordingly. B: T asks the same questions randomly, S gives appropriate responses. C: Repeat drill between students.)

Model: T: Ninu itamu? Who are we?  
 S: Ikayu pu i Miss You are Miss Dizon and  
 Dizon ampo aku I am Juan.  
 i Juan.

Model: T: [pointing] Ninu Who are you?  
 ikayu?  
 S: Ikami di Maria We are Maria and  
 among Juan. Juan.

Model: T: [pointing] Ninu Who are they?  
 ila?  
 S: Ila di Pedro They are Pedro and  
 among Ermie. Ermie.

3.2 Response Drill--review (A: T asks 'Ninu \_\_\_\_\_?' questions using singular pronouns (Les. 3) and

plural pronouns in random order, and S responds accordingly. B: Repeat drill between students.)

3.3 Response Drill (A: T asks the question 'Ila di (Maria ampong Juan?)' eliciting (1) yes responses, (2) no responses, (3) mixed responses. B: Repeat drill between students.)

3.4 Response Drill--review (S asks yes/no question using both singular (Les. 3) and plural pronouns and eliciting mixed responses cued by the use of names of students in class, and S responds accordingly.)

#### 4 SITUATIONAL DIALOGUES

4.1 [Senen (S) and Carlos (C) are helping John (J) get to know the students by their names.]

ila	they
ampo	and
di	[plural focus marker of personal proper noun]
itamu	we [inclusive]

S: Ninu aku?

Who am I?

J: Ika i Senen.

You are Senen.

C: Aku?

[And] I?



T: [to Pedro and Carlos] Who are you?

Ninu ikayu?

P: Ikami pu di Pedro We are Pedro and Carlos.  
among Carlos.

T: [to Carlos] Ninu ila? Who are they?

C: Ila pu di Maria They are Maria and Ermie.  
ampo i Ermie.

T: Ila? [pointing to [And] they?  
two others]

C: Tabalu. I don't know.

## 5 DRILL II

5.1 Role Playing Drill ( $S_1$  questions  $S_2$  on the names of the students in class using the Situational Dialogues as model and incorporating as many of the constructions learned in Les. 3 and 4.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 The ing emphatic plural pronouns (cf. 1.2) introduced in this lesson reflect the first person plural trichotomy of all Kapampangan pronouns. The three categories are as follows:

(1) dual [you and I]

(2) inclusive plural [all of us including you]

(3) exclusive plural [us, excluding you]

6.2 Di (cf. 1.4) is the plural form of i (cf. Les. 3) and marks the following personal proper names as the topic of the sentence. It occurs directly preceding a phrase consisting of two or more proper names with each name in turn being preceded by i, or if conjoined by the conjunctive ampo, by the linking particle ng. It may also occur before a single proper name, in which case the name refers to the person and others in his group, such as his family, friends, children, etc.

## 7 VOCABULARY

ampo	and
di	[focus particle]
ikami	we [exclusive]
ikata	we [dual]
ikayu	you
ila	they
itamu	we [inclusive]
Tabalu	I don't know.

## Lesson 5

### "I Maria ya ini."

#### 1 STRUCTURAL CONTENT

1.1 Non-verbal predicate clause, proper noun predicate,  
demonstrative pronoun topic

##### 1.1.1 Affirmative

I Maria ya ita.                      That (over there) is Maria.

##### 1.1.2 Negative

Aliwa ita i Maria.                      That (over there) is not  
Maria.

##### 1.2 WH- Question

Ninu ya ita?                              Who is that (over there)?

##### 1.3 Demonstrative pronouns

(1) ini                                      this

(2) iyan                                     that

(3) ita                                      that (over there)

#### 2 CONVERSATIONAL CONTEXT

##### 2.1 WH- Question and Answer

2.1.1 Q: Ninu ya ini?                      Who is this?

A: I Gloria ya iyan. That's Gloria.

2.1.2 Q: Ninu ya iyan?                      Who is that?

A: I Maria ya ini.                      This is Maria.

2.1.3 Q: Ninu ya ita? Who is that (over there)?  
 A: I Ermie ya ita. That (over there) is Ermie.

2.1.4 Q: Ninu ya ini/iyan/  
 ita? Who is this/that/that (over  
 there)?  
 A: Iya i Maria. She's Maria.

## 2.2 Yes/No Question and Answer

2.2.1 Q: I Maria ya ita? Is that Maria (over there)?  
 A: Wa. I Maria ya ita. Yes, that's Maria (over  
 there).

2.2.2 Q: I Maria ya ita? Is that Maria (over there)?  
 A: Ali. Aliwa ita i No, that's not Maria (over  
 Maria. I Gloria there). That's Gloria  
 ya ita.

2.2.3 Q: I Maria ya ita? Is that Maria (over there)?  
 A: Ali. I Gloria ya No, that's Gloria.  
 ita.

## 3 DRILL I

3.1 Response Drill (A: T asks the question 'Ninu ya ini/iyan/ita?' to elicit names of students in class, and S gives appropriate response. B: Repeat drill between S-S.)

Model: T: Ninu ya ini?                      Who is this?

[pointing]

S: I Gloria ya iyan.    That's Gloria.

3.2 Response Drill (A: T asks yes/no question '(I Gloria) ya ita?' eliciting (1) yes responses, (2) no responses, and (3) mixed responses.

B: Repeat drill between S-S eliciting mixed responses.)

3.3 Identification Drill (A: T using a picture of a family drills on the identification of the various family members.)

Model: T: [pointing to the father]

ing tata

the father

S: ing tata

(1) ing tata

the father

(2) ing ima

the mother

(3) ing koya

the big brother

(4) ing atchi

the big sister

(5) ing wali

the younger sister/brother

(6) ing apu

the grandfather

(7) ing ingkong

the grandmother

(8) ing bapa

the uncle

(9) ing dara

the aunt

- 3.4 Response Drill (A: T using picture of family asks 'Ninu ya ini?' question, and S responds. B: Repeat drill between S-S.)

Model: T: [pointing] Ninu ya      Who is this?  
           ini?

S: Ing tata ya iyan.      That's the father.

- 3.5 Response Drill (S<sub>1</sub> using picture of family asks yes/no question 'Ing ima ya ini?', eliciting mixed--yes and no--responses, and S<sub>2</sub> responds accordingly.)

Model: S<sub>1</sub>: Ing ima ya ini?      Is this the mother?

S<sub>2</sub>: Ali. Ing ing-      No, that's the grand-  
           kong ya iyan.      mother.

#### 4 SITUATIONAL DIALOGUES

- 4.1 [John (J) and Maria (M) are looking at a photograph and pointing to various people.]

ini                                      this

iyan                                     that

yan                                      that [= iyan]

J: Ninu ya ini?                      Who is this?

M: I Gloria ya iyan.                That's Gloria.

J: I Ermie ya ini?                  Is this Ermie?

M: Wa. I Ermie ya iyan.          Yes, that's Ermie.

J: Ika ini?                            Is this you?

M: Ali, aliwa yaku yan.      No, that's not me. This  
       Aku ini.                              is me.

## 5 DRILL II

5.1 Dialogue Repetition Drill (Students learn D. Situational Dialogues through repetition, assuming all of the various dialogue roles presented. Suggested pattern of dialogue role playing is (1) between T and S, (2) between S and S (half of the class versus the other half), and (3) between S<sub>1</sub> and S<sub>2</sub>.)

5.2 Dialogue Drill (Using the picture of the family, S<sub>1</sub> and S<sub>2</sub> conduct a dialogue modelled after the dialogue above.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 The following variations occur as responses to the question Ninu ya ita? 'Who is that (over there)?'

- |                     |                             |
|---------------------|-----------------------------|
| (1) I Maria ya ita. | That (over there) is Maria. |
| (2) Ita i Maria.    | That (over there) is Maria. |
| (3) Iya i Maria.    | She is Maria.               |

The ing emphatic pronouns (aku, ika, iya, etc.) may be substituted for the name, as in the following:

- |                     |                |
|---------------------|----------------|
| (1) I Maria ya ini. | This is Maria. |
| (2) Aku ini.        | This is I.     |

The demonstratives always occur finally in constructions with the ing emphatic pronouns. In other constructions, however, they may occur initially or finally with no change in meaning (cf. 1, 2 above).

- 6.2 Demonstrative pronouns denote spatial relationships in reference to the speaker and listener. Ini 'this' designates that which is close to the speaker; iyan 'that', designates something close to the listener; and ita 'that over there', designates something away from both the speaker and the listener.

## 7 VOCABULARY

bapa	uncle
dara	aunt
ing	[particle marking following noun as topic of sentence]
ini	this
ita	that over there
iyan	that
yan	that [= iyan]
wali	younger sister/brother

## Lesson 6

(Review of Lessons 1-5)

### 1 CUMULATIVE SITUATIONAL DIALOGUES

1.1 [Senen (S) and his American friend John (J) meet Maria (M).]

S: Mayap a yabak, Maria. Good morning, Maria.

M: Mayap a yabak naman. Good morning (too).

S: Kumusta? How are you?

M: Mayap naman. I'm fine.

S: Maria, i Juan ya Maria, this is Juan.

ini. Juan, i Maria. Juan, Maria.

M: Kumusta ko pu? How are you, (sir)?

J: Mayap naman pu. I'm fine, (ma'am).

1.2 [Carlos (C) and Paul (P) meet Mr. Ruiz (R), a visitor to the school.]

o makanian oh, is that so.

C: Mayap a gatpanapun Good afternoon, sir.  
pu.

R: Mayap a gatpanapun Good afternoon.  
naman.

C: Aku pu i Carlos. I I'm Carlos, sir. This is  
Paul ya pu naman ini. Paul, sir.

R: O makanian. Kumusta Oh, is that so. How are  
ka? you?

- P: Mayap pu naman. I'm fine, sir. Thank  
Salamat pu. Ikayu you, sir. And you,  
pu naman? sir?
- R: Mayap naman. Ika, I'm fine. And you,  
Carlos? Carlos?
- C: Mayap pu naman. I'm fine, sir. Thank  
Salamat pu. you.

1.3 [Senen (S) introduces his friend John (J) to his  
mother (ima = I).]

- S: Ima, i Juan ya pu Mother, this is Juan.  
ini.
- I: Kumusta ka? How are you?
- J: Mayap pu naman. I'm fine, ma'am. And  
Ikayu? you?
- I: Mayap naman. Fine.

2 DRILL

2.1 Dialogue Repetition Drill (S learns dialogue  
through repetition.)

3 VOCABULARY

o makanian!

oh, is that so!

NOTE to teacher: Do Supplementary Lessons 1, 2 before  
going on to Lesson 7. They give the Kapampangan for  
classroom procedures.

## Lesson 7

### "Lapis ya iyan."

#### 1 STRUCTURAL CONTENT

##### 1.1 Non-verbal predicate clause, noun predicate

- |                      |                      |
|----------------------|----------------------|
| (1) Lapis ya.        | It's a pencil.       |
| (2) Lapis ya iyan.   | That's a pencil.     |
| (3) E ya lapis.      | It's not a pencil.   |
| (4) E ya lapis iyan. | That's not a pencil. |

##### 1.2 WH- Question

- |                  |               |
|------------------|---------------|
| (1) Nanu ya?     | What is it?   |
| (2) Nanu ya ini? | What is this? |

##### 1.3 Interrogative

- |          |      |
|----------|------|
| (1) Nanu | what |
|----------|------|

#### 2 CONVERSATIONAL CONTEXT

##### 2.1 WH- Question and Answer

- |                       |                  |
|-----------------------|------------------|
| 2.1.1 Q: Nanu ya?     | What is it?      |
| A: Lapis ya.          | It is a pencil.  |
| 2.1.2 Q: Nanu ya ini? | What is this?    |
| A: Lapis ya iyan.     | That's a pencil. |

##### 2.2 Yes/No Question and Answer

- |                        |                   |
|------------------------|-------------------|
| 2.2.1 Q: Lapis ya ini? | Is this a pencil? |
|------------------------|-------------------|

A: Wa. Lapis ya Yes, (that's) it's a  
(iyan). pencil.

2.2.2 Q: Lapis ya iyan? Is that a pencil?

A: Ali. E ya lapis No, (this) it is not a  
(ini). Ball pen pencil. It's a ball-  
ya. [point] pen.

### 3 DRILL I

3.1 Rote Memorization Drill (Using actual objects in the immediate surroundings, T drills on the identification of same.)

Model: T: [holding a 'ball pen']

ing ball pen

S: ing ball pen

- |                     |                |
|---------------------|----------------|
| (1) ing ball pen    | ball point pen |
| (2) ing lapis       | pencil         |
| (3) ing pauntin pen | fountain pen   |
| (4) ing diksyonaryo | dictionary     |
| (5) ing libru       | book           |
| (6) ing kuaderno    | notebook       |
| (7) ing papil       | paper          |
| (8) ing awang       | window         |
| (9) ing pasbul      | door           |
| (10) ing lamesa     | table, desk    |

(11) ing luklukan	chair [general term for place to sit]
(12) ing taburete	[western style] chair
(13) ing lande	floor
(14) ing sulu	electric light, torch [source of light]
(15) ing pamura	eraser [for chalk and pencil]
(16) ing tisa	chalk
(17) ing tinta	ink
(18) ing dyaryo	newspaper

3.2 Response Drill (A: T asks 'Nanu ya ini/iyan/ita?'  
pointing to objects and S responds accordingly.

B: Repeat drill between S-S.)

Model: T: [pointing to window]

Nanu ya ita?

S: Awang ya ita.

3.3 Response Drill (A: T asks yes/no question '(Lapis)  
ya ini?' eliciting (1) yes responses, (2) no  
responses and (3) mixed responses. B: Repeat  
drill between S-S.)

Model: T: [holding a pencil]

Lapis ya ini?

S: Wa. Lapis ya iyan.

Model: T: [holding a chalk]

Lapis ya ini?

S: Ali. Eya lapis iyan. Tisa ya.

#### 4 SITUATIONAL DIALOGUE

4.1 [Miss Dizon (D) is speaking to the students in her class (S).]

yu	your [plural]
klase	class
tana!	let's go!
umpisa	begin [word base]
magumpisa	to begin
lapis	pencil
nanu	what
masalese	good
bal pen	ball-point pen
libru	book
diksyonaryo	dictionary
pin	certainly

D: Aku i Miss Dizon, ing I am Miss Dizon, your  
mestra yu. Kumusta kayu- teacher. How are you  
ngan ngeni? (all) today?

S: Mayap naman pu. Fine, ma'am.

D: Klase, tana! Magumpisa Class, (let's go!)  
tana. Lapis ya ini. Let's begin. This is a  
Nanu ya ini? pencil. What is this?

S: Lapis ya pu iyan. That is a pencil, ma'am.

- D: Masalese. Klase, Good! Class, that is a  
ball pen ya ita. ball-point pen. What  
Nanu ya ita? is that?
- S: Ball pen ya pu ita. That is a ball-point  
pen, ma'am.
- D: [pointing to a book] Is that a ball-point pen,  
Ball pen ya naman too?  
ita?
- S: Ali pu. E ya ball No, ma'am. That is not  
pen ita. Libru ya. a ball-point pen. It's  
a book.
- D: [holding up a dic- Is this a book, too?  
tionary] Libru ya  
naman ini?
- S: Ali pu. E ya libru No, ma'am. That is not  
iyan. Diksyonaryo a book. It's a dictio-  
ya. nary.
- D: Kuaderno yapin ini? This (certainly) is a  
notebook, isn't it?
- S: Wa. Yapin. Yes, it is [certainly].
- D: Masalese. Good!

## 5 DRILL II

- 5.1 Dialogue Repetition Drill (Students repeat dialogue,  
(1) between T-S and S-T, (2) between S-S, then (3)  
between  $S_1$  and  $S_2$ . The primary objective is to

learn dialogue content through repetition rather than memorize dialogue itself.)

- 5.2 Dialogue Drill ( $S_1$  assumes role of T and conducts dialogue modelled after dialogue 4 above with the rest of S.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 Q: Nanu ya ini?                      What is this?

A: Lapis ya iyan.                      That's a pencil.

The above question and answer constructions referring to things parallel the set introduced in Lesson 5 which refers to people.

Q: Ninu ya ini?                      Who is this?

A: I Maria ya iyan.                      That is Maria.

In addition to the difference in the interrogatives occurring, note that the topic marker i occurs with personal names, whereas with common nouns, whether inanimate or animate, the equivalent common noun topic marker ing does not.

(1) Lapis ya ini.                      This is a pencil.

(2) Mestro ya ini.                      This one is a teacher.

The topic marker ing does occur in a similar construction (referred to as the Identificational Equational Clause, cf. Les. 10), the function of

which is specific identification. In such a construction, however, the ing emphatic pronoun occurs and the order of the elements is normally reversed. For example:

- (1) Ini iya ing mestra.      This one is the teacher.  
 (2) Mestra ya ini.            This one is a teacher.

## 7 VOCABULARY

awang	window
ball pen	ball-point pen
diksiyonaryo	dictionary
dyaryo	newspaper
klase	class
kuaderno	notebook
lamesa	desk
lande	floor
lapis	pencil
libru	book
luklukan	chair [general term for place to sit]
masalese	good
nanu	what
pamura	eraser [for chalk and pencil]
papil	tablet

pasbul	door
pauntin pen	fountain pen
sulu	electric light, torch [any source of light]
taburete	[western style] chair
tinta	ink
tisa	chalk
yu	your [possessive plural]



- 2.1.3 Q: Nanu ya? What is he?  
A: Mestro ya. He's a teacher.

## 2.2 Yes/No Question and Answer

- 2.2.1 Q: Estudyante ka? Are you a student?  
A: Wa. Estudyante ku Yes, I'm a student.

- 2.2.2 Q: Estudyante ka? Are you a student?  
A: Ali. E ku No, I'm not a student.  
estudyante. Mestro I'm a teacher.  
ku.

## 3 DRILL I

- 3.1 Rote Memorization Drill (T drills on identification of the following using picture cues.)

Model: T: [picture of woman teacher]

ing mestra

woman teacher

S: ing mestra

- |                    |                    |
|--------------------|--------------------|
| (1) ing mestra     | woman teacher      |
| (2) ing mestro     | male teacher       |
| (3) ing estudyanta | girl student       |
| (4) ing estudyante | boy student        |
| (5) ing sekretarya | girl secretary     |
| (6) ing sekretaryo | boy secretary      |
| (7) ing propesora  | (female) professor |
| (8) ing propesor   | (male) professor   |

- (9) ing presidente                      president
- (10) ing superintendente            superintendent [head of  
a school division,  
usually one division  
per province]
- (11) ing janitor                        janitor [handyman of a  
school]

3.2 Response Drill (A: T asks 'Nanu ku/ka/ya?' questions, using picture cues to elicit responses, and S responds accordingly. B: Repeat drill between S-S.)

Model: T: [picture of boy student]

Nanu ya?                                      What is he?

S: Estudyante ya.                              He is a student.

3.3 Response Drill (A: T asks yes/no question '(Estudyante) ka?' eliciting negative responses, and S responds giving correct information.)

Model: T: Propesor ka?                      Are you a professor?

S: Ali, e ku                                      No, I'm not a professor.

propesor.                                      I'm a student.

Estudyante ku.

3.4 Response Drill--review (T asks 'Nanu ku/ka/ya i (Maria)?' and 'Ninu aku/ika/ya?' questions randomly and S responds accordingly.)

## 4 SITUATIONAL DIALOGUES

## 4.1 [Dialogue between Mr. Ruiz (R), the teacher, and students Pedro (P), Carlos (C) and Maria (M)]

estudyante	boy student
ku	I
e	not
mestro	male teacher
nanu	what
ka	you
ya	she/he/it
estudyanta	girl student
mestra	woman teacher

R: Estudyante ku?	Am I a student?
P: Ali, e kayu pu estudyante.	No, you are not a student, sir.
R: Mestro ku?	Am I a teacher?
P: O pu. Mestro kayu/ ko pu.	Yes, sir, you are a teacher.
R: Nanu ka? [to Carlos]	What are you?
C: Estudyante ku pu.	I am a student, sir.
R: Nanu ya? [pointing to Maria]	What is she?
C: Estudyanta ya pu naman.	She is a student too, sir.

R: [to Maria] Estudyanta Are you a student?  
ka?

M: Wa. Estudyanta ku. Yes, I am a student.

R: [pointing to Miss Dizon] Estudyanta  
ya naman? Is she a student also?

M: Ali. E ya estu- No, she is not a student.  
dyanta. Mestra ya. She is a teacher.

## 5 DRILL II

5.1 Dialogue Drill (Using above dialogue as model, students conduct similar dialogue with each other.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 When identifying one's self by name, the ing emphatic pronouns are used (cf. Les. 3, Aku i Maria.) When the identification is classificatory, the normal form of the ing pronouns (cf. 1.1.1) are used, as follows:

(1) Estudyante ku. I am a student.

6.2 After the interrogative nanu 'what' the ku pronouns occur (cf. 1.2) whereas after ninu 'who', the aku pronouns occur.

(1) Nanu ka? What are you?

(2) Ninu ika? Who are you?



(3) E ku estudyante. I'm not a student.

(Note the variation in meaning of the three negative sentences above.)

6.5 Gender distinctions are made for some nouns, namely occupational and nationality names. For example:

- |                                |  |
|--------------------------------|--|
| (1) mestra ~ mestro            | woman teacher ~ man<br>teacher         |
| (2) estudyanta ~<br>estudyante | girl student ~ boy student             |
| (3) sekretarya ~<br>sekretaryo | girl secretary ~ boy<br>secretary      |
| (4) propesora ~<br>propesor    | woman professor ~ man<br>professor     |
| (5) Amerikana ~<br>Amerikano   | [female] American ~ [male]<br>American |
| (6) Pilipina ~ Pilipino        | [female] Filipino ~ [male]<br>Filipino |

## 7 VOCABULARY

e	not
estudyanta	girl student
estudyante	boy student
janitor	janitor [handyman of a school]

ku	I [ <u>ing</u> normal pronoun]
mestra	woman teacher
mestro	man teacher
nanu	what
presidente	president
propesor	[male] professor
propesora	[female] professor
sekretarya	girl secretary
sekretaryo	male secretary
superintendente	superintendent [head of a school division, usually one division per province]

## Lesson 9

### "Mestra ya i Maria."

#### 1 STRUCTURAL CONTENT

##### 1.1 Non-verbal predicate clause, noun predicate (cont.)

###### 1.1.1 Affirmative

(1) I Maria mestra ya. Maria is a teacher.

(2) Mestra ya i Maria. Maria is a teacher.

###### 1.1.2 Negative

(1) E ya mestra i Maria. Maria is not a teacher.

##### 1.2 WH- Question

Nanu ya i Maria? What is Maria?

#### 2 CONVERSATIONAL CONTEXT

##### 2.1 WH- Question and Answer

2.1.1 Q: Nanu ya i Maria? What is Maria?

A: Mestra ya i Maria. Maria is a teacher.

##### 2.2 Yes/No Question and Answer

2.2.1 Q: I Maria mestra ya? Is Maria a teacher?

A: Wa, mestra ya. Yes, she's a teacher.

2.2.2 Q: Mestra <sup>no ba</sup> ya i Maria? Is Maria a teacher?

A: Ali, e ya mestra. No, she's not a teacher.  
Estudyanta ya. She's a student.

## 3 DRILL I

3.1 Response Drill (A: Using picture cues from 3.1 drill of Les. 7, T asks 'Nanu ya i (Maria)?' and S responds accordingly. B: Repeat drill between S-S.)

Model: T: [picture of a  
secretary]

Nanu ya i Maria?      What is Maria?

S: Sekretarya ya i      Maria is a secretary.  
Maria.

3.2 Response Drill (Using same picture cues, S<sub>1</sub> asks 'Nanu ku/ka/ya i (Pedro)?' and S<sub>2</sub> responds accordingly.)

Model: S<sub>1</sub>: [picture of a teacher]

Nanu ku?

S<sub>2</sub>: Mestro ko pu.

## 4 SITUATIONAL DIALOGUES

4.1 [Dialogue between teacher (T) and student (S)]

T: 'Nanu ya i Mr. Ruiz?      What is Mr. Ruiz?

S: Mestro ya pu.      He is a teacher, sir.

T: I Miss Dizon mestra      Is Miss Dizon a teacher,  
ya naman?      too?

S: Ali pu. E ya mestra.      No, sir. She is not a  
Estudyanta ya pu.      teacher. She is a  
student, sir.

T: Estudyante ka naman?      Are you a student, too?  
 S: O pu. Estudyante ku      Yes, sir, I'm a student,  
     pu naman.                      too.

4.2 [Dialogue between Roberto (R) and Alejo (A)]

prinsipal	principal
superbisor	[male] supervisor
anti	similar to, like
mu	just, only
anti mu	just like
superbisora	[female] supervisor

R: Nanu ya i Mr. Ocampo?      What is Mr. Ocampo?  
 A: Prinsipal ya.                      He is a principal.  
 R: I Mr. Galura prin-              Is Mr. Galura a principal  
     sipal ya naman?                      too?  
 A: Ali. E ya prinsipal              No, Mr. Galura is not a  
     i Mr. Galura. Super-              principal. He is a  
     bisor ya.                              supervisor.  
 R: O makanian! Anti mu              Oh, is that so! Just  
     naman I Miss Ruiz.              like Miss Ruiz. She is  
     Superbisora ya naman.              a supervisor, too.

5 DRILL II

5.1 Dialogue Drill (Students carry on dialogue modelled after those in section 4.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 The ing normal personal pronoun (Les. 8) always occurs following the word which describes the person.

- |                      |                                   |
|----------------------|-----------------------------------|
| (1) Nanu ku/ka/ya?   | Who am I/are you/is she?          |
| (2) Mestra ku/ka/ya. | I am/you are/she is a<br>teacher. |

When the third person is identified by name, i + (name) is added to the construction, either preposed or postposed, with ya functioning as a cross-referent pronoun. In questions, however, it is always postposed.

- |                        |                     |
|------------------------|---------------------|
| (1) Nanu ya i Maria?   | What is Maria?      |
| (2) Mestra ya i Maria. | Maria is a teacher. |
| (3) I Maria mestra ya. | Maria is a teacher. |

The third person ing emphatic pronoun, iya, may be substituted for the name. However, whereas the name may occur initially or finally, this pronoun always occurs sentence initially.

- |                        |                     |
|------------------------|---------------------|
| (1) Iya mestra ya.     | She is a teacher.   |
| (2) Mestra ya i Maria. | Maria is a teacher. |
| (3) I Maria mestra ya. | Maria is a teacher. |

There is no significant difference in meaning between the two responses.

(1) Mestra ya i Maria.            Maria is a teacher.

(2) I Maria mestra ya.            Maria is a teacher.

However, construction (1) is considered the normal order and (2) the inverted order. In speech, there is a slight pause after the name in construction (2), which appears to denote a meaning more similar to the following English equivalent: '[As for] Maria, she is a teacher.'

Ya, which occurs following a name or the corresponding interrogative pronoun ninu in constructions with a demonstrative pronoun is frequently dropped in everyday conversation.

(1.a) Ninu (ya) ita?            Who is that?

(1.b) I Maria ya ita.            That is Maria.

(2.a) Ninu ita?            Who is that?

(2.b) I Maria ita.            That is Maria.

## 7 VOCABULARY

anti mu

just like

prinsipal

principal

superbisor

[male] supervisor

superbisora

[female] supervisor

## Lesson 10

"I Miss Dizon ing mestra."

### 1 STRUCTURAL CONTENT

#### 1.1 Identificational equational clause

##### 1.1.1 Affirmative

(1) I Miss Dizon ing      Miss Dizon is (the one  
mestra.                      who's) the teacher. [Not  
Miss Ruiz]

(2) Ing mestra i Miss      The teacher is (the one  
Dizon.                      who's) Miss Dizon. [Not  
the student]

##### 1.1.2 Negative

(1) Aliwa iya ing      Miss Dizon is not (the  
mestra i Miss              one who's) the teacher.  
Dizon.                      [Miss Ruiz is]

#### 1.2 WH- Question

1.2.1 Ninu ya ing mestra?      Who is the teacher?

1.2.2 Balu mu nung ninu ing      Do you know who the teacher  
mestra?                      is?

#### 1.3 Case particle, singular topic

ing                      [particle marking the  
following common noun  
as topic]

## 2 CONVERSATIONAL CONTEXT

### 2.1 WH- Question and Answer

2.1.1 Q: Ninu ya ing mestra? Who is the teacher?

A: I Miss Dizon ing mestra. Miss Dizon is the teacher.

2.1.2 Q: Ninu ya i Miss Dizon? Who is Miss Dizon?

A: Ing mestra i Miss Dizon. The teacher is Miss Dizon.

2.1.3 Q: Balu mu nung ninu i Miss Dizon? Do you know who Miss Dizon is?

A: Wa. Ing mestra i Miss Dizon. Yes. The teacher is Miss Dizon.

### 2.2 Yes/No Question and Answer

2.2.1 Q: I Miss Dizon ing mestra? Is Miss Dizon the teacher?

A: Wa. Iya ing mestra. Yes, she is the teacher.

2.2.2 Q: I Miss Dizon ing mestra? Is Miss Dizon the teacher?

A: Ali. Aliwa iya ing mestra. I Mr. Ruiz ing mestro. No, she is not the teacher. Mr. Ruiz is the teacher.

- 2.2.3 Q: Ika ing mestra? Are you the teacher?  
 A: Ali. Aliwa yaku No, I'm not the teacher.  
 ing mestra. I Miss Miss Dizon is (the  
 Dizon ing mestra. teacher).

### 3 DRILL I

3.1 Rote Memorization Drill (Using picture cues, or other visual cues like printed names, and names and occupation, profession or title of actual people, T drills on the identification of same.)

Model: T: [picture or name of the President of U.S.]

I Mr. Nixon ing presidente na ning Amerika.

S: I Mr. Nixon ing presidente na ning Amerika.

(1) I Mr. (Nixon) ing presidente na ning Amerika.

(2) I Presidente (Marcos) ing presidente na ning Pilipinas.

(3) I Propesor (Constantin) ing propesor king Inglis.

(4) I Miss (Ramos) ing mestra king Kapampangan.

(5) I Pedro ing estudyante.

(6) I Maria ing sekretarya.

3.2 Response Drill (A: Basing on 3.1 drill above, T asks 'Ninu ya ing (presidente na ning Amerika)?' and S responds. B: Repeat drill between S-S.)

Model: T: Ninu ya ing presidente na ning Pilipinas?

S: I Presidente (Marcos) ing presidente na  
ning Pilipinas.

3.3 Response Drill (A: T asks yes/no question 'Ika ing  
(.....)?' eliciting yes and no responses cued by  
the information sought, and S responds accordingly.

B: Repeat drill between S-S.)

Model: T: Ika ing presidente?

S: Ali. Aliwa yaku ing presidente. I  
Mr. (Nixon) ing presidente.

3.4 Narration-Comprehension Drill (S<sub>1</sub> gives (1) the  
names and (2) the fictional occupation or profession  
of himself and the person next to him. T then asks  
the questions 'Ninu ya ing (.....)?' or 'Nanu ya i  
(.....)?' to other students who respond according to  
information given.)

Model: S<sub>1</sub>: Aku i Roberto ampo iya i Juan.

Estudyante ku ampo propesor ya king  
Inglis.

T: Ninu ya ing estudyante?

S<sub>2</sub>: I Roberto ing estudyante.

T: Nanu ya i Juan?

S<sub>3</sub>: I Juan propesor ya king Inglis.

## 4 SITUATIONAL DIALOGUES

## 4.1 [Dialogue between John (J) and Carlos (C)]

ing	[topic particle]
king	of
Inglis	English
balu	know
mu	you [ <u>ning</u> pron.]
nung	if
siguru	maybe, I think, I guess
pin	...is indeed... [confirmatory particle]

J: Ikayu pu ing propesor    Are you the professor of  
king Inglis?                    English, sir?

C: Ali. Aliwa yaku. E        No, I'm not. I'm not a  
ku propesor. Estu-            professor. I'm a student.  
dyante ku.

J: O. Balu mu nung            Do you know who the pro-  
ninu ing propesor            fessor of English is?  
king Inglis?

C: Siguru I Miss Dizon.        I think it's Miss Dizon.

J: Balu mu nung ninu i        Do you know who Miss  
Miss Dizon?                    Dizon is?

C: Wa. Yapin ita.                Yes. That's her.

## 5 DRILL II

5.1 Question Drill ( $S_1$  asks the following questions and  $S_2$  responds.)

- (1) if he knows who the President of the U.S. is?
- (2) if he knows who the President of the Philippines is?
- (3) if he knows who the teacher of Kapampangan is?
- (4) if he knows who the secretary of the school is?
- (5) if he knows who the janitor is?
- (6) if he knows who Mr. Nixon is?
- (7) if he knows who (Miss Dizon) is?
- (8) etc.

5.2 Dialogue Drill ( $S_1$  and  $S_2$  carry on dialogue modelled after dialogue 4.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 I Maria ing mestra. 'Maria is the teacher.' (cf. 1.1.1) identifies Maria as the teacher. It contrasts with I Maria mestra ya. 'Maria is a teacher.' (Les. 8) which describes what Maria is. Ing and ya never co-occur in the same phrase--i.e. either ing mestra or mestra ya occur but not ing mestra ya. In the negative response to a question asking for specific identification, aliwa '...is not the one...' rather than e 'not' is used.

## 7 VOCABULARY

balu

know

ing

[topic particle]

Inglis

English

king

of

mu

you [ning pronoun]

nung

if

pin

...is, indeed... [confirma-  
tory particle]

siguru

maybe, I think, I guess

## Lesson 11

### "Amerikano kami."

#### 1 STRUCTURAL CONTENT

##### 1.1 Non-verbal predicate clause, (plural pron. topic)

###### 1.1.1 Affirmative

Amerikano kami.                      We are Americans.

###### 1.1.2 Negative

E kami Amerikano.                      We are not Americans.

##### 1.2 WH- Question

Nu ko tau?                              [lit. You are men from  
where?] Where do you come  
from?

##### 1.3 Ing personal pronoun, normal form, plural

(1) kata	we [dual]
(2) tamu	we [inclusive]
(3) kami	we [exclusive]
(4) kayu ~ ko	you
(5) la	they

#### 2 CONVERSATIONAL CONTEXT

##### 2.1 WH- Question and Answer

2.1.1 Q: Nu ka tau?                      Where do you come from?  
A: Amerikano ku.                          I'm an American.

- 2.1.2 Q: Nu ya tau? Where does she come from?  
A: Pilipina ya. She's a Filipino.
- 2.1.3 Q: Nu ya tau i Maria? Where does Maria come from?  
A: I Maria Pilipina ya. Maria is a Filipino.
- 2.1.4 Q: Nu ko tau? Where do you [plural] come from?  
A: Hapon kami. We are Japanese.
- 2.1.5 Q: Nu la tau i Carlos ampong i Cora? Where do Carlos and Cora come from?  
A: Español la. They are Spanish.

### 3 DRILL I

- 3.1 Rote Memorization Drill (Using English equivalents as cue, T drills on nationality names.)

Model: T: [American male]

Amerikano American

S: Amerikano American

- (1) Amerikano American [male]  
(2) Amerikana American [female]  
(3) Pilipino Filipino [male]  
(4) Pilipina Filipino [female]  
(5) Isik Chinese [male]  
(6) China Chinese [female]

(7) Hapon	Japanese [male]
(8) Haponesa	Japanese [female]
(9) Español	Spanish [male]
(10) Española	Spanish [female]
(11) Italiano	Italian [male]
(12) Italiana	Italian [female]
(13) Aleman	German

3.2 Response Drill (S<sub>1</sub> asks S<sub>2</sub> where he's from and S<sub>2</sub> responds factually; etc.)

Model: S<sub>1</sub>: Nu ka tau?                      Where are you from?  
           S<sub>2</sub>: Amerikano ku.                    I'm an American.

3.3 Response Drill (S<sub>1</sub> asks S<sub>2</sub> yes/no question '(Amerikano) ka?' eliciting mixed (yes and no) responses. Use both singular and plural pronouns in the questions.)

Model: S<sub>1</sub>: Aleman ka?                      Are you German?  
           S<sub>2</sub>: Ali. E ku                      No, I'm not German.  
                   Aleman. Ameri-            I'm an American.  
                   kano ku.

3.4 Narration-Comprehension Drill (S<sub>1</sub> makes a fictional three utterance statement stating who he is, what he is and where he's from. S<sub>2</sub> then asks S<sub>3</sub> questions to elicit these three facts.

S<sub>3</sub> responds on the basis of S<sub>1</sub>'s statement.)

Model: S<sub>1</sub>: Aku i Juan. I'm Juan. I'm a  
Estudyante ku student and (I'm)  
ampo Amerikano an American.  
ku.

S<sub>2</sub>: Ninu ya? Who is he?

S<sub>3</sub>: Iya i Juan. He is Juan.

S<sub>2</sub>: Nanu ya i Juan? What is Juan?

S<sub>3</sub>: Estudyante ya. He's a student.

S<sub>2</sub>: Nu ya tau? Where does he come from?

S<sub>3</sub>: Amerikano ya. He's an American.

#### 4 SITUATIONAL DIALOGUE

##### 4.1 [Dialogue between the teacher (T) and John (J)]

Pilipino	Filipino [male]
Amerikano	American [male]
kami	we [exclusive]
mu	even
Pilipina	Filipino [female]
anta	what about
reng	[topic marker marking common noun as topic, plural]
aliwa	others
la	they

la ngan

they all

maliban

except

kang

[location particle for  
animate noun]

Jorje

George

Isik

Chinese [male]

nu

where [short form for  
nukarin]

tau

man

T: Pilipino kayu ngan?

Are you all Filipinos?

J: Ali pu. Amerikano

No, sir. Paul, Robert and

kami i Paul, i

I are Americans.

Robert ampo yaku.

T: I Maria mu naman?

Even Maria, too?

J: Ali pu. I Maria

No, sir. Maria is a

Pilipina ya pu.

Filipino, sir.

T: Anta reng aliwa?

What about the others?

J: O pu. Pilipino la

Yes, sir. They're all

ngan maliban kang

Filipino except George.

Jorje. Isik ya.

He's Chinese. Where do

Nu ko pu tau?

you come from, sir?

T: Pilipino ku.

I am Filipino.



A: (a) Manibat lang Amerika. They come from America.

(b) Menibat lang Amerika. They came from America.

6.2 The pronouns introduced in this lesson are the plural forms of the ing normal pronouns (cf. Les. 8, sec. 6 for explanation and singular forms). The same trichotomy of the first person plural exists for these pronouns as explained for the ing emphatic pronouns in Les. 4, sec. 6.

## 7 VOCABULARY

Aleman	German
aliwa	others
Amerikana	[female] American
Amerikano	[male] American
anta	what about
China	[female] Chinese
deng ~ reng	[plural topic marker of common noun]
Español	[male] Spanish
Española	[female] Spanish
Hapon	[male] Japanese
Haponesa	[female] Japanese
Isik	[male] Chinese
Italiana	[female] Italian
Italiano	[male] Italian

Jorje	George
kami	we [exclusive]
kang	[ <u>king</u> case particle marking referent]
kata	we [dual]
kayu	you [plural]
la	they
maliban	except
mu	even, only
nu	where [short form of <u>nukarin</u> ]
Pilipina	[female] Filipino
Pilipino	[male] Filipino
tamu	we [inclusive]
tau	man

## Lesson 12

### "Tau ku Amerika."

#### 1 STRUCTURAL CONTENT

##### 1.1 Non-verbal predicate clause (continued)

###### 1.1.1 Affirmative

- |  |                                      |
|--|--------------------------------------|
| (1) Tau ku Amerika.                          | I'm from America.                    |
| (2) Tau ya Amerika i<br>Maria.               | Maria is from America.               |
| (3) Tau ya Amerika ing<br>mestra.            | The teacher is from<br>America.      |
| (4) Tau la Amerika ri<br>Maria ampong Ermie. | Maria and Ermie are<br>from America. |
| (5) Tau la Amerika reng<br>estudyante.       | The students are from<br>America.    |

###### 1.1.2 Negative

- |                                  |                               |
|----------------------------------|-------------------------------|
| (1) E ku tau Amerika.            | I'm not from America.         |
| (2) E ya tau Amerika i<br>Maria. | Maria is not from<br>America. |

##### 1.2 Location phrase

King California.	From California.
------------------	------------------

##### 1.3 WH- Question

Nukarin king Amerika?	Where in America?
-----------------------	-------------------

##### 1.4 Case particle, locative [marks common or place noun]

king	in, on, at, from
------	------------------

## 1.5 Case particles, topic

(1) ing

[case particle, singular  
topic]

(2) deng ~ reng

[case particle, plural  
topic]

## 2 CONVERSATIONAL CONTEXT

## 2.1 WH- Question and Answer

2.1.1 Q: Nu ya tau i Maria?

Where is Maria from?

A: I Maria tau ya  
Amerika.

Maria is from America.

2.1.2 Q: Nu ya tau ing  
mestra?

Where is the teacher from?

A: Tau ya Kapampangan  
ing mestra.The teacher is from  
Pampanga.2.1.3 Q: Nu la tau ri Pedro  
among Carlos?Where are Pedro and Carlos  
from?

A: Tau la Angeles.

They're from Angeles.

2.1.4 Q: Nu la tau reng  
estudyante?Where are the students  
from?A: Deng estudyante,  
tau la Hawaii.The students are from  
Hawaii.

2.1.5 Q: Nu ka tau? Where are you from?

A: Tau ku Amerika. I'm from America.

Q: Nukarin king Where in America?  
Amerika?

A: King California. From California.

## 2.2 Yes/No Question and Answer

2.2.1 Q: Tau kayu Pampanga? Are you from Pampanga?

A: Wa. Tau kami Yes, we're from Pampanga.  
Pampanga.

2.2.2 Q: Tau la Menila? Are they from Manila?

A: Ali. E la tau No, they're not from  
Menila. Tau la Manila. They're from  
Kulyat. Kulyat [the classical  
name for Angeles].

2.2.3 Q: Tau la ngan Menila? Are they all from Manila?

A: Ali. I Carlos na No, only Carlos. The  
mu. Deng aliwa, others come from Kulyat  
tau lang Kulyat. [the classical name for  
Angeles].

## 3 DRILL I

3.1 Rote Memorization Drill (T drills students on names of countries and cities within those countries, using a map for cueing.)

Model: T: [Hawaii]

Hawai

S: Hawai

T: [Honolulu]

Honolulu

S: Honolulu

- |     |                      |                        |
|-----|----------------------|------------------------|
| (1) | Amerika, Kalipornya, | America, California,   |
|     | Los Anheles          | Los Angeles            |
| (2) | Kanada, Biktorya     | Canada, Victoria       |
| (3) | Hapon, Tokyo         | Japan, Tokyo           |
| (4) | China, Piking        | China, Peking          |
| (5) | Espanya, Madrid      | Spain, Madrid          |
| (6) | Pransya, Paris       | France, Paris          |
| (7) | Pilipinas, Pampanga, | Philippines, Pampanga, |
|     | San Pernando         | San Fernando           |
| (8) | Rusya                | Russia                 |

3.2 Response Drill (Using names of countries and cities introduced in drill 3.1 above, S<sub>1</sub> and S<sub>2</sub> hold dialogue similar to the model.)

Model: S<sub>1</sub>: Nu ka tau?                      Where do you come from?

S<sub>2</sub>: Tau ku Amerika.                      I come from America.

S<sub>1</sub>: Nukarin king                      Where in America?

Amerika?

S<sub>2</sub>: King Hawai.                      From Hawaii.



## 4 SITUATIONAL DIALOGUE

4.1 [Dialogue between Mrs. Miranda (M) and John (J)  
and Roberto (R)]

nukarin

where

king

[locative case  
particle]

siguru

I think, maybe

ing

[topic case particle,  
sing.]

Anheles

[city in Pampanga]

kasanting

how nice

M: Nu ko tau?

Where are you from?

J: Tau kami pu Amerika.

We're from America, ma'am.

M: Nukarin king

Where in America?

Amerika?

R: King Hawai pu.

From Hawaii, ma'am.

M: O makanian! Tau ya

Oh, is that so! Is your

naman Amerika ing

teacher from America,

mestro yu?

too?

J: Ali pu. E ya tau

No, ma'am. He is not

Amerika. Siguru tau

from America. I think

ya Anheles, ne,

he's from Angeles. Isn't

Roberto?

that so, Robert?

R: Wa. Tau yapin

Yes, he IS from Angeles.

Anheles.

M: O kasanting! Ing Oh, how nice! Your teacher  
 mestro yu Kapampan- is a Kapampangan!  
 gan ya.

4.2 [Dialogue between Mr. David (D) and John (J)]

deng [topic case particle,  
 plural]

(na) mu only

manibat from

kari [king case particle,  
 marking plural  
 proper noun as  
 referent]

D: Deng estudyante, Do all the students come  
 tau la ngan Hawaii? from Hawaii?

J: Ali pu. I Paul No, sir. Only Paul and  
 among Robert mu. Robert.

D: Anta i Maria? What about Maria?

J: I Maria tau ya Maris comes from Califor-  
 Kalipornya pu. nia, sir.

D: Deng aliwang estu- Do the other students come  
 dyante manibat la from California, too?  
 naman king Kalipornya?

J: O pu. Tau la ngan Yes, sir. They all come  
 Kalipornya maliban from California except



5.3 Comprehension Drill ( $S_1$  asks the following questions in Kapampangan based on dialogues 4.1 and 4.2, and  $S_2$  responds.)

4.1: (a) Where is Mrs. Miranda from?

(b) Are Juan and Roberto from there too?

(c) Where do Juan and Roberto come from?

(d) Are Juan and Roberto teachers?

(e) Where does the teacher come from?

(f) Is the teacher an American?

(g) What (nationality) are Juan and Roberto?

4.2: (a) Are Paul and Robert from California?

(b) Do you know where Juan comes from?

(c) Where does Maria come from?

(d) Is Maria the only one from there?

(e) Where do the other students come from?

(f) What about David and Laura?

5.4 Dialogue Drill ( $S_1$  and  $S_2$  conduct dialogue using 4.1 and 4.2 dialogues as model.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 Note the two ways of indicating where one comes from.

(1) Amerikano ku.                      I'm an American.

(2) Tau ku Amerika.                  I'm from America.

(1) gives the information in terms of one's nationality and (2) in terms of one's place of origin, which may include names of provinces, states, or cities in addition to countries.

6.2 A case particle designates the semantic function of the noun following. King is such a particle designating in this instance (king Amerika 'from/in America') the location in/at/from/to which action occurs. In some usages the semantic function of location of action is not clear, as in Ninu ing propesor king Inglis? 'Who is the professor of English?' (Lesson 10, 4.1), where English is construed as the location of the professorship. In addition to location, king also designates referent and benefactor as will be seen in later lessons.

6.3 Ing, a topic marking case particle, was introduced in Lesson 10 in an Equational construction, I Miss Dizon ing mestra. 'Miss Dizon is the teacher.' It identified MISS DIZON as the teacher. Ing also occurs in a Predicative construction which designates the noun following as the topic or focus of the utterance.

(1) Tau ya Amerika ing mestra. 'The teacher is from America.'

In the above construction ing identifies the TEACHER as being the one from America.

Ing is like i (cf. Les. 3) in function (both are topic marking case particles) as well as in distribution (where one occurs so does the other). The difference is that ing marks singular common nouns as topic, whereas i marks personal proper nouns. Hence, in Equational constructions the following combinations of ing and i phrases are found to occur.

- (1) Ing babai ing                      The WOMAN is the teacher.  
      mestra.
- (2) I Miss Dizon ing                 MISS DIZON is the teacher.  
      mestra.
- (3) Ing mestra i Miss                The TEACHER is Miss Dizon.  
      Dizon.

Deng is the plural of ing, marking plural common nouns as topic of an utterance. The particle which marks plural personal proper nouns is di ~ ri. In Kapampangan plurality is not marked in the nouns as in English, but rather by the particles.

The alternation of sounds between [d] and [r] is phonologically conditioned--i.e., [d] occurs sentent

initially and generally after consonants in sentence medial position and [r] occurs sentence medially after vowels. The [r] is a flapped r, [ɾ], rather than retroflexed r. When [d] occurs intervocalically, it is generally pronounced as [ɾ].

Deng and di ~ ri occur wherever ing and i do. The following are some occurrences of deng and di.

- |   |   |
|---|---|
| (1) Di Miss Dizon ampo<br>i Miss Ruiz deng<br>mestra. | Miss Dizon and Miss<br>Ruiz are the teachers. |
| (2) Deng babai reng<br>mestra.                        | The women are the<br>teachers.                |
| (3) Deng babai ri<br>Miss Dizon ampo<br>i Miss Ruiz.  | The women are Miss<br>Dizon and Miss Ruiz.    |

## 7 VOCABULARY

Amerika	America
Anheles	Angeles
Biktorya	Victoria
China	China
deng ~ reng	[topic case particle, plural common noun]
di ~ ri	[topic case particle, plural personal proper

	noun]
Espanya	Spain
Hapon	Japan
Hawai	Hawaii
Honolulu	Honolulu
i	[topic case particle, sing. personal proper noun]
ing	[topic case particle, sing. common noun]
Kalipornya	California
Kanada	Canada
kari	[ <u>king</u> case particle mark- ing plural personal proper noun as referent]
kasanting	how nice
king	[location case particle]
Los Anheles	Los Angeles
Madrid	Madrid
manibat	from
(na) mu	only
ne	..., isn't it? [tag question]
nukarin	where
Pampangan	Pampanga [name of province]

where Kapampangan is  
spoken]

Paris

Paris

Piking

Peking

Pransya

France

Rusya

Russia

San Pernando

San Fernando [capitol of  
Pampanga]

siguru

I think, maybe

Tokyo

Tokyo

## Lesson 13

### "Mibait ku king New York."

#### 1 STRUCTURAL CONTENT

##### 1.1 Verbal predicate clause, intransitive verb pred.

###### 1.1.1 Affirmative

(1) Mibait ku king            I was born in New York.  
New York.

###### 1.1.2 Negative

(1) E ku mibait king        I was not born in New  
New York.                    York.

(2) Ali la.                    No, they weren't.

##### 1.2 WH- Question

(1) Nukarin ka mibait?        Where were you born?

(2) Nu ya karin mibait?        Where was he born?

##### 1.3 Locative pronoun

(1) karin                        there

##### 1.4 Possessive pronouns, singular

(1) ku                            my

(2) mu                            your

(3) na                            his/hers

#### 2 CONVERSATIONAL CONTEXT

##### 2.1 WH- Question and Answer

2.1.1 Q: Nukarin ka mibait?    Where were you born?

A: Mibait ku king New York. I was born in New York.  
York.

2.1.2 Q: Nu ya karin mibait i Juan? Where was John born?

A: Mibait ya i Juan king New York. John was born in New York.

2.1.3 Q: Nu la karin mibait deng kapatad mu? Where were your brothers and sisters born?

A: Mibait la king Pilipinas. They were born in the Philippines.

## 2.2 Yes/No Question and Answer

2.2.1 Q: Mibait ka king New York? Were you born in New York?

A: Wa. Mibait ku king New York. Yes, I was born in New York.

2.2.2 Q: Mibait ya i Juan king New York? Was John born in New York?

A: Ali. E ya mibait karin. Mibait ya king Kalipornya. No, he was not born there. He was born in California.

2.2.3 Q: Mibait la naman deng pengari mu karin? Were your parents born there too?

<p>A: Ali la. Mibait la king San Fernando, Pampanga.</p>	<p>No, they weren't. They were born in San Fernando, Pampanga.</p>
--	--

### 3 DRILL I

3.1 Rote Memorization Drill (Using a picture of a family T drills on use of possessives. T gives the possessive cue in English while pointing to a figure in the picture, gives the Kapampangan equivalent and S repeats.)

Model: T: (my) (pointing to father)

i tata ku

S: i tata ku

- |                                |                     |
|--------------------------------|---------------------|
| (1) i itata ku/mu/na           | my/your/his father  |
| (2) i ima ku/mu/na             | my/your/his mother  |
| (3) reng pengari ku/mu/na      | my/your/his parents |
| (4) ing kapatad kung<br>lalaki | my brother          |
| ing kapatad mung<br>lalaki     | your brother        |
| ing kapatad nang<br>lalaki     | his brother         |
| (5) ing kapatad kung babai     | my sister           |
| ing kapatad mung babai         | your sister         |
| ing kapatad nang babai         | his sister          |

(6) ing atchi ku/mu/na	my/your/her older sister
(7) ing koya ku/mu/na	my/your/his older brother
(8) ing wali ku/mu/na	my/your/his younger brother/sister
(9) ing bapa ku/mu/na	my/your/his uncle
(10) ing dara ku/mu/na	my/your/his aunt
(11) ing ingkong ku/mu/na	my/your/his grandfather
(12) ing apu ku/mu/na	my/your/his grandmother

3.2 Identification Drill (Using the family picture, S<sub>1</sub> identifies three figures (1) my \_\_\_\_\_, (2) your \_\_\_\_\_, and (3) his/her \_\_\_\_\_. Then S<sub>2</sub> identifies another three, etc. Do not repeat figures.)

Model: S<sub>1</sub>: (pointing to the various figures)

Ini i tata ku.

Ini i ima mu.

Ini ing ingkong na.

S<sub>2</sub>: Ini ing kapatad kung lalaki.

Ini ing kapatad mung babai.

Ini ing wali na.

3.3 Response Drill (T asks 'Where were you born?' in Kapampangan and S responds factually.)

Model: T: Nukarin ka mibait? Where were you born?

S: Mibait ku king I was born in Hawaii.  
Hawaii.

3.4 Response Drill (S<sub>1</sub> asks 'Where was your (family member) born?' in Kapampangan and S<sub>2</sub> responds factually. Do not repeat family members.)

Model: S<sub>1</sub>: Nu ya karin mibait (i tata mu)?

S<sub>2</sub>: I tata mu mibait ya king Kalipornya.

3.5 Response Drill (S<sub>1</sub> asks yes/no question about the place his/her (family member) was born and S<sub>2</sub> gives the full negative response.)

Model: S<sub>1</sub>: Mibait la reng pengari na king New York?

S<sub>2</sub>: Ali. E la mibait karin. Mibait la king  
Hawaii.

#### 4 SITUATIONAL DIALOGUE

[Dialogue between Miss Dizon (D) and Pedro (P)]

bait	birth [word base]
mi-	[verbal prefix, involuntary stative]
mibait	was born
mu	your
karin	there [locative pronoun]

pengari

parents

ku

my

kapatad

sibling, brother and  
sister

nu ya karin

[= nukarin ya]

na

his/her

peru

but

babai

woman, girl

lalaki

man, boy

D: Nukarin ka mibait?

Where were you born?

P: Mibait ku pu king

I was born in Hawaii, ma'am.

Hawai. Nukarin ko  
pu mibait?

Where were you born, ma'am?

D: King Menila. Mibait  
la naman i Ima mu  
ampo i Tata mu king  
Hawai?

In Manila. Were your mother  
and father born in Hawaii,  
too?

P: Ali, e la pu mibait  
karin. Deng pengari  
ku mibait la king  
Pilipinas.

No, they were not born there,  
ma'am. They were born in  
the Philippines.

D: O makanian! Nukarin  
king Pilipinas?

Oh, is that so! Where in  
the Philippines?

P: King San Pernando,  
Pampanga.

In San Fernando, Pampanga.

- D: Anta reng kapatad mu?      What about your brothers  
and sisters?
- P: Deng kapatad ku              My brothers and sisters  
mibait la naman king          were born in Hawaii.  
Hawai. Anti mu aku.          Just like me.
- D: Balu mu nung nu ya          Do you know where Juan  
karin mibait i Juan          Smith was born?  
Smith?
- P: Wa. King Hapon.              Yes. In Japan. His  
Ing kapatad nang              brother, Robert, was born  
lalaki i Roberto              there, too. But his sis-  
mibait ya naman              ters were born in America.  
karin. Peru reng  
kapatad nang babai  
mibait la king  
Amerika.
- D: O makanian!                  Oh, is that so!

## 5 DRILL II

- 5.1 Dialogue Recitation Drill (Students repeat dialogue, (1) between T-S and S-T, (2) between S-S, then (3) between S<sub>1</sub> and S<sub>2</sub>. The primary objective is to learn dialogue content through repetition rather than memorize dialogue itself.)

5.2 Comprehension Drill (T asks comprehension questions based on Dialogue 4 and S<sub>1</sub> responds.)

- (1) Nukarin ya mibait i Pedro?
- (2) Nukarin ya mibait i Miss Dizon?
- (3) I Ima na ampo i Tata nang Pedro (Pedro's mother and father) mibait la naman karin?
- (4) Nukarin la mibait reng kapatad nang Pedro?
- (5) Mibait ya i Juan Smith king Hawaii?
- (6) Nu ya karin mibait i Roberto?
- (7) Deng kapatad nang babai mibait la naman karin?
- (8) Balu mu nung nu la karin mibait deng pengari nang Juan?

5.3 Comprehension Drill (S<sub>1</sub> asks the following questions in Kapampangan based on Dialogue 4 and S<sub>2</sub> responds. Then S<sub>2</sub> asks and S<sub>3</sub> responds, etc.)

- (1) Where was Pedro born?
- (2) Was Miss Dizon born in Hawaii, too?
- (3) Where were Pedro's parents born?
- (4) Were Pedro's sisters and brothers born there, too?
- (5) Was John Smith born in Hawaii just like his brother Robert?
- (6) Do you know where his sisters were born?
- (7) What (nationality) are his sisters?



possessive pronoun comes immediately after the first of the linked items followed by the appropriate linker and the rest of the items.

(1) ing kapatad kung lalaki (= ing kapatad a lalaki ku)

6.3 Note that the order of the phrases i Juan and king Hapon is not fixed. Generally, the order of such case phrases is not restricted, though there are some limitations as will be seen later.

(1) Mibait ya i Juan king California.

(2) Mibait ya king California i Juan.

6.4 When speaking of one's own or someone else's mother and father, the kinship terms are often used as proper names. Hence, in such cases, the proper noun case particle i co-occurs rather than the common noun case particle ing. Ing generally occurs with all other kinship terms, except in direct address when i may occur with any of these terms.

(1) i Ima mu                      your mother

(2) i Tata ku                      my father

(3) ing kapatad na              his brothers and sisters

*de ing*

6.5 In Kapampangan the possessive pronoun is generally repeated in a compound phrase, which in English is not.

(1) i Ima mu ampo i                      your mother and father  
Tata mu

6.6 The English equivalent for kapatad is sibling. In context it may mean brother or sister, or brothers and sisters in the plural. When the context is ambiguous, the full form of brother or sister is used, as follows:

(1) kapatad a lalaki                      brother [sibling boy]

(2) kapatad a babai                      sister [sibling girl]

The a like ng is a linking particle, the function of which is to link two closely related items (cf. Les. 1). The linking particles ng and a are variant forms, and the occurrence of either is phonologically conditioned--i.e., the ng occurs after vowels and a, after consonants.

When phrases such as kapatad a lalaki or kapatad a babai are possessed, the possessive pronoun occurs in the position following the first of the two linked items, kapatad, which causes a change in the phonological environment of the particle, thus causing the change of the linking particle from a to ng.

(1) Kapatad a lalaki

(2) Kapatad kung lalaki

6.7 Appositive constructions generally occur as attributive constructions linked by the particle ng or a.

For example:

(1) Mibait ya ing kapatad kung Roberto king Hawai.

'My brother, (who is) Robert, was born in Hawaii.'

However, the appositive may occur with the topic case particle, as in the following.

(1) Mibait ya ing kapatad ku, i Roberto, king Hawai.

'My brother, Robert, was born in Hawaii.'

## 7 VOCABULARY

babai	woman, girl
bait	birth [word base]
kapatad	sibling; brother, sister
kapatad a lalaki	brother
kapatad a babai	sister
karin	there
ku	my [possessive pron.]
lalaki	man, boy
mi-	[verbal prefix, involuntary stative]

mibait

mu

na

pengari

peru

was born

your [poss. pron.]

his/her [poss. pron.]

parents

but

## Lesson 14

"Dinatang ku ketang Junio."

### 1 STRUCTURAL CONTENT

#### 1.1 Statement

##### 1.1.1 Verbal predicate clause, intransitive verb pred.

(1) Dinatang ku ketang            I came in June.  
      Junio.

(2) Tuknang ku keti            I'm going to stay here  
      anggang Deciembre        until December of  
      ning banwang tutuki.     next year.

#### 1.2 WH- Question

(1) Kapilan ka pa dina-        When did you come here?  
      tang keni?

(2) Anggang kapilan ka        How long (until when) are  
      tuknang keti?            you going to stay here?

Anggang kapilan ka        How long (until when) are  
      keni king Pilipinas?     you going to be here in  
                                  the Philippines?

Angga ka kapilan            How long (until when) are  
      keni?                    you going to be here?

#### 1.3 Names of the months

(1) Enero                    January

(2) Febrero                February

(3) Marso                   March



2.1.4 Q: Angga ka kapilan            How long are you going to  
         keti?                            be here?

A: Siguru pa bulan.            Maybe for a month.

### 3 DRILL I

3.1 Recitation Drill (Using conversational format, S repeats recitation of 2.1.1-4 conversations until memorized.)

3.2 Rote Memorization Drill (Using calendar or printed cards in English as cues, T drills on memorization of the names of the months.)

Model: T: (pointing to month of January)

Enero

S: Enero

3.3 Response Drill (A: T asks the following three questions in random order and S responds in unison, then individually.)

(1) Nanu ing lagiu na ning bulan iti?

'What is the name of this month?'

(2) Nanung bulan ya ing tutuki king (Febrero)?

'What month follows February?'

(3) Nanung bulan ya ing mumuna king (Marso)?

'What month comes before March?'

Model: T: Nanu ing lagi na ning bulan iti?  
(pointing to February)

S<sub>1</sub>: Febrero

Model: T: Nanung bulan ya ing tutuki king Febrero?

S<sub>2</sub>: Enero

Model: T: Nanung bulan ya ing mumuna king Marso?

S<sub>3</sub>: Febrero

3.4 Response Drill (A: Using response cues T asks the question 'When did you come here?' and S<sub>1</sub> responds 'I came in (X month) of last year.' B: Repeat drill between S-S.)

Model: T: Kapilan ka pa dinatang keni? (April)

S<sub>1</sub>: Dinatang ku ketang Abril ning banwang milabasan.

3.5 Response Drill (A: T asks the question 'How long are you going to stay/be here?' using any of the question constructions in section B, and S responds 'I'm going to stay/be here until (X month) of this/next year.' The response of 'this or next year' will be relative to the actual month class is in session. B: Repeat drill between S-S.)

Model: T: Anggang kapilan ka tuknang keti?

S<sub>1</sub>: Tuknang ku keti anggang Diciembre ning banwang iti.

## 4 SITUATIONAL DIALOGUES

[Dialogue between John (J), a newcomer, and Pedro (P), one of his friends]

kapilan	when
-in-	[verbal affix, past active]
datang	come
dinatang	came
ketang	in (past), last [locational adverb, temporal past]
Mayo	May
at	and
pa	just
keni	here [locational adverb, spatial]
bulan	month
milabasan	past
tuknang	going to stay
tinuknang	stayed
pa	for (the duration of) [adjunct]
pa bulan	for a month
angga	until, up to

keti	here [locational adverb, spatial]
banwa	year
u	or
Agusto	August
ning	of [relational particle]
tutuki	next, following
pala	[adjunct registering surprise or delight at receipt of new information]

- P: Kapilan ka dinatang                      When did you come to the  
king Pilipinas?                                  Philippines?
- J: Dinatang ku ketang Mayo.                I came in May.
- P: At, kapilan ka pa dina-                    And, when did you (just)  
tang keni king Dolores?                        come here to Dolores?
- J: Ketang bulan a mila-                        (In) last month. I  
basan. Pabulan kung                            stayed in Manila for a  
tinuknang king Menila.                        month.
- P: Anggang kapilan ka                        Until when are you going  
tuknang keti?                                    to stay here?
- J: Siguru pabanwa u siguru                    Maybe for a year, or  
anggang Deciembre ning                        maybe until December  
banwang tutuki.                                of next year.

P: A makanian. Kasanting Oh, is that so. How nice!  
pala.

## 5 DRILL II

5.1 Recitation Drill (Using conversational format, S repeats recitation of Dialogue 4.)

5.2 Comprehension Drill (T asks questions based on Dialogue 4 and S responds.)

(1) Balu mu nung kapilan ya dinatang king Pilipinas i Pedro?

(2) Kapilan ya dinatang king Pilipinas i Juan?

(3) Nukarin ya tinuknang ania (when) dinatang ya king Pilipinas?

(4) Anggang kapilan ya tinuknang karin?

(5) Anggang nanung bulan?

(6) Kapilan ya dinatang king Dolores i Juan?

(7) Nanung bulan ya ing dinatang na king Dolores?

(8) Tuknang ya keta anggang pabulan?

(9) Nanung bulan ya ngeni king *Dolores?*

5.3 Comprehension Drill (S<sub>1</sub> asks questions in Kapam-  
pangan on dialogue 4 and S<sub>2</sub> responds.)

(1) Did Pedro come to the Philippines with Juan?

(2) When did Juan come to the Philippines?

(3) When did he come to Dolores?

(4) In what month?

(5) Where did he stay for a month?

(6) How long is he going to stay in Dolores?

5.4 Narration Drill (S restates the dialogue 4 into narrative form.)

5.5 Dialogue Drill (S<sub>1</sub>, assuming role of visitor to Pampanga and S<sub>2</sub> that of host, hold conversation modelled after dialogue 4. Discussion may include mutual friends' arrivals, forthcoming trips, etc. Additional useful vocabulary: munta 'is going', minta 'went'.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 King and ketang are case particles which denote time of an action. King indicates the time when an action will take place and ketang, time of an action which has already taken place. Thus, king is the non-past form and ketang, the past.

It has been noted that the particle king designates multiple semantic functions (Les. 12). The following are examples of king marking location-in-space (cf. Les. 10, 12 and 13).

(1) Mestro ku king Inglis. [subject as location]

(2) Mibait ku king New York. [place as location]







refers to a general, wider area as location and keni to one more specifically where the speaker is located. The distinctions reflect psychological differentiations, and, therefore, vary from speaker to speaker and from instance to instance.

## 7 VOCABULARY

Abril	April
Agusto	August
angga	until, up to
at	and
banwa	year
bulan	month
datang	come
Deciembre	December
dinatang	came
Enero	January
Febrero	February
-in-	[verbal affix, past active]
Julio	July
Junio	June
kapilan	when
keni	here [locational adverb, spatial]

ketang	in (past), last [locational adverb, temporal past]
keti	here [locational adverb spatial]
Marso	March
Mayo	May
milabasan	past
ning	of [relational particle]
Noviembre	November
Octobre	October
pa	just
pa	for (the duration of) [adjunct]
pa bulan	for a month
pala	[adjunct registering sur- prise or delight at receipt of new information]
Septiembre	September
tinuknang	stayed
tuknang	going to stay
tutuki	next, following
u	or

## Lesson 15

### "Makatuknang ku kang Juan Ruiz."

#### 1 STRUCTURAL CONTENT

##### 1.1 Verbal predicate clause (continued)

Makatuknang ku kang Juan. I live with Juan.

##### 1.2 WH- Question

Kaninu ka makatuknang? With whom do you live?

##### 1.3 Locative case particle

##### 1.3.1 Particles marking personal proper noun as location

(1) kang [singular]

(2) kari [plural]

##### 1.3.2 Particles marking personal common nouns as location

(1) king [singular]

(2) kareng [plural]

##### 1.4 King case pronouns--locative, referent, benefactive

(1) kanaku ~ kaku with/to/for me

(2) keka with/to/for you

(3) kaya with/to/for him/her

(4) kekata with/to/for us [dual]

(5) kekatamu with/to/for us [inclusive]

(6) kekami ~ keka with/to/for us [exclusive]

(7) kekayu ~ keko with/to/for you

(8) karela with/to/for them

## 2 CONVERSATIONAL CONTEXT

## 2.1 WH- Question and Answer

2.1.1 Q: Nukarin ka makatuk- Where do you live?  
nang?

A: Makatuknang ku I live in the barrio  
king barrio Dolores.  
Dolores.

2.1.2 Q: Nukarin ya maka- Where does he live?  
tuknang?

A: Makatuknang ya He lives with his parents.  
kareng pengari na.

2.1.3 Q: Nukarin kayu maka- Where do you live?  
tuknang?

A: Makatuknang kami We live with Juan Ruiz.  
kang Juan Ruiz.

2.1.4 Q: Nukarin la maka- Where do they live?  
tuknang?

A: Makatuknang la kari They live with Mr. and  
Mr. ampo i Mrs. Mrs. Melendez.  
Melendez.

2.1.5 Q: Nukarin ya maka- Where does Juan live?  
tuknang i Juan?

A: Makatuknang ya kari He lives with his Grand-  
ingkong na. parents.

2.1.6 Q: Kaninu la maka- With whom do Pedro and  
tuknang i Pedro Carlos live?  
ampong Carlos?

A: Makatuknang la They live with Juan and  
kari Juan. his family.

## 2.2 Yes/No Question and Answer

2.2.1 Q: Makatuknang ku Am I going to stay with  
keka? you?

A: Wa. Makatuknang Yes, you are going to  
ka kanaku. stay with me.

2.2.2 Q: Makatuknang ya Is he going to stay with  
keketa? us [you and me]?

A: Ali ya. Makatuk- No, he's not. He's going  
nang ya karela. to stay with them.

2.2.3 Q: Makatuknang kami Are we going to stay with  
kekayu? you?

A: Wa. Makatuknang Yes, you are going to stay  
kayu kekami. with us.

2.2.4 Q: Makatuknang tamu Are we going to stay with  
kaya? him?

A: Wa. Makatuknang Yes, we are going to stay  
 tamu kaya. with him.

2.2.5 Q: Makatuknang kata Are we going to stay with  
 karela? them?

A: Ali. Makatuknang No, we are not going to  
 kata karela. stay with them.

### 3 DRILL I

3.1 Rote Memorization Drill (Using either a picture, or  
 the printed or spoken word in English as cue, T  
 drills on the acquisition of king case phrases.  
 With kinship terms use the possessive ku.)

Model: T: (picture of parents)

kareng pengari ku

S: kareng pengari ku

- |                    |                   |
|--------------------|-------------------|
| (1) (father)       | kang Tata ku      |
| (2) (mother)       | kang Ima ku       |
| (3) (parents)      | kareng pengari ku |
| (4) (uncle)        | kang bapa ku      |
| (5) (aunt)         | kang dara ku      |
| (6) (grandfather)  | kang ingkong ku   |
| (7) (grandmother)  | kang apu ku       |
| (8) (grandparents) | kari ingkong ku   |
| (9) (cousins)      | kareng pisan ku   |

(10) (friends)	kareng kaluguran ku
(11) (Mr. and Mrs. Lopez)	kari Mr. ampo i Mrs. Lopez
(12) (Carlos and his family)	kari Carlos
(13) (house)	king bale ku
(14) (teacher)	king mestro ku
(15) (students)	kareng estudyante
(16) (the Ruizes)	kari Mr. Ruiz
(17) (school)	king eskuela
(18) (Dolores)	king barrio Dolores
(19) (Hawaii)	king Hawai

3.2 Response Drill (T, showing a picture or word cue, asks the question Nukarin ka makatuknang?, and S<sub>1</sub> responds according to the cue.)

Model: T: (friends)

Nukarin ka makatuknang?

S: Makatuknang ku kareng kaluguran ku.

3.3 Response Drill (Using singular as well as plural pronouns, including the expansions of ya and la, and any of the king case phrases learned in drill 3.1, S<sub>1</sub> asks a yes/no question to which S<sub>2</sub> responds. Elicit (1) yes responses, (2) no responses, and

(3) mixed responses, using cues for (2) and (3) responses. Do not repeat pronouns or king phrases.)

Model: S<sub>1</sub>: (grandparents)

Makatuknang ya kareng pengari na i Juan?

S<sub>2</sub>: Ali. Makatuknang ya kari ingkong na.

3.4 Rote Memorization Drill (Giving cues by pointing to the corresponding people, T drills on acquisition of the king case pronouns.)

Model: T: (pointing to self)

kanaku

S: (pointing to self)

kanaku

3.5 Statement Drill (Using the following English as cue, S makes a statement stating who is going to live with whom.)

Model: (I with you)

S<sub>1</sub>: Makatuknang ku keka.

(you with me)

S<sub>2</sub>: Makatuknang ka kaku.

(1) I with you

(2) you with me

(3) he with me

- (4) you with him
- (5) he with you
- (6) I with him
- (7) we [dual] with them
- (8) they with you [plural]
- (9) you [pl] with us [exclusive]
- (10) we [inclusive] with them
- (11) they with us [inclusive]

3.6 Chain Statement Drill ( $S_1$  makes a statement about A living with B, then  $S_2$  about B living with C, etc.)

Model:  $S_1$ : Makatuknang ku keka.

$S_2$ : Makatuknang ka kaya.

$S_3$ : Makatuknang ya kaku.

$S_4$ : etc.

- (1) I with you
- (2) you with him
- (3) he with me
- (4) I with him
- (5) he with you
- (6) you with me
- (7) we [excl] with you [plur]
- (8) you [plur] with them
- (9) they with us [dual]
- (10) we [dual] with them
- (11) they with us [incl]

(12) we [incl] with them

(13) they with us [dual]

- 3.7 Response Drill (T asks yes/no question using king case pronouns Makatuknang (ka) (kaku)?, varying the subject pronouns also; then gives answer cue of wa 'yes' or ali 'no', and S responds accordingly with a fictional but appropriate response.)

Model: T: Makatuknang ka kaya? (ali)

S: Ali. Makatuknang ku keka.

- 3.8 Response Drill ( $S_1$  asks Kanina (ka) makatuknang? varying the subject pronouns to which  $S_2$  responds with a king pronoun answer.)

#### 4 SITUATIONAL DIALOGUE

- 4.1 [Dialogue between teacher (T) and John (J)]

maka-	[verbal prefix, stative]
tuknang	stop; live, stay with
makatuknang	live, stay with
kang	[ <u>king</u> case particle; locative, marking sing. personal proper noun as location]

barrio

village

Dolores

[name of a barrio]

kareng

[king case particle,  
locative marking plu-  
ral common noun as  
location]

kari

[king case particle,  
locative marking plu-  
ral personal proper  
noun as location]

T: Nukarin ka makatuk-  
nang?

Where do you live?

J: Makatuknang ku pu  
kang Carlos Lopez.

I live with Carlos Lopez.

T: Nukarin ya makatuk-  
nang i Carlos?

Where does Carlos live?

J: Makatuknang ya pu  
king barrio Dolores.

He lives in the barrio  
Dolores.

T: Makatuknang ya i  
Carlos kareng pengari  
na?

Does Carlos live with his  
parents?

J: Ali. Makatuknang ya  
kari ingkong na Mr.  
ampo i Mrs. Lopez.

No. He lives with his  
grandparents Mr. and Mrs.  
Lopez.

4.2 [A group of students are housed with different families while on a tour of the province, and Mr. Ortiz (O) is checking the housing arrangements with the students (S), Maria (M), John (J) and Pedro (P).]

mi- [verb affix, stative]

aliwa other

mialliwa different

pamilya family

kaninu with whom, whose

keka with you

kanaku with me

bale house

eskuela school

bale matter

ala none, not at all

O: Makatuknang kayu ngan Are you all staying with  
kareng mialiwang pami- different families in  
lia king barrio? the barrio?

S: O pu. Yes, sir.

O: Maria ampo Ermie, Maria and Ermie, with  
kaninu kayu makatuk- whom are you staying?  
nang?

- M: Makatuknang kami pu kari Mr. ampong Mrs. Melendez. We are staying with Mr. and Mrs. Melendez.
- O: I Juan ampo i David makatuknang la naman kari Mr. Ruiz? Are John and David staying with the Ruizes?
- J: O pu. Yes, sir.
- O: Pedro, ika? [and] you, Pedro?
- P: Makatuknang ku pu keka. I'm staying with you.
- O: Wa. Makatuknang ka kanaku peru e tamu makatuknang king bale ku. Makatuknang tamu king eskuela. E bale keka? Yes. You're staying with me but we are not staying at my house. We are staying at the school. I hope you don't mind [it doesn't matter to you]?
- P: Alang bale pu ita. No, I don't mind it [that doesn't matter], sir.

## 5 DRILL II

- 5.1 Recitation Drill (S repeats recitation of dialogues 4.1 and 4.2 for memorization of content.)
- 5.2 Comprehension Drill (T asks questions based on dialogues 4.1 and 4.2, and S responds.)

Questions on 4.1 dialogue

- (1) Makatuknang ya i Juan kareng pengari na?
- (2) Makatuknang ya i Juan king kaluguran (friend) na.
- (3) Ninu ing kaluguran na?
- (4) Nukarin ya makatuknang i Carlos?
- (5) Kaninu ya makatuknang?
- (6) Di Mr. ampo i Mrs. Lopez, deng pengari na?

Questions on 4.2 dialogue

- (1) Deng estudyante kaninu la makatuknang?
- (2) Di Maria ampong Ermie nukarin la makatuknang?
- (3) Anta ri Juan ampo i David?
- (4) Ninu ing makatuknang kang Mr. Ortiz?
- (5) Nukarin la makatuknang?

5.3 Comprehension Drill ( $S_1$  asks questions on dialogue 4.1 and 4.2 and  $S_2$  responds. The following are sample questions.)

Questions on Dialogue 4.1

- (1) Where does John live?
- (2) Is Carlos Lopez the teacher?
- (3) Where does Carlos live?
- (4) Does Carlos live with his parents?

(5) Who are his grandparents?

(6) Where do his grandparents live?

#### Questions on Dialogue 4.2

(1) Are the students staying at a school in the barrio?

(2) Who are staying with the Melendezes?

(3) Are John and David staying with them too?

(4) Where is Mr. Ortiz staying?

(5) Who is staying with him?

(6) Does it bother Pedro to stay at the school?

5.4 Narration Drill (S restates dialogues 4.1 and 4.2 into narrative form.)

5.5 Dialogue Drill (S<sub>1</sub> and S<sub>2</sub> hold dialogues similar to 4.1 and 4.2.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 The king case particles make the same distinction between singular and plural number and common and personal proper noun as do the ing or topic case particles (cf. Les. 12). However, where the ing case particles designate the one semantic function of topic of an utterance, the king case particles denote the semantic functions of location, referent

or benefactor. The usage introduced in this lesson is that of location.

When personal common nouns, such as pengari 'parents' or ingkong 'grandfather, grandparents' are designated as the locations of an action, they may be treated as either common or proper.

E.g. (1) Makatuknang ya kareng pengari na.

'He lives with his parents.'

(2) Makatuknang ya kari ingkong na.

'He lives with his Grandparents.'

In (2) kari indicates that the speaker regards ingkong as a proper name (of two people) rather than a common kinship term.

A singular personal common noun or proper noun may also stand for a plural noun with the meaning 'X and his group (family, friends, etc.)'.

E.g. (1) Makatuknang ya kari ingkong na.

'He lives with his Grandparents.'

(2) Makatuknang ya kari Juan.

'He lives with Juan and his family.'

Here the meaning of plurality and proper is added to the common term ingkong and that of plurality to Juan.

Thus, case particles not only designate the semantic function but specify also the number and class (whether common or proper) of the noun following.

- 6.2 As denoted by the classifier term king, the king case pronouns are substitute pronouns for persons designated as location, referent or benefactor. In this lesson they are introduced as locative substitutes. This set also displays the same trichotomy of first person plural pronouns discussed earlier (cf. Les. 11). In colloquial speech the alternant or shorter forms occur more frequently.

## 7 VOCABULARY

ala	none, not at all
bale	house
bale	matter
barrio	barrio, village
Dolores	[name of <u>barrio</u> ]
eskuela	school
kaku	[short form of <u>kanaku</u> ]
kaluguran	friend
kanaku	with/to/for me [ <u>king</u> case pron., location]

kang	with [ <u>king</u> case particle, location, sing., pers. proper noun]
kaninu	with whom, whose
karela	with/to/for them [ <u>king</u> case pron., location]
kareng	with [ <u>king</u> case particle, location, plur. pers. common noun]
kari	with [ <u>king</u> case particle, location, plur. pers. proper noun]
kaya	with/to/for him [ <u>king</u> case pron., location]
keka	with/to/for him [ <u>king</u> case pron., location]
keka	[short form of <u>kekami</u> ]
kekami	with/to/for us (excl) [ <u>king</u> case pron., location]
kekata	with/to/for us (dual) [ <u>king</u> case pron., location]
kekatamu	with/to/for us (incl) [ <u>king</u> case pron., location]
keko	[short form of <u>kekayu</u> ]

maka-	[verbal prefix, stative]
makatuknang	is living, live, stay with
mialliwa	different
pamilia	family
pisan	cousin
tuknang	stop; live, stay with

## Lesson 16

"Mabie la pa reng pengari ku."

### 1 STRUCTURAL CONTENT

#### 1.1 Verbal predicate clause (continued)

1.1.1 Mabie la pa reng                      My parents are still  
pengari ku.                                      living.

1.1.2 Atin ku pang pengari.              My parents are still  
living. (lit. I still  
have parents.)

#### 1.2 Adjunct

(1) pa    still, yet

(2) mu    only, just, even

#### 1.3 Pronoun-adjunct portmanteau substitute

(1) no ~ nu                                      already they [= na + la]

(2) ne    already he/she [= na + ya]

### 2 CONVERSATIONAL CONTEXT

#### 2.1 Yes/No Question and Answer

2.1.1 Q: Mabie la pa reng                      Are your parents still  
pengari mu?                                      living?

A: Wa. Mabie la pa                              Yes, my parents are still  
reng pengari ku.                                      living.

2.1.2 Q: Mabie la pa reng                      Are your parents still  
pengari mu?                                      living?

- A: Ali. E la mabie  
reng pengari ku. No, my parents are not  
living.
- 2.1.3 Q: Mabie la pa reng  
pengari mu? Are your parents still  
living?
- A: Ing tatang ku mabie  
ya mu peru i ima (Only) my father is  
[still] living, but my  
ku mete neng mother died (already)  
malambat. a long time ago.
- 2.1.4 Q: Atin ka pang  
pengari? (Do you still have par-  
ents?) Are your par-  
ents still living?
- A: Wa. Atin ku pang  
pengari. Yes, (I still have par-  
ents) my parents are  
still living.
- 2.1.5 Q: Atin ka pang  
pengari? (Do you still have par-  
ents?) Are your parents  
still living?
- A: Wa, atin ku pa. Yes, (I still have) they  
are.
- 2.1.6 Q: Atin ka pang  
pengari? (Do you still have par-  
ents?) Are your parents  
still living?

A: Ala na kung pengari. (I have no parents already.) No, they're not.

### 3 DRILL I

3.1 Recitation Drill (S repeat conversation 2.1-6 until memorized, using the various conversational format of T-S, S-T, S-S, S<sub>1</sub>-S<sub>2</sub>.)

3.2 Response Drill (A: S<sub>1</sub> asks yes/no question Mabie la...? or Atin ka...? about the parents and S<sub>2</sub> responds factually. B: S<sub>1</sub> asks same questions, then gives response cue of wa or ali, and S<sub>2</sub> responds accordingly.)

3.3 Statement Drill (T gives kinship terms learned in Les. 1 and 5 as cue, and S makes statement that 'X is still living.')

Model: T: (uncle)

S<sub>1</sub>: Mabie ya pa ing      My uncle is still  
bapa ku.                      living.

3.4 Response Drill (S<sub>1</sub> asks Mabie la/ya...? or Atin ka...? about a kin X, and S<sub>2</sub> gives an affirmative response. Then S<sub>1</sub> asks where X lives, and S<sub>2</sub> gives either a factual or fictional response.)

Model: S <sub>1</sub> : Mabie ya pa ing apu mu?	Is your grandmother still living?
S <sub>2</sub> : Wa. Mabie ya pa.	Yes, she's still living.
S <sub>1</sub> : Nukarin ya makatuknang?	Where is she living?
S <sub>2</sub> : Makatuknang ya king Hapon.	She is living in Japan.

#### 4 SITUATIONAL DIALOGUE

[Dialogue between Carlos (C) and John (J)]

atin	have
pa	still
pang	[= pa + ng]
ngeni	now
-an	[verbal suffix, location]
tuknangan	place of stay
man-	[verbal prefix, dis- tributive or repeti- tive]
manuknangan	[= man + tuknang + an]
mu	only
mung	[= mu + ng]

ilang	[= ila + ing]
tala-	member of the set..., in the ranks of...
asawa	spouse; husband or wife
talasawa	[= tala + asawa]
nu	already they [= na + la]
at	and
aliwang	another [= aliwa + ng]
lugar	place
tatang	Daddy
ma-	[descriptive prefix]
bie	life
maki	alive
mete	died, is dead
ne	already he/she [= na + ya]
neng	[= ne + ng]
malambat	a long time ago
pag-	[verbal prefix, instru- mental]
ka-...-an	[nominal affix]

lungkut

sad

pagkalungkutan

saddens, causes great  
sadness

C: Atin ka pang pengari?

Are your parents still  
living?

J: Wa, atin ku pa.

Yes, they are.

C: Nukarin la makatuknang  
ngeni?

Where are they living now?

J: Manuknangan la king  
Kalipornya.

They are living in  
California.

C: Ing pamilya yu karin  
langan makatuknang?

Do [the rest of] your  
family live there?

J: Ali. Deng mung pengari  
ku ilang makatuknang  
king Kalipornya. Deng  
kapatad ku talasawa  
nungan at makatuknang  
la king aliwang lugar.  
Anta ika? Mabe la  
reng pengari mu?

No, just my parents live  
in California. My brother  
and sister are married and  
live elsewhere (in another  
place). What about you?  
Are your parents still  
living?

C: Ing tatang ku mabe  
ya mu peru i ima ku  
mete neng malambat.

(Only) my father is living,  
but my mother died a long  
time ago (already).

J: Pagkalungkutan ku.

I'm sorry to hear that.

(That saddens me. That causes me great sadness.)

## 5 DRILL II

5.1 Recitation Drill (S repeats 4.1 dialogue until dialogue content learned.)

5.2 Comprehension Drill (T asks questions based on dialogue 4.1 and S responds.)

(1) Atin ya pang pengari i Juan?

(2) Anta i Carlos?

(3) Nukarin la makatuknang reng pengari nang Juan?

(John's parents)

(4) I Juan atin yang kapatad?

(5) Atin ya mung kapatad a lalaki?

(6) Manuknangan la kareng pengari ra (their)?

(7) Deng kapatad na talasawa no?

(8) I Juan talasawa ne?

5.3 Comprehension Drill (S<sub>1</sub> asks S<sub>2</sub> question in Kapampangan based on dialogue 4.1.)

(1) Are John's parents still living?

(2) Are Carlos' parents still living?

(3) Is John living with his parents now?

(4) Where are his parents living?

(5) Do his parents live with his grandparents?

- (6) Does John have siblings?
- (7) Does he have only sisters?
- (8) Where do his siblings (brother and sister) live?
- (9) Is his brother married?
- (10) What about his sister?
- (11) Do you know where they are living now?

5.4 Narration Drill (S restates the dialogue 4.1 into narrative form.)

5.5 Dialogue Drill (S<sub>1</sub> and S<sub>2</sub> hold conversation modelled after dialogue 4.1.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 Both of the utterances asking if one's parents are still living are used with equal frequency. Though these utterances elicit information in common, they differ in their basic meaning and type of construction. Utterance 1.1.1 Mabie la pa reng pengari ku. 'My parents are still alive.' is a verbal predicative construction, whereas 1.1.2 Atin ku pang pengari. 'I still have parents.' is an existential predicative construction. The differences in the meaning and in the construction of their respective negative responses are noted in the following:

(1) Q: Atin ka pang pengari? Do you still have  
parents?

A: Ala na kung pengari. I don't have [any]  
parents (already).

(2) Q: Mabie la pa reng Are your parents still  
pengari mu? alive?

A: Ali. E la mabie No, my parents are not  
reng pengari ku. (alive already) living.

6.2 Though makatuknang and manuknangan are used interchangeably when making inquiries about, or stating, where someone lives, their basic meanings are respectively (1) 'staying at/with' and (2) 'residing'. When staying temporarily at a place, like a hotel, makatuknang is used.

6.3 Note the freedom of occurrence of karin.

(1) Karin langan maka- Do they all live there?  
tuknang?

(2) Makatuknang langan Do they all live there?  
karin?

6.4 -ng is a frequently occurring segment with a variation of meaning. The following illustrates some of the variations:

## (1) as part of the word

- |                                |                 |
|--------------------------------|-----------------|
| 1. Makatuk <u>ng</u> ya karin. | He lives there. |
| 2. Ing tat <u>ang</u> ku       | My father       |
| 3. <u>Deng</u> pengari ku      | My parents      |

## (2) as linker

- |                                |               |
|--------------------------------|---------------|
| 1. ali <u>wang</u> lugar       | another place |
| 2. kapatad k <u>ung</u> lalaki | my brother    |

## (3) as ellision of ing

- |  |                             |
|--|-----------------------------|
| 1. il <u>ang</u> makatuknang<br>king Kalipornya. | They live in<br>California. |
|--|-----------------------------|

## (4) as linker particle

- |                               |                  |
|-------------------------------|------------------|
| 1. Atin k <u>ung</u> kapatad. | I have siblings. |
|-------------------------------|------------------|

## 7 VOCABULARY

aliwa	another
-an	[verbal suffix, locative]
asawa	spouse; husband or wife
at	and [combiner]
atin	have
bie	life
ka-...-an	[nominal affix]
lugar	place
lungkut	sad

ma-	[descriptive prefix]
mabie	alive
malambat	a long time ago
man-	[verbal prefix, distribu- tive or repetitive]
manuknangan	is residing
mete	died, is dead
ne	already he/she [= na + ya]
no ~ nu	already they [= na + la]
pa	still, yet
pag-	[verbal prefix, instrumen- tal]
pagkalungkutan	causes great sadness
tala-	[prefix] in the ranks of, a member of the set
talasawa	married, member of the married set [= tala + asawa]
tatang	Daddy [= tata 'father']
tuknangan	place of stay

## Lesson 17

### "Atin kung kapatad."

#### 1 STRUCTURAL CONTENT

##### 1.1 Non-verbal predicate clause, existential predicate (atin)

###### 1.1.1 Affirmative

(1) Atin kung kapatad. I have a (sibling(s))  
brother(s)/sister(s).

(2) Atin kung kapatad I have a sister.  
a babai.

(3) Atin kung kapatad I have two sisters.  
adua lang babai.

###### 1.1.2 Negative

(1) Ala kung kapatad. I don't have any brothers  
and sisters.

##### 1.2 Non-verbal predicate clause, numeral predicate

(1) Anam kaming mikaka- We are six [in all]./  
patad. There are six of us.  
(We are six siblings.)

(2) Lima la. I have five. (They are  
five.)

###### 1.3 WH- Question

(1) Pilan kayung mikaka- How many brothers and  
patad? sisters are you in all?

- (2) Pilan la reng kapatad mu? How many brothers and sisters do you have?  
(How many are they, your brothers and sisters?)
- (3) Pilan la reng lalaki? How many brothers?  
(How many are they, the boys?)

#### 1.1.4 Numerals

metung	1	labing metung	11
adua	2	labing adua	12
atlu	3	labing atlu	13
apat	4	labing apat	14
lima	5	labing lima	15
anam	6	labing anam	16
pitu	7	labing pitu	17
walu	8	labing walu	18
siyam	9	labing siyam	19
apulu	10	aduang pulu	20

## 2 CONVERSATIONAL CONTEXT

### 2.1 Yes/No Question and Answer

- 2.1.1 Q: Atin kang kapatad? Do you have any brothers or sisters?
- A: Wa. Atin kung kapatad. Yes, I have brothers and sisters.

- 2.1.2 Q: Atin kang kapatad? Do you have any brothers or sisters?  
A: Wa. Atin kung kapatad a babai. Yes, I have a sister.
- 2.1.3 Q: Atin kang kapatad? Do you have any brothers or sisters?  
A: Wa. Atin kung kapatad adua lang babai. Yes, I have two sisters.
- 2.1.4 Q: Atin kang kapatad? Do you have any brothers or sisters?  
A: Ala kung kapatad. I don't have any brothers and sisters.
- 2.2 WH- Question and Answer
- 2.2.1 Q: Pilan kayung mikakapatad? How many brothers and sisters are (you) there?  
A: Anam kaming mikakapatad. There are six [of us].
- 2.2.2 Q: Pilan la reng kapatad mu? How many brothers and sisters do you have?  
A: Lima la. I have (they are) five.
- 2.2.3 Q: Pilan la reng lalaki? How many (are they) brothers?  
A: Adua la. (They are) two.



- (1) picture of book with      reng aduang libru  
numeral 2
- (2) picture of pencil          reng atlung lapis  
with numeral 3
- (3) picture of table with      reng apat a lamesa  
numeral 4
- (4) picture of chair            reng limang taburete  
with numeral 5
- (5) etc.

3.5 Response Drill ( $S_1$  asks  $S_2$  (1) if he has X and  $S_2$  responds yes; then asks (2) how many of X he has and  $S_2$  responds giving the number. Pictures may be used for cueing responses.)

Model:  $S_1$ : Atin kang            Do you have ball pens?  
ball pen?

$S_2$ : Wa. Atin            Yes, I have.  
ku.

$S_1$ : Pilan la reng      How many ball pens do you  
ball pen mu?      have?

$S_2$ : Atin kung          I have six ball pens.  
anam a ball  
pen.

- 3.6 Response Drill (A: T asks S<sub>1</sub> if he has any brothers or sisters, and S<sub>1</sub> responds factually. B: S<sub>1</sub> asks S<sub>2</sub> (1) if he has any sisters and (2) any brothers, and S<sub>2</sub> responds factually to both questions.)
- 3.7 Chain Response Drill (A: T asks the following questions and S<sub>1</sub> responds factually to each: (1) if he has any brothers or sisters; if yes, (2) how many in all; (3) how many brothers; and (4) how many sisters. B: Repeat the drill between S<sub>1</sub>-S<sub>2</sub>.)

#### 4 SITUATIONAL DIALOGUES

- 4.1 [Dialogue between Mr. Ruiz (R) and Juan (J) about his family]

-ng	[linker particle]
pilan	how many
mi-	[nominal prefix, relationship marker]
-kā-	[-C <sub>1</sub> V <sub>1</sub> - plural affix]
mikākapatad	related to one another as set of siblings
lima	five
adua	two
atlu	three



pitu	seven
apat	four
anak	child
anak	children [length as plural marker]
ka-	how (adj.)! [intensi- fier marker]
dagul	large, big
karagul	how large, what a large...
u	or
R: Atin kang kapatad? [to Senen]	Do you have any brothers and sisters?
S: Wa. Atin kung kapa- tad a lalaki.	Yes, I have a brother.
R: Anta ika? [to Carlos]	What about you?
C: Ali. Ala kung kapatad.	No, I don't have any brothers or sisters.
R: Aku man, aku mu ing anak.	I'm an only child, too.
C: Maria, atin kang dakal a kapatad, ne?	Maria, you have many brothers and sisters, don't you?

- M: Wapin. Labing metung kami. Pitung lalaki ampong apat a babai. Yes, indeed. We are eleven. Seven boys and four girls.
- R: Labing metung a anak! O, karagul a pamilya! Juan, atin kang kapatad? Eleven children! Oh, what a big family! Juan, do you have any brothers and sisters?
- J: Wa. Atin kung apat. Yes, I have four.
- S: Babai la u lalaki? Sisters or brothers?
- J: Atlu lang babai ampong metung yang lalaki. I have three sisters and one brother.

## 5 DRILL II

- 5.1 Recitation Drill (Using various conversational format, S repeats 4.1,2 dialogues until contents learned.)
- 5.2 Comprehension Drill (T asks questions based on 4.1 and 4.2, and S responds.)

### Dialogue 4.1

- (1) Atin yang kapatad i Juan?
- (2) Pilan lang mikakapatad?
- (3) Atin yang kapatad a lalaki?
- (4) Anta reng kapatad a babai?

## Dialogue 4.2

- (1) Pilan la reng kapatad na i Roberto?
- (2) Anta i Carlos?
- (3) Atin yang kapatad i Maria?
- (4) Pilan lang mikākapatad ila ri Maria?  
(kari Maria?)
- (5) Pilan la reng lalaki?
- (6) Pilan la reng babai?

5.3 Comprehension Drill ( $S_1$  asks questions in Kapam-  
pangan based on 4.1,2 dialogues and  $S_2$  responds.)

## Dialogue 4.1

- (1) Does Juan have any brothers or sisters?
- (2) Does he have any sisters?
- (3) How many?
- (4) Does he have any brothers?
- (5) How many brothers?
- (6) How many brothers and sisters are there in  
all?

## Dialogue 4.2

- (1) Does Roberto have any brothers and sisters?
- (2) How many brothers and sisters does Carlos  
have?
- (3) Is Maria an only child?
- (4) How many brothers and sisters are there in  
Maria's family?

(5) Are they all sisters?

(6) Does she have brothers, too?

5.4 Narration Drill (S restates 4.1,2 dialogues into narrative form.)

5.5 Dialogue Drill (S-S hold conversation modelled after 4.1,2 dialogues.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 The following are affirmative responses to the question Atin kang X? 'Do you have X?'

(1) Atin.

(2) Atin ku.

(3) Atin kung libru/kapatad/kapatad a babai.

(4) Atin kung atlu.

(5) Atin kung atlung libru/kapatad.

(6) Atin kung kapatad atlu lang babai.

When a numeral occurs as a modifier, it is always preposed to the thing modified linked by the linking particle ng or a (cf. (5) above). When the thing modified is a compound noun, however, such as kapatad a babai 'sister', the preferred construction is that given as (6).

Utterance (6) is made up of two sentences: (a) Atin kung kapatad. 'I have sibling(s).', and

(b) Atlu lang babai. 'They are three sisters.'

According to the numeral modifier rule, which calls for preposed numerals, atlung babai la should occur.

However, in such constructions the pronoun attraction rule supercedes, thus giving atlu lang babai

instead. The pronoun attraction rule applies to constructions where the element preceding the

pronoun is a compound element, comprised of two

linked elements, and accounts for the movement of

the pronoun to the position directly following the

first of the two linked elements. The same phenom-

enon occurs in kapatad kung lalaki 'my brother'

(cf. Les. 13), the underlying structure of which

is kapatad a lalaki ku 'my brother'.

It should be noted that the la of atlu lang babai and the ku of kapatad kung lalaki differ in their grammatical functions. La is a subject pronoun and ku, a modifier possessive pronoun.

6.2 The numerals introduced in this lesson are the Philippine type numerals. They are used for counting and for denoting quantity in general. In addition there are the Spanish numerals (cf. Les. 22), which are used for telling time, giving dates, and quoting prices.

## 7 VOCABULARY

adua	two
aduang pulu	twenty
anak	child
ānak	children
anam	six
apat	four
apulu	ten
atlu	three
dagul	large, big
dakal	many
ikapin	..., don't you? [tag question]
ka-	how..., what a... [intensifier marker]
-kā-	[-C <sub>1</sub> V <sub>1</sub> -, reduplicated affix marking plural]
karagul	how big, what a big...
labing adua	twelve
labing anam	sixteen
labing apat	fourteen
labing atlu	thirteen
labing lima	fifteen

labing metung	eleven
labing pitu	seventeen
labing siyam	nineteen
labing walu	eighteen
lima	five
nan	also, too [= naman]
metung	one
ni-	[nominal prefix, relationship marker]
mikākapatad	related to one another as set of three or more siblings
-ng	[linker particle]
pilan	how many
pitu	seven
siyam	nine
u	or
walu	eight
wapin	yes, indeed!

Lesson 18

"Nanu ya ing obra mu?"

1 STRUCTURAL CONTENT

1.1 Statement (review)

1.1.1 Mestro ku.

I'm a teacher.

1.1.2 Propesor ya i Al.

Al is a professor.

1.1.3 Doktor ya ing kapa-  
tad ku.

My brother is a doctor.

1.2 WH- Question

1.2.1 Nanu ya ing obra mu?

What do you do? (What is  
your job?)

1.2.2 Nanu ya ing obra  
nang Al?

What does Al do? (What  
is Al's job?)

1.2.3 Nanu ya ing obra na  
ning kapatad mu?

What does your brother  
do? (What is your  
brother's job?)

1.3 Possessive Particle

1.3.1 nang

\_\_\_\_\_'s, of [marks  
following personal  
proper noun as  
possessor]

1.3.2 na ning

\_\_\_\_\_'s, of [marks  
following personal commo  
noun as possessor]

## 1.4 Relational Particle

## 1.4.1 ning

of [used in proper name of institutions, marking following N as attributive to preceding N]

## 2 CONVERSATIONAL CONTEXT

## 2.1 WH- Question and Answer

2.1.1 Q: Nanu ya ing obra  
mu?

What do you do?

A: Mestro ku.

I'm a teacher.

2.1.2 Q: Nanu ya ing obra  
mu?

What do you do?

A: Ala kung obra.  
Estudyante ku.

I don't work (I don't have any work). I'm a student

2.1.3 Q: Nanu ya ing obra  
nang Al?

What does Al do?

A: Propesor ya i Al.

Al is a professor.

2.1.4 Q: Nanu ya ing obra  
na ning kapatad mu?

What does your brother do?

A: Doktor ya ing kapatad ku.

My brother is a doctor.

## 2.2 Yes/No Question and Answer

- 2.2.1 Q: Doktor ka? Are you a doctor?  
 A<sub>1</sub>: Wa. Doktor ku. Yes, I'm a doctor.  
 A<sub>2</sub>: Ali. E ku doktor. No, I'm not a doctor.  
 Mestro ku. I'm a teacher.
- 2.2.2 Q: Doktor ya i Al? Is Al a doctor?  
 A<sub>1</sub>: Wa. Doktor ya i Al. Yes, Al is a doctor.  
 A<sub>2</sub>: Ali. E ya doktor i Al. Propesor ya. No, Al is not a doctor.  
 He's a professor.
- 2.2.3 Q: Propesor ya ing Is your brother a  
 kapatad mu? professor?  
 A<sub>1</sub>: Wa. Propesor ya Yes, my brother is a  
 ing kapatad ku. professor.  
 A<sub>2</sub>: Ali. E ya propesor No, my brother is not  
 ing kapatad ku. a professor. He's a  
 Doktor ya. doctor.

## 3 DRILL I

- 3.1 Recitation Drill (S repeats Conversations 2.1, 2.2 until memorized.)
- 3.2 Identification Drill (T drills S on names of occupation, using either picture or printed or spoken word cues.)

(1) doktor ~ doktora	doctor (M), (F)
(2) abugado ~ abugada	lawyer (M), (F)
(3) dentista	dentist (M), (F)
(4) ministro ~ ministrong babai	minister (M), (F)
(5) inhinyero	engineer
(6) mekaniko	mechanic
(7) narses	nurse
(8) teleponista	telephone operator
(9) empleyado ~ empleyada	employee (M), (F)
(10) letratista	photographer
(11) ortelano	farmer
(12) kontratista	contractor
(13) karpentero	carpenter
(14) pintor	painter
(15) kartero	mailman
(16) pulis	police
(17) guardya	guard
(18) piloto	pilot
(19) sundalos	soldier
(20) kasaup	helper
(21) janitor	janitor
(22) hardinero	gardener



## SITUATIONAL DIALOGUE

## 4.1 [Dialogue between Juan (J) and Maria (M)]

obra	job, work
nang	_____ 's, of [personal proper noun poss. marker]
unibersidad	university
ning	of [relational marker]
ning	_____ 's, of [common noun poss. marker]
asawa	wife
opisina	office
seguru	insurance
J: Nanu ya ing obra mu?	What do you do?
M: Mestra ku king Tagalog. Mestro ka naman?	I'm a teacher of Tagalog. Are you a teacher, too?
J: Wa. Mestro ku naman king Inglis. Atin ka pang pengari?	Yes, I'm a teacher of English. Are your parents still living?
M: Wa. Atin ku pang pengari.	Yes, my parents are still living.
J: Nanu ya ing obra nang tata mu?	What does your father do?

M: I tatang propesor ya  
kareng Math ampong  
Physics.

My father is a professor  
of math and physics.

J: Nukarin?

Where?

M: King Unibersidad ning  
Pilipinas.

At the University of  
the Philippines.

J: Anta i ima mu?

What about your mother?

M: Tau yang bale i ima  
ku.

My mother is a housewife.

J: Yapin i Mr. Ruiz  
ita?

That's Mr. Ruiz, isn't  
it?

M: Wa. Yapin.

Yes. That's he.

J: Mestro ya naman?

Is he a teacher, too?

M: Ali. Iya ing prin-  
sipal king eskuela ku.

No. He is the principal  
of my school.

J: O makanian. Atin  
yang asawa?

Oh, is that so! Does he  
have a wife?

M: Wa.

Yes.

J: Nanu ya ing obra na  
ning asawa na?

What does his wife do?

M: Ing asawa na  
sekretarya ya.

His wife is a secretary.

J: Nukarin?

Where?

M: King opisina ning  
seguru.

At an insurance office.

## 5 DRILL II

5.1 Recitation Drill (Using conversational format, repeat recitation of dialogue 4.1 until dialogue content learned.)

5.2 Comprehension Drill (T asks questions based on 4.1 and S responds.)

(1) Nanu ya ing obra na i Maria?

(2) Ing kaluguran na mestro ya naman?

(3) I tata nang Juan ing propesor?

(4) Nanu ya ing obra nang ima nang Maria?

(5) Nu ya karin propesor i tata nang Maria?

(6) I Mr. Ruiz prinsipal ya?

(7) Nukarin?

(8) I Mr. Ruiz talasawa ne?

(9) Nanu ya ing obra na ning asawa na?

5.3 Comprehension Drill ( $S_1$  asks  $S_2$  the following questions in Kapampangan based on 4.1 dialogue, and  $S_2$  responds.)

(1) What does Juan do?

(2) What does his friend Maria do?

- (3) Are Maria's parents still living?
- (4) Is Maria's father a principal?
- (5) Who is the principal?
- (6) Is Maria's mother a teacher, too, just like Maria?
- (7) Is Mr. Ruiz married?
- (8) What does she do?
- (9) Where?

5.4 Narration Drill (S restates the dialogue 4.1 into narrative form.)

5.5 Dialogue Drill (Using the format of dialogue 4.1, S<sub>1</sub> and S<sub>2</sub> hold conversation. Include as topics of conversation yourselves and three or four others-- i.e. friends and relatives.)

## 6 STRUCTURAL AND CULTURAL NOTES

6.1 (cf. 1.1, 1.2)

6.1.1 In the question Nanu ya, ing obra na?, ya is the cross-referent pronoun for ing obra and not for the person about whom the inquiry is made. The literal meaning of the question is 'What is it, his job?'

Ya which occurs in the response, however, refers to the person spoken of. Thus, Mestra ya means 'He is a teacher.'

## 6.2 (cf. 1.3)

6.2.1 The singular possessive pronouns ku, mu, na 'I, you, his/her' were introduced in Les. 13.

(1) Mibait la i ima <sup>ku</sup>~~pu~~ ampo i tata <sup>ku</sup>~~pu~~ king Hawaii.

'My mother and father were born in Hawaii.'

6.2.2 When the possessor is a third person, identified by either name or description, the possessed thing, denoted as X na 'his possessed thing', is expanded to include a following phrase which gives the name or description of the third person possessor. When the possessor is identified by name ng (personal proper noun) occurs and if by description ning (common noun) occurs. For example:

(1) ing obra na + ng Juan (his job + of John)

John's job

(2) ing obra na + ning (his job + of my  
kapatad ku brother) my brother's  
job

6.2.3 The expansion of the possessive phrase is recursive and may occur as many in a row as is pragmatically necessary or possible. For example:

(1) ing obra na + ning tata na + ning kaluguran  
(his job of his father of his friend

na + ng Juan  
of Juan)

'Juan's friend's father's job.'

6.2.4 The phonological phrase junctures do not coincide with the grammatical phrase boundaries. In actual speech the phrasing is as follows:

(1) ing obra # na ning tata # na ning kaluguran  
# nang Juan

6.3 (cf. 1.4)

6.3.1 In proper names of institutions the relational particle ning occurs between the institution noun and the following attributive place noun.

(1) Unibersidad ning            The University of the  
Pilipinas                            Philippines  
(2) Banko ning                    The Bank of America  
Amerika

6.3.1.1 Note the difference in meaning between ning [relational particle] and king [locative particle] as illustrated in the following:

(1) Unibersidad ning            The University of the  
Pilipinas                            Philippines  
(2) unibersidad king            a university in the  
Pilipinas                            Philippines

6.4 (cf. 4.1)

6.4.1 In the situational dialogue Nanu ya ing obra nang tata mu? occurs. Kinship terms such as tata, ima, bapa, apo, etc. are frequently used

as proper nouns (cf. direct address, Les.1). In direct reference, such terms are also regarded as proper names; hence, the occurrence of the following:

(1) ing obra na + ng            my father's job  
tata ku

(2) ing obra na + ng            your mother's job  
ima mu

6.4.2 When the reference is indirect, i.e. when referring to a third person's father, for example, such terms are more often regarded as common kinship terms; hence, the following occurs.

(1) ing obra na + ning        his father's job  
tata na

## 7 VOCABULARY

abugado ~ abugada	lawyer (M), (F)
asawa	spouse; husband, wife
dentista	dentist (M), (F)
doktor ~ doktora	doctor (M), (F)
empleado ~ empleyada	employee (M), (F)
guardya	guard
hardinero	gardener
inhinyero	engineer

janitor	janitor
karpentero	carpenter
kartero	mailman
kasaup	helper
kontratista	contractor
letratista	photographer
mekaniko	mechanic
ministro ~ ministrong babai nang	minister (M), (F) _____'s, of [personal proper noun possessive marker]
narses	nurse
ning	_____'s, of [common noun possessive marker]
ning	of [relational marker]
obra	work
opisina	office
ortelano	farmer
piloto	pilot
pintor	painter
pulis	police
seguru	insurance
sundalos	soldier

teleponista

telephone operator

unibersidad

university

serbidor

waiter

serbidora

waitress

Lesson 19

"Getting Acquainted"

(Review of Les. 7 - 18)

1 CONTENT

1.1 Expressions for memorization

ma-	[verbal prefix] to put into action
bisita	visit
mamisita	will visit, be sure to visit
keta	there [locational adverb]
kekami	at our house
ba	so that
mula	you-them
a-	[verbal prefix, non- tense, accidental, goal marker]
kilala	meet
akilala	can meet

1.1.1 Mamisita ka keta	You be sure to visit [us]
kekami ba mulang	(there) at our house so
akilala reng pamilya	that you can meet my
ku.	family.

asa	expect
-an	[verbal affix, goal]
asa(h)an	can expect, can count on it
yu	you [ <u>ning</u> pron., plural]

1.1.2 Asa(h)an yu. You can count on it.

mi-	[verbal prefix, reciprocal]
-----	--------------------------------

kit	see
-----	-----

mikit	see each other
-------	----------------

kata	we [ <u>ing</u> pronoun, dual]
------	--------------------------------

pasibayu	again
----------	-------

1.1.3 Mikit katang pasibayu. We'll see each other again.

1.1.4 Babay. Good-bye.

1.2 WH- Question and Answer for memorization

keti	here [locational adverb]
------	-----------------------------

tuturu	teach
--------	-------

1.2.1 Q: Nanu ing obra mu keti king Pilipinas? What do you do here in the Philippines?

A: Mestro ku. I'm a teacher.

- 1.2.2 Q: Nanu ing tuturu mu? What do you teach?  
 A: Tuturu kung Inglis. I teach English.
- 1.2.3 Q: Nukarin ka tuturu? Where do you teach?  
 A: Tuturu ku king Jose I teach at Jose Abad  
 Abad Santos. Santos.

## 2 CUMULATIVE SITUATIONAL DIALOGUE

[Pedro (P) introduces John (J) to his father Mr. Cruz (C) and the following dialogue takes place.]

- C: Mayap a bengi. Good evening.
- J: Mayap a bengi pu naman. Good evening (too), sir.
- P: Tata, ini i John Father, this is John  
 Smith pu. Smith (sir).
- C: O makanian. Kumusta Oh, is that so. How  
 ka? are you?
- J: Mayap pu naman. Fine, (sir), thank you,  
 Salamat pu. sir.
- C: Nu ka tau Juan? Where do you come from  
 Juan?
- J: Tau ku pu Kalipornya. (I come) From California.
- C: Nukarin king Kalipornya? Where in California?
- J: King San Pransisko pu. From San Francisco, sir.
- C: Nukarin ka makatuknang Where are you staying  
 ngeni? now?

- J: King baryo Dolores pu. In the village Dolores,  
sir.
- C: Kaninu ka makatuknang? With whom are you  
staying?
- J: Kari Mr. ampo i Mrs. With Mr. and Mrs. Ruiz.  
Ruiz.
- C: Ninu ila? Who are they?
- J: Ila reng pengari na They are the parents of  
ning kaluguran ku. my friend.
- C: Mabie la reng pengari Are your parents still  
mu? living?
- J: O pu. Yes, sir.
- C: Makatuknang la king Are they living in San  
San Pransisko ngeni? Francisco now?
- J: Ali pu. Manuknangan No, sir. They are now  
la king Hawai ngeni. residing in Hawaii.
- C: Atin kang kapatad? Do you have any brothers  
and sisters?
- J: O pu. Atin kung kapa- Yes, sir. I have two  
tad adua lang babai at sisters and one brother.  
metung yang lalaki.
- C: Makatuknang la kareng Do they live with your  
pengari mu? parents?

- J: Deng mung babai lang makatuknang kareng pengari ku. Deng lalaki makatuknang la king San Pransisko.
- C: Atin na kang asawa?
- J: Ala pa pu.
- C: Kapilan ka dinatang king Pilipinas?
- J: Dinatang ku ketang Mayo.
- C: At, kapilan ka pa dinatang keni king Dolores?
- J: Ketang bulan a milabasan. Pabulan kung tinuknang king Menila.
- C: Anggang kapilan ka tuknang keti?
- J: Siguru pabanwa.
- C: A makanian. Kasanting pala. Nanu ing obra mu keti king Pilipinas?
- Only the girls live with my parents. The boys live in San Francisco.
- Are you married (Do you have a wife)?
- Not yet, sir.
- When did you come to the Philippines?
- I came in May.
- And, when did you (just) come here to Dolores?
- (In) last month. I stayed in Manila for a month.
- Until when are you going to stay here?
- Maybe for a year.
- Oh, is that so. How nice! What do you do here in the Philippines?

- J: Mestro ku. I'm a teacher.
- C: Nanu ing tuturu mu? What do you teach?
- J: Tuturu kung Inglis. I teach English.
- C: Nukarin ka tuturu? Where do you teach?
- J: Tuturu ku king Jose Abad Santos. I teach at Jose Abad Santos.
- C: O, mayap naman. Mami-sita ka keta kekami ba mulang akilala reng pamilya ku. Oh, [that's] fine. Be sure to [come] visit us at our [house] so that you can meet my family.
- J: Asahan yu. Salamat pu. You can count on it. Thank you.
- C: O sige. Mikit katang pasibayu. Okay. We'll see each other again.
- J: O pu. Babay. Yes, sir. Good-bye.
- P: O sige. Babay. Okay. Bye-bye.

### 3 DRILL

- 3.1 Dialogue Drill (T, taking the role of host, and S, that of visitor, hold a conversation modelled after the dialogue above. Follow the dialogue as closely as possible--not necessarily in order, but in content.)

## 4 STRUCTURAL AND CULTURAL NOTES

- 4.1 Kekami was introduced in Les. 14 as a king case pronoun marking, among other things, location.

Makatuknang la	They are going to stay
<u>kekami.</u>	<u>with us.</u>

This set of pronouns also have the meaning of 'at (our) house', which is the sense in which it is used in Mamisita ka kekami 'You be sure to visit at our house' (cf. 1.1.1).

- 4.2 In a verbal predicate clause the general order is Verb followed by a Subject Pronoun, an optional Oblique Pronoun (object, location, referent or benefactor), and the necessary case phrases. The utterance Mamisita ka keta kekami ba mulang akilala reng pamilya ku is comprised of two such verbal predicate clauses, the second subordinated by the subordinator ba 'so that'. The underlying order of the second clause is as follows:

<u>Akilala</u>	<u>mu-la</u>	<u>reng pamilya ku.</u>
Vb	SubjP-ObjP	CasePhrase

However, whenever ba occurs the pronoun(s) following the verb are attracted to it; hence, the surface order of ...ba mulang akilala reng pamilya ku. Note

that when the pronoun(s) move to the pre-verb position, the linker -ng occurs linking the pronoun(s) to the verb.

- 4.3 The Locational Adverb keti (cf. 1.2) 'here' and keta (cf. 1.1.1) 'there' fall into the same spatial relationship as do the Demonstrative Pronouns ini 'this', iyang 'that' and ita 'that over there'. Keti 'here' designates the place where the speaker and hearer are located, and keta 'there' designates a place away from both speaker and hearer. The counterpart of iyang is ken 'there', which will be introduced later.
- 4.4 The parenthesis around [h] in Asa(h)an yu (cf. 1.1.2) 'You can expect me.' is to indicate that in native Kapampangan there is no [h] sound. However, due to the contact with Tagalog, the [h] sound is now found to occur in some people's idiolect, occurring primarily in Tagalog loan words. The frequency of occurrence of the [h] sound in a Kapampangan's speech is directly proportional to the contact with or influence of Tagalog on the speaker.

## 5 VOCABULARY

a-	[verbal prefix, non-tense, accidental, goal marker]
akilala	can meet
-an	[verbal affix, goal]
asa	expect
asa(h)an	can expect, can count on it
ba	so that
bisita	visit
kata	we [ <u>ing</u> pronoun, dual]
kekami	at our house
keta	there [locational adverb]
keti	here [locational adverb]
kilala	meet
kit	see
ma-	[verbal prefix] to put into action
mamisita	will visit, be sure to visit

si-

[verbal prefix,  
reciprocal]

mikit

see each other

mula

you-them

pasibayu

again

tuturu

teach

yu

you [ning pron.,  
plural]

## Lesson 20

"Ing lagiu ra i Elaine ampong Joanne."

### 1 STRUCTURAL CONTENT

#### 1.1 Statement

##### 1.1.1 Affirmative

(1) Ing lagiu ra i                      Their names are  
                         Elaine ampong                      Elaine and Joanne.  
                         Joanne.

(2) Miss Dizon ya ing                      Our teacher's name  
                         lagiu na ning mestra                      is Miss Dizon.  
                         mi.

##### 1.1.2 Negative

(1) E ya Miss Dizon ing                      Our teacher's name  
                         lagiu na ning mestra                      is not Miss Dizon.  
                         mi.

#### 1.2 WH- Question

(1) Nanu (ya) ing lagiu                      What are their names?  
                         ra?

#### 1.3 Ning pronouns, possessive

##### 1.3.1 Singular

(1) ku    I  
(2) mu    you  
(3) na    he/she



A: Maria ampong Ermie  
kayu.

Your names (you) are  
Maria and Ermie.

2.1.6 Q: Nanu ya ing lagiu  
da reng kapatad  
mung lalaki?

What are the names of  
your brothers?

A: Ing lagiu ra i  
Florante ampong  
Ramon.

Their names are  
Florante and Ramon.

2.1.7 Q: Nanu ya ing palayo  
ta?

What are our nicknames?

A: Ing palayo ta i Li  
ampo i Ermie.

Our nicknames are Li  
and Ermie.

2.1.8 Q: Nanu ya ing apelyidu  
ta (mu)?

What is our surname?

A: Melendez tamu.

It's (we are) Melendez.

## 2.2 Yes/No Question and Answer

2.2.1 Q: Ing lagiu mu i  
Ramon?

Is your name Ramon?

A: Wa. Ramon ku.

Yes. It's (I am)  
Ramon.

2.2.2 Q: Ing lagiu na i  
Arturo?

Is his name Arturo?

A: Ali. E ya Arturo.  
Senen ya.

No, it's (he's) not  
Arturo. It's (he's)  
Senen.

2.2.3 Q: Ing lagiu ku i  
Pedro?

Is my name Pedro?

A: Wa. Pedro ka.

Yes, it's (you are)  
Pedro.

2.2.4 Q: Ing lagiu yu i  
Pedro ampo i  
Carlos?

Are your names Pedro  
and Carlos?

A: Ali. E kami Pedro  
among Carlos.  
Roberto among Juan  
kami.

No, we are not Pedro  
and Carlos. We are  
Roberto and Juan.

2.2.5 Q: Ing lagiu da reng  
kapatad mu i  
Florante among  
Ramon?

Are the names of your  
brothers Florante  
and Ramon?

A: Wa. Florante  
among Ramon la.

Yes, they're Florante  
and Ramon.

2.2.6 Q: Ing apelyidu tamu  
Melendez?

Is our surname  
Melendez?

A: Ali. E tamu  
Melendez. Miranda

No, it's (we are) not  
Melendez. It's (we  
are)

tamu.

Miranda.

2.2.7 Q: Ing palayo ta i

Are our nicknames

Li ampo i Ermie?

Li and Ermie?

A: Wa. Li among Ermie

Yes, they (we) are Li

kata.

and Ermie.

### 3 DRILL I

3.1 Memorization Drill (Using conversational format, S repeats conversations 2.1, 2.2 until memorized, paying special attention to the interplay of the ning pronouns in the questions and the ing pronouns in the responses.)

3.2 Substitution Drill (T gives cues and S<sub>1</sub> makes the appropriate substitution in the given frame.)

Model: (Frame): Nanu ya ing lagiu mu?

T: ing anak

S<sub>1</sub>: Nanu ya ing lagiu na ning anak?

T: ku

S<sub>2</sub>: Nanu ya ing lagiu ku?

3.3 Response Drill (A: T asks the question Nanu ya ing lagiu (...)? changing the pronouns, and S responds accordingly. Use both singular and plural pronouns with or without phrase expansions, and cue by pointing if necessary. B: Repeat drill

between S-S.)

Model: T: Nanu ya ing lagiu ku?

S<sub>1</sub>: Miss Dizon ko pu.

3.4 Restatement Drill (A: T gives X's name Ramon ya.

and S restates it as Ing lagiu na i Ramon.

B: Repeat drill, reversing the order of drill A.

Drill on all pronouns introduced.)

Model: T: Ramon ya.

S: Ing lagiu na i Ramon.

Model: T: Ing lagiu na i Ramon.

S: Ramon ya.

3.5 Response Drill (A: T asks yes/no question Ing lagiu (mu) (i Juan)? changing pronouns and using

students' names for cueing responses, and S responds factually. Elicit both yes and no responses. B: Repeat drill between S-S.)

Model: T: (to Carlos) Ing lagiu mu i Juan?

C: Ali. Carlos ku.

#### 4 SITUATIONAL DIALOGUE

[Dialogue between an elderly man of the neighborhood (I = ingkong) and John (J)]

lagiu

name

apelidu

surname

palayo

nickname

ra

their [ning pron.,  
poss.]

pangane

eldest

bunsu

youngest

pala

then [surprise]

libutad

middle

anak

child

pa

yet

yu

your [ning pron.,  
poss.]

mi

our [ning pron.,  
poss., exclusive]

I: Nanu ya ing lagiu mu?

What is your name?

J: I Juan pu.

[It's] Juan, sir.

I: Nanu ya ing apelidu mu?

What is your surname?

J: I Smith pu.

[It's] Smith, sir.

I: Atin kang palayo?

Do you have a nickname?

J: O pu.

Yes, sir.

I: Nanu ya ing palayo mu?

What is your nickname?

J: Junior pu.

[It's] Junior, sir.

I: Atin kang kapatad?

Do you have any brothers  
and sisters?

J: Atin pu. Atin kung  
kapatad, adua lang  
babai.

I: Nanu ya ing lagiu ra?

J: Ing lagiu ra i Elaine  
among Joanne. I  
Elaine yang pangane,  
i Joanne naman yang  
bunsu.

I: Ika pala ing libutad  
a anak?

J: O pu.

I: Talasawa no reng  
kapatad mung babai?

J: I Joanne e ya pa peru I  
Elaine talasawa ne.

I: Atin yang anak?

J: Atin pu. Atin yang  
anak, metung yang  
lalaki among adua lang  
babai.

Yes, sir. I have two  
sisters.

What are their names?

Their names are Elaine  
and Joanne. Elaine is  
the eldest [and] Joanne  
is the youngest.

You're the middle  
child, then?

Yes, sir.

Are your sisters married?

Joanne isn't yet but  
Elaine is already  
married.

Does she have children?

[Yes] (she has), sir.

She has one son and  
two daughters (she has  
children, one is a boy  
and two are girls).

- |  |  |
|--|--|
| <p>I: O makanian! Anti mu<br/>ing pamilya yu. Metung<br/>a lalaki ampong<br/>aduang babāi.</p> | <p>Oh, is that so! Just<br/>like your family.<br/>One boy and two girls.</p> |
| <p>J: O pu. Ing lalaki yang<br/>libutad a anak pu<br/>naman.</p>                               | <p>Yes, sir. The boy is<br/>a middle child, too,<br/>sir.</p>                |
| <p>I: Nanu ya ing lagiu da<br/>reng ānak?</p>  | <p>What are the names of<br/>the children?</p>                               |
| <p>J: I Kristi, i Paul<br/>ampong i Kora pu.</p>   | <p>Christy, Paul and Cora,<br/>sir.</p>                                      |

## 5 DRILL II

- 5.1 Recitation Drill (S repeat recitation of dialogue 4 until contents learned. Dialogue may be divided into natural parts if too long for easy handling.)
- 5.2 Comprehension Drill (T asks questions based on dialogue 4 and S responds.)
- (1) Nanu ya ing apelidu nang Juan?
  - (2) Nanu ya ing palayo na?
  - (3) Atin yang kapatad?
  - (4) Pilan la reng mikapatad king pamilya nang Juan?

- (5) Balu mu nung nanu la reng lagiu da reng kapatad na?
- (6) Ninu ya ing pangane?
- (7) Ninu ya ing bunsu?
- (8) I Joanne yang talasawa na?
- (9) Pilan la reng anak na?
- (10) Nanu ya ing lagiu ra?

5.3 Comprehension Drill ( $S_1$  asks questions based on dialogue D and  $S_2$  responds.)

- (1) Do you know what the elderly man's name is?
- (2) What is Juan's surname?
- (3) Does Juan have a nickname?
- (4) What is his nickname?
- (5) Does Juan have any brothers and sisters?
- (6) What are their names?
- (7) Is Juan the eldest?
- (8) Who is the youngest?
- (9) Who is the middle child?
- (10) Are Juan's sisters already married?
- (11) Does she have any children?
- (12) How many boys?
- (13) How many girls?
- (14) What are their names?

(15) Who is the eldest?

(16) Who is the middle child?

(17) Who is the youngest?

5.4 Narration Drill (S restates the dialogue into narrative form.)

5.5 Dialogue Drill ( $S_1$  and  $S_2$  carry on a conversation modelled after dialogue D.)

5.6 Composition-Oral Presentation Drill (S writes a factual resumé of himself including all the facts suggested below. T makes necessary corrections, then S memorizes and presents essay orally in class. Presentations are to be taped for play back to aid S in his pronunciation, intonation, and general development in his oral proficiency.)

5.6.1 Facts to be included in resumé:

(1) name

(2) nickname, if any

(3) parents

(a) name

(4) brothers and sisters

(a) how many

(b) their names

(c) the youngest, eldest, middle child





actor-of-action of the utterance. The difference is that the ing pronouns denote the feature 'Topic' while the ning pronouns denote the feature 'Non-Topic'--i.e. that the subject or actor-of-action is not in focus (that some other semantic entity is). In addition, the ning pronouns occur as possessive pronouns directly following the thing possessed. These are the occurrences which have been introduced thus far.

(1) Mibait la naman i ima mu ampo i tata mu king  
Hawai. (Les. 13)

'My mother and father were born in Hawaii.'

(2) Nanu ya ing obra na? (Les. 17)

Note that in 'what' questions Nanu ya ing... (mu)? the ning pronouns always occur. However, in responses the ing pronouns occur.

(1) Q: Nanu ya ing obra mu?

A: Doktor ku.

(2) Q: Nanu ya ing tuturu na?

A: Tuturu yang Inglis.

(3) Q: Nanu ya ing lagiu ku?

A: Pedro ka.

The following paradigms show the similarity, and even homonymity, in form among the three sets of pronouns.

	<u>ing</u>	<u>ning</u>	<u>king</u>
1s.	ku	ku	kaku ~ kanaku
2s.	ka	mu	keka
3s.	ya	na	kaya
1[dl]p.	kata	ta	kekata
1[in]p.	tamu	tamu	kekatamu
1[ex]p.	kami	mi	kekami
2p.	kayu	yu	kekayu
3p.	la	da ~ ra	karela

6.3 I Elaine yang pangane 'Elaine, she's the youngest' (cf. 4) is the colloquial version of I Elaine iya ing pangane '(Elaine, she, the one youngest)'. This construction is used when emphasizing the identification of a person or thing as X.

Compare the grammatical structure of the following utterances for the semantic differences noted in the headings. In English these differences are indicated by voice emphasis.

(1) Emphatic Identification

I Elaine yang pangane. Elaine is the eldest.

## (2) Specific Identification

I Elaine ing pangane. Elaine is the eldest.

## (3) Emphatic Description

I Elaine pangane ya. Elaine is the youngest.

## (4) Description

Pangane ya i Elaine. Elaine is the youngest.

- 6.4 Anak a lalaki 'son (child who is a boy)' and anak a babai 'daughter (child who is a girl)' are similar in structure and behavior to kapatad a lalaki 'brother' and kapatad a babai 'sister'.
- 6.5 Stating one's name as '(I am) X', X (ku) (cf. 2.1.1, 2.1.5) is one form of response to the question Nanu ya ing lagiu (mu)? With plural pronouns, however, the response given in 2.1.4 and 2.1.6 seem to be the preferred form.

(1) Ing lagiu mi i Maria ampo i Ermie.

and not (≠)

I Maria ampo I Ermie kami.

(2) Ing lagiu ra i Florante ampong Ramon.

and not (≠)

I Florante ampong Ramon la.

## 7 VOCABULARY

anak	child
apelidu	surname
bunsu	youngest
da ~ ra	their
ku	I
lagiu	name
libutad	middle
mi	our [ <u>ning</u> pron., poss., exclusive]
mu	you
na	he/she
pa	yet
pala	then [surprise]
palayo	nickname
pangane	eldest
ra	their [ <u>ning</u> pron., poss.]
ta	our [dual]
tamu	our [inclusive]
yu	your [ <u>ning</u> pron., poss.]

Lesson 21

"I Laura atiu king Amerika."

1 STRUCTURAL CONTENT

1.1 Non-verbal predicate clause, existential predicate

1.1.1 Affirmative

I Laura atiu king	Laura is in America.
Amerika.	

1.1.2 Negative

Alayu i Laura king	Laura is not in America.
Amerika.	

1.2 WH- Question

Nukarin ya i Laura?	Where is Laura?
---------------------	-----------------

1.3 Verb of existence

ati	is/are; was/were
ala	is/are not; was/were not

1.4 Special pronouns, existence

yu	he/she/it
lu	they

1.5 Directional nouns

babo	on top
lalam	under
kayli	left
wanan	right
arap	in front
lele	side

gulut

back

pilatan

between

## 2 CONVERSATIONAL CONTEXT

## 2.1 WH- Question and Answer

2.1.1 Q: Nukarin ya i Laura? Where is Laura?

A: I Laura atiu king  
Amerika. Laura is in America.2.1.2 Q: Nukarin lari Laura Where are Laura and  
ampo i Lourdes? Lourdes?A: I Laura ampo i Laura and Lourdes are in  
Lourdes atilu king Manila.  
Menila.

## 2.2 Yes/No Question and Answer

2.2.1 Q: I Laura atiu king Is Laura in the house?  
bale?A: Wa. I Laura atiu Yes, Laura is in the  
king bale. house.2.2.2 Q: I Laura atiu king Is Laura at school?  
eskuela?A: Ali. Alayu i Laura No, Laura is not at  
king eskuela. Atiu school. She's at the  
king tindahan. store.2.2.3 Q: Deng mestra atilu Are the teachers in their  
kareng kuarto ra? rooms?

A: Ali. Deng mestra      No, the teachers are not  
 alalu kareng kuarto      in their rooms. They're  
 ra. Atilu king              outside in the yard.  
 lual ning mula.

### 3 DRILL I

3.1 Memorization Drill (Using conversational format,  
 S repeats conversations 2.1-5 until memorized.)

3.2 Rote Memorization Drill (Using pictures or actual  
 objects as cues, T drills on the identification  
 of locations.)

Model: T: (pointing to the top of the desk)

king babo ning lamesa

S: king babo ning lamesa

- (1) king babo ning              on top of the desk  
 lamesa
- (2) king lalam ning              under the table  
 lamesa
- (3) king lele ning              beside the book  
 libru
- (4) king lalam ning              under the chair  
 taburete
- (5) king kayli ning kaun      on the left of the box
- (6) king wanan ning              on the right side of the  
 awang                              window

- (7) king arap ning bale at the front of the house
- (8) king gulut ning at the back of the school  
eskuela
- (9) king pilatan ning between the door and the  
pasbul among litrato picture

3.3 Statement Drill (T shows pictures of persons and things located in the various locations given in drill (3.2) as cue and S makes corresponding statements about them.)

Model: T: (picture of some books on the table)

S: Deng libru atilu king babo ning lamesa.

3.4 Substitution Drill (T gives the cue and S substitutes the cue in the appropriate slot in the given frame, changing the existence verb to the corresponding form when necessary. Give cues for the subject and location slots, including i, di, ing and deng subjects and king, kareng, kang and kari locations.)

Model: (frame) I Laura atiu king bale.

T: ing mestra

S<sub>1</sub>: Ing mestra atiu king bale.

T: eskuela

S<sub>2</sub>: Ing mestra atiu king eskuela.

T: Deng estudyante

S<sub>3</sub>: Deng estudyante atilu king eskuela.

- 3.5 Restatement Drill (T gives an affirmative statement and S restates it into its corresponding negative.)

Model: T: Ing mestra atiu king kuarto na.

S: Alayu ing mestra king kuarto na.

- 3.6 Response Drill ( $S_1$  asks a yes/no question about the location of X person or thing, using picture or actual situational cue, and  $S_2$  responds accordingly.)

Model:  $S_1$ : (pointing to book on table)

Ing libru atiu king lalam ning lamesa?

$S_2$ : Ali. Alayu ing libru king lalam ning lamesa. Atiu king babo ning lamesa.

#### 4 SITUATIONAL DIALOGUE

[Dialogue between John (J) and Senen (S)]

ati	is/are, was/were
-u	he/she/it
atiu	he/she/it is
ken na	there just
-lu	they
atilu	they are
servicio	Armed services
kadete	military academy
suerte	lucky
ma-	is/are, having the quality of [descrip- tive affix]

masuerte

is/are lucky

reta

those

- J: Nanu la reng lagiu da  
reng kapatad mu?
- What are the names of your  
brothers and sisters?
- S: Deng lagiu da ri Laura,  
Lourdes, Amelia ampo i  
Florante ampong Ramon.
- Their names are Laura,  
Lourdes, Amelia and  
Florante and Ramon.
- J: Nukarin la makatuknang  
ngeni?
- Where are they living now?
- S: I Laura atiu king  
Amerika, Lourdes atiu  
king Hawai, Amelia king  
Baguio, deng aduang  
lalaki ken na lang bale.
- Laura is in America,  
Lourdes is in Hawaii,  
Amelia in Baguio, the  
two boys are (there)  
just at home.
- J: Talasawa na la reng  
kapatad mung babai?
- Are your sisters married?
- S: Wa. Talasawa no ngan.  
I Laura, Lourdes ampo i  
Amelia reng asawa ra  
atilu king servicio.
- Yes, they are all married.  
Laura's, Lourdes' and  
Amelia's husbands are in  
the service.
- I Laura ing asawa na  
ken yang Army ampo i  
Lourdes ken yang Navy  
ampo i Amelia naman  
ken yang Kadete.
- Laura's husband is in  
the Army and Lourdes' is  
in the Navy and Amelia's  
is in the military  
academy.

J: O kasanting pala. Oh, how nice! Those  
 Masuerte la reng sisters are lucky.  
 mikākapatad a reta.

## 5 DRILL II

5.1 Recitation Drill (Using conversational format S repeats recitation of dialogue 4 until the dialogue contents are learned.)

5.2 Comprehension Drill (T asks questions based on the dialogue and S<sub>1</sub> responds.)

(1) Nanu la reng lagiu da reng kapatad nang babaing Senen?

(2) Nanu la reng lagiu da reng kapatad nang lalaking Senen?

(3) Nukarin la makatuknang deng kapatad nang babai?

(4) Nukarin la makatuknang deng kapatad nang lalaki?

(5) Talasawa la reng kapatad nang Senen?

(6) Nanu la reng obra dareng asawa ra?

5.3 Comprehension Drill (S<sub>1</sub> asks questions in Kapampan- gan based on the dialogue and S<sub>2</sub> responds.)

(1) Does Senen have any brothers?

(2) Does he have any sisters?

(3) What are his brothers' names?

(4) What are his sisters' names?

- (5) Does John have any brothers and sisters according to this dialogue (yan na ing pisasabyan)?
- (6) Do all of his brothers and sisters live at home?
- (7) Where do his sisters live?
- (8) Are his brothers married?
- (9) What about his sisters?
- (10) What do their husbands do?

5.4 Narration Drill ( $S_1$  restates the dialogue into narrative form.)

5.5 Composition-Oral Presentation Drill ( $S_1$  writes essay about his brothers and sisters, including such information as given in dialogue 4. T checks essay for necessary corrections, which  $S_1$  then memorizes and presents in class orally.)

5.6 Dialogue Drill ( $S_1$  and  $S_2$  hold a conversation modelled after dialogue 4, incorporating in the dialogue own factual information as included in the essay above.)

## 6 STRUCTURAL CONTENT

6.1 Ati 'is/are, was/were' (cf. 1.3) denotes static existence at a location. It differs from regular

verbs in that it does not inflect for tense, focus, etc. It occurs with the ing pronouns ku, ka, etc., with a special subset of third person singular and plural pronouns occurring in place of ya and la. These are yu ~ u and lu respectively. These pronouns are special in that they occur only with ati and its negative ala.

The negative ala also has the non-inflectional characteristics of ati and occurs with the same pronouns including the special third person subset. Like other negatives, it occurs utterance initially. It denotes the meaning 'is/are, was/were not in existence at a location'. There is a difference in meaning between ala and the negatives introduced earlier as illustrated by the following.

- (1) Aliwa ya i Senen.      Senen is not the one.  
 (2) E ya mestros i Senen.      Senen is not a teacher.  
 (3) Alayu i Senen king      Senen is not in the room.  
     kuarto.

The following illustrate the occurrences of ati and ala.

- (4) Q: Nukarin ka?      Where were you?  
     A: Ati ku king kuarto.      I was in the room.  
 (5) Q: Ati ka king eskuela?      Were you at school?

- |  |   |
|--|---|
| A: Ali. Ala ku king<br>eskuela. Ati ku<br>king bale. | No, I was not at<br>school. I was at<br>home. |
| (6) Ing mestra atiu king<br>kuarto na.               | The teacher is in her<br>room.                |
| (7) Deng mestra atilu<br>kareng kuarto ra.           | The teachers are in<br>their rooms.           |
| (8) Alayu ing mestra king<br>kuarto na.              | The teacher is not in<br>her room.            |
| (9) Deng mestra alalu<br>kareng kuarto ra.           | The teachers are not<br>in their rooms.       |

6.2 The adjunct na 'already' (cf. 4, Talasawa na la  
reng kapatad mung babai?) occurs directly preceding  
the ing subject or actor pronouns as is shown in  
the following paradigm. Note the occurrence of  
the portmanteau pronouns for the adjunct plus  
third person singular and plural pronouns. The  
combinations naya and nala may also occur, however.

- |                       |                          |
|-----------------------|--------------------------|
| (1) Talasawa na ku.   | I'm already married.     |
| (2) Talasawa na ka.   | You're already married.  |
| (3) Talasawa ne.      | He's already married.    |
| (4) Talasawa na kami. | We're already married.   |
| (5) Talasawa na kayu. | You're already married.  |
| (6) Talasawa no.      | They're already married. |

The portmanteau ne and no are homophonous forms and occur also as portmanteau pronouns 'he-it and he-them' respectively as will be seen later (cf. Lessons 38 and 43).

## 7 VOCABULARY

arap	in front
ati	is/are, was/were
atilu	they are
atiu	he/she/it is
babo	on top
gulut	back
kadete	military academy
kayli	left
ken na	there just
lalam	under
lele	side
-lu	they [ati + lu, ala + lu]
ma-	is/are, having the quality of [descriptive affix]
masuerte	is/are lucky
pilatan	between
reta	those
servicio	Armed services
suerte	lucky
-u	he/she/it [ati + u]

wanan

right

-yu

he/she/it [ala + yu]