Lesson 22
"Pilan na kang banwa?"

1 STRUCTURAL CONTENT

1.1 Non-verbal predicate clause, numeral attributive noun phrase predicate

1.1.1 Atlu kung pulung metung a banwa. I'm thirty-one years old.
1.1.2 Atlung pulung metung kung banwa. I'm thirty-one years old.

1.2 WH- Question

Pilan na kang banwa? How old are you? (Lit. How many already you years?)

1.3 Days of the week

Deng lagiu da reng aldo The names of the days
  Dumingu Sunday
  Lunes Monday
  Martes Tuesday
  Mierkulis Wednesday
  Webis Thursday
  Biernes Friday
  Sabadu Saturday

1.4 The dates of the month

Ing petcha ning bulan The date of the month
ing aprumero (ning Enero) the first (of January)
ing ados the second
ing atres the third
ing akwatro the fourth
ing asingku the fifth
ing asais the sixth
ing asiete the seventh
ing aotcho the eighth
ing anuebe the ninth
ing adyes the tenth
ing aonse the eleventh
ing adose the twelfth
ing atrese the thirteenth
ing akatorse the fourteenth
ing akinse the fifteenth
ing adisisais the sixteenth
ing adisisiete the seventeenth
ing adisiotcho the eighteenth
ing adisinuebe the nineteenth
ing abente the twentieth
ing abente uno the twenty-first
ing atrenta the thirtieth
ing atrentay uno the thirty-first
### 1.5 Spanish numerals

<table>
<thead>
<tr>
<th>Number</th>
<th>Spanish</th>
<th>Kapampangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>uno</td>
<td>bente uno</td>
</tr>
<tr>
<td>2</td>
<td>dos</td>
<td>trenta</td>
</tr>
<tr>
<td>3</td>
<td>tres</td>
<td>trentay dos</td>
</tr>
<tr>
<td>4</td>
<td>kwatro</td>
<td>kwarenta</td>
</tr>
<tr>
<td>5</td>
<td>singku</td>
<td>kwarentay tres</td>
</tr>
<tr>
<td>6</td>
<td>sais</td>
<td>singkwenta</td>
</tr>
<tr>
<td>7</td>
<td>siete</td>
<td>singkwentay kwatro</td>
</tr>
<tr>
<td>8</td>
<td>otcho</td>
<td>sisenta</td>
</tr>
<tr>
<td>9</td>
<td>nuebe</td>
<td>sisentay singku</td>
</tr>
<tr>
<td>10</td>
<td>dyes</td>
<td>sitenta</td>
</tr>
<tr>
<td>11</td>
<td>onse</td>
<td>sitentay sais</td>
</tr>
<tr>
<td>12</td>
<td>dose</td>
<td>otchenta</td>
</tr>
<tr>
<td>13</td>
<td>trese</td>
<td>otchentay siete</td>
</tr>
<tr>
<td>14</td>
<td>katorse</td>
<td>nobenta</td>
</tr>
<tr>
<td>15</td>
<td>kinse</td>
<td>nobentay otcho</td>
</tr>
<tr>
<td>16</td>
<td>disisais</td>
<td>siento</td>
</tr>
<tr>
<td>17</td>
<td>disisierte</td>
<td>dos sientos</td>
</tr>
<tr>
<td>18</td>
<td>disiotcho</td>
<td>kinientos</td>
</tr>
<tr>
<td>19</td>
<td>disinuebe</td>
<td>mil</td>
</tr>
<tr>
<td>20</td>
<td>bente</td>
<td></td>
</tr>
</tbody>
</table>

### 1.6 Kapampangan numerals

<table>
<thead>
<tr>
<th>Kapampangan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aduang pulung metung</td>
<td>21</td>
</tr>
<tr>
<td>atlung pulu</td>
<td>30</td>
</tr>
</tbody>
</table>
2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer

2.1.1 Q: Pilan na kang banwa? How old are you?
   A: Atlu kung pulung metung a banwa. I'm thirty-one years old.

2.1.2 Q: Pilan neng banwa ing anak? How old is the child?
   A: Labing apat. Fourteen.

2.1.3 Q: Pilan nong banwa deng anak? How old are the children?
   A: I Kristi pitu ya, Christy is seven and Al ampong i Al pabanwa ya. is a year old.
1.2 Yes/No Question and Answer

Q: I Ermie adua yang pulung banwa? Is Ermie twenty years old?
A: Ali. Labi yang No, she's nineteen years siyam a banwa. old.

3 DRILL I

3.1 Rote Memorization Drill (Using number chart with numbers 1 to 100, T drills on Philippine counting system. T points to a number, gives the Kapampangan equivalent and S repeats, drilling on consecutive numbers first, then numbers in random order.)

Model: T: (pointing to 1) metung
S: metung
T: (pointing to 2) adua
S: adua

3.2 Response Drill (T asks the two questions (1) 'What comes before (X numeral)?' and (2) 'What comes after (X numeral)?' in random order and S responds accordingly.)

Model₁: T: Nanu ya ing mumuna king atlu?
S: Adua.

Model₂: T: Nanu ya ing tutuki king apat?
S: Lima.
3.3 Rote Memorization Drill (Pointing to the various individuals, T drills on the following questions. S repeats after T.)

(1) Pilan na kang banwa?
(2) Pilan neng banwa?
(3) Pilan neng banwa (i Al)?
(4) Pilan na kong banwa?
(5) Pilan nong banwa?
(6) Pilan nong banwa (i Juan ampo i Maria)?
(7) Pilan nong banwa (deng estudyante)?

3.4 Rote Memorization Drill (T points to a number on the number chart and S gives his age accordingly, using the construction in the model below.)

Model: T: (pointing to 39)

   S: Atlu kung pulung siyam a banwa.

3.5 Response Drill (A: T asks the question 'How old (is X)?' referring to the student himself, his kin, friends, etc. and S responds factually, if possible. B: Repeat drill between S-S.)

Model: T: Pilan neng banwa i ima mu?

   S: Apat a pulung pitu yang banwa i ima k'
3.6 Restatement Drill (T makes a statement about (X's) age and S restates it according to the model below.)

Model:  
T: Limang pulung atlu yang banwa ing mestro.
S: Lima yang pulung atlung banwa ing mestro.

3.7 Rote Memorization Drill (Using a calendar for cueing, T drills on the days of the week, first in consecutive order then randomly.)

(1) Dumingu  (5) Webis
(2) Lunes  (6) Biernes
(3) Martes  (7) Sabadu
(4) Mierkulis

3.8 Rote Memorization Drill (A: T gives the English cue, then the Kapampangan equivalent and S repeats. B: T gives the question and S repeats.)

(A) (1) ngeni  today
     (2) bukas  tomorrow
     (3) napun  yesterday
     (4) ing aldo kaybat (Dumingu)  the day after Sunday
(5) ing aldo bayu  the day before Monday
Lunes

(6) ing aldo panga-
   kabukasan  the day after tomorrow

(7) itang aldo nakadua na  the day before yester-
day

(B) (1) Nanu ya ing aldo ngeni?

(2) Nanu ya ing aldo bukas?

(3) Nanu ya ing aldo napun?

(4) Nanu ya ing aldo kaybat Martes?

(5) Nanu ya ing aldo bayu Sabadu?

(6) Nanu ya ing aldo pangakabukasan?

(7) Nanu ya itang aldo nakadua na?

3.9 Response Drill (A: T asks the questions drilled in
drill 3.8 and S responds factually. B: Repeat
drill between S-S.)
Model: T: Nanu ya ingaldo kaybat Dumingu?
S: Lunes

3.10 Rote Memorization Drill (Using the number chart, T drills on the Spanish numeral system. T points to a number, gives the Kapampangan equivalent and S repeats, drilling on consecutive numbers first, then numbers in random order.)

3.11 Rote Memorization Drill (Using calendar, T drills on the dates of the month.)

3.12 Response Drill (A: T asks questions about the dates of today/tomorrow/yesterday/etc. and S responds factually.

(1) Nanu ya ing petcha ngeni?
(2) Nanu ya ing petcha bukas?
(3) Nanu ya ing petcha napun?
(4) Nanu ya ing petcha kaybat ing adyes?
(5) Nanu ya ing petcha bayu ing atrenta?
(6) Nanu ya ing petcha panga kabukasan?
(7) Nanu ing petcha nakadua na?

3.13 Statement Drill (Using a 12 month calendar, T points to a date as cue and S gives the name of
the day, the month and the date according to the model.)

Model:  T:  (pointing to Wed., Aug. 27)
        S:  Ngening aldo iti Mierkulis,
            Agusto abente siete.

3.14 Response Drill (T asks questions about the date of various well-known holidays and S responds factually, referring to this year's calendar.)

Model:  T:  Kapilan ya ing 'Christmas'? or Nanu ya ing petcha ning 'Christmas'?
        S:  King Deciembre a bente singku.

(1) Christmas Pasku
(2) Easter Maleildo [= Malaldo]
(3) New Year's Day Bayung Banua
(4) Valentine's Day 'Valentine's Day'
(5) Father's Day Aldo dareng tata
(6) Mother's Day Aldo dareng ima
(7) Veteran's Day 'Veteran's Day'
(8) Good Friday Biernes Santo
(9) Labor Day 'Labor Day'
(10) Independence Day 'Independence Day'
(11) Your Birthday ing aldo mu
SITUATIONAL DIALOGUE

[Dialogue between John (J) and Amelia (A)]

* tua: age, maturity
  * ma- [descriptive affix]
  * matua: is old
  * singku: five
  * mil: thousand
  * nuebe sientos: nine hundred
  * sisentay dos: sixty-two
  * bente nuebe: twenty-nine
  * sisentay otcho: sixty-eight
  * aldo: birthday
  * dumingu: week
  * Lunes: Monday
  * ditak: a small amount, a little bit
  * anda: the spread of food on the table
  * munta: will come/go
  * reng palang: by the way
  * handaan: (place of the spread), the party
  * lupa: looks like
  * lugud: grace
How old are you?

I'm thirty-one years old.

Oh, you're five years older than I.

Oh, you're twenty-six years old?

Yes.

Do you have any children? (lit. How many children are you?)

Yes, I have two.

Are the two boys?

No, one is a boy and the other is a girl.

How old are the children?

Christy is seven and Al
i Al pabanwa ya.

J: Kapilan la mibait di Kristi ampong Al?

A: I Kristi mibait ya Enero a singku, mil nuebe sientos sisentay dos, at i Al mibait ya Agusto, a bente nuebe, mil nuebe sientos sisentay otcho.

J: O, ing aldo nang Al, ken neng tutuking Dumingu.

A: Wa, king Lunes. Atin kaming ditak ay anda.

J: Wa, salamat. O reng palang, apu mu atilu king andaan?

A: Wa, atilu ngan deng dara, bapa ampong pisan.

J: Oh, Al's birthday is next week.

A: Yes, on Monday. We're having a small party.

J: You'll come, won't you?

A: Yes, thank you. Oh, by the way, will your grandparents be there?

J: Yes, all the aunts, uncles and cousins will be there.

A: Do you know how old Grandfather is?
J: Lupa neng manga walung pulung limang banwa.
A: O wa, malapit neng walung pulung atlung banwa.
J: King lugud ning Apung Ginu magdinalan ya.

He looks like he's about eighty-five years old.
Yes, he's almost eighty-three years old.
By the grace of God he'll make one hundred.

5 DRILL II

5.1 Rote Memorization Drill (T drills on calendar years from 1940 to present, giving the cue in English, then the Kapampangan equivalent, and S repeats.)
Model: T: (1940) mil nuebe sientos kwarenta
S: mil nuebe sientos kwarenta

5.2 Response Drill (T asks when S was born and S responds factually.)
Model: T: Kapilan ka mibait?
S: Mibait ku Septiembre a bente dos, mil nuebe sientos kwarentay nuebe.

5.3 Recitation Drill (S repeats recitation of dialogue 4 until contents memorized, using conversational format in the recitations.)
5.4 Comprehension Drill (T asks questions based on dialogue 4 and S responds.)

(1) Pilan neng banwa i Juan?
(2) Pilan neng banwa i Amelia?
(3) Pilan yang banwa i Juan matua kang Amelia?
(4) Talasawa ne i Juan?
(5) Anta i Amelia?
(6) Atin yang anak?
(7) Pilan la reng anak?
(8) Lalaki la u babai la?
(9) Pilan nong banwa deng anak?
(10) Ninu ing makialdo (having a birthday) king tutuking dumingu?
(11) Ninu ya ing munta king andaan?
(12) Balu mu nung pilan neng banwa i bapa nang Al?

5.5 Comprehension Drill (S₁ asks S₂ questions based on dialogue 4 and S₂ responds. Following are suggested questions.)

(1) How old is John?
(2) Is John older than Amelia?
(3) How many years older than Amelia is John?
(4) How old is Amelia?
(5) Is Amelia married?
(6) Does Amelia have children?
(7) How many children does Amelia have?
(8) What are their names?
(9) Is the son older?
(10) How old is the son?
(11) How old is the daughter?
(12) When were they born?
(13) Are they having a birthday party for Al?
(14) When is the party?
(15) Who are coming to the party?
(16) Do you know how old Grandmother is?
(17) Do you know how old Grandfather is?
(18) Did he look like he was about a hundred years old?

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

5.7 Dialogue Drill (S₁ and S₂ carry on a conversation incorporating the following details. X refers to any kin or friend.)
(1) having a birthday party for X
(2) when it is
(3) where it is
(4) who's coming
(5) how old is X
(6) when he was born
The order of the pronouns may vary in the constructions used for stating one's age as the following examples illustrate.

(1) Atlu kung pulung I'm thirty-one years old. metung a banwa.

(2) Atlung pulung metung I'm thirty-one years old. kung banwa.

Though there is no variation in meaning in the two constructions, the first construction is more commonly used. The preference for the first construction may be accounted for by the fact that in pronoun attraction (see below), which both sentences reflect, the position immediately following the initial word of the sentence is the preferred one.

Pronoun attraction occurs when the predicate is comprised of a compound rather than a single word. It is the movement of the subject pronoun to a second position directly following the first word of the compound predicate and preceding the linker which connects the words in the compound predicate.

Pilan na kang banwa? 'How old are you?' also illustrates this phenomenon. It is derived from
Pilan a banwa na ka? 'How many years already are you?' in which the predicate is the compound pilan a banwa. The adjunct and pronoun na ka shift from final to second position following pilan, with the linker a changing to ng as a result of the change in its phonological environment.

6.2 Note that dumingu stands for both 'week' and 'Sunday'. The days of the week are written phonetically rather than in the traditional orthography to facilitate learning.

6.3 There are two types of numeral systems in Kapampangan—(1) the Kapampangan, or Philippine type, numerals and (2) the Spanish numerals. Though both systems are used interchangeably for activities such as mathematical calculations, each system has some specific functions. The Spanish numerals, for example, are used for dates, including years, (though recently the year is given in English particularly by the younger set), price and money, and telling time. Kapampangan numerals have a more general function and are used to denote quantity and measures. They are, therefore, used for counting things in general, for giving such information as one's age, measures of
length (metung a metro 'one meter'), and calculations of time, such as of hours, years, etc.

VOCABULARY

aduang dalan
aduang pulung metung
aldo
Aldo dareng ima
Aldo dareng tata
anam a pulu
anda

apat a pulu
Apung Ginu
atlung pulu
bayu
Bayung Banua
bente
bente nuebe
bente uno
Biernes
Biernes Santo
bukas
dinalan
dinalang metung

200 (Kapampangan)
21 (Kapampangan)
birthday
Mother's Day
Father's Day
60 (Kapampangan)
the spread of food on the table
40 (Kapampangan)
God
30 (Kapampangan)
before
New Year's Day
20 (Spanish)
twenty-nine
21 (Spanish)
Friday
Good Friday
tomorrow
100 (Kapampangan)
101 (Kapampangan)
disinuebe
disiotcho
disisais
disisiete
ditak
dos
dose
dos sientos
dumingu
Dumingu
dyes
handaan

Independence Day
ing abente
ing abente uno
ing adisinuebe
ing adisiotcho
ing adisisais
ing adisisiete
ing ados
ing adose
ing adyes

19 (Spanish)
18 (Spanish)
16 (Spanish)
17 (Spanish)
a small amount, a little bit
2 (Spanish)
12 (Spanish)
200 (Spanish)
week
Sunday
10 (Spanish)
(place of the spread)
the party
'Independence Day'
thef twentieth
the twenty-first
the nineteenth
the eighteenth
the sixteenth
the seventeenth
the second
the twelfth
the tenth
the fourteenth
the fifteenth
the fourth
the ninth
the eleventh
the eighth
the first (of January)
the sixth
the seventh
the fifth
the thirtieth
the thirty-first
the third
the thirteenth
the date of the month
[ordinal affix]
[abstract nominal affix]
tomorrow, future [abstract noun]
14 (Spanish)
after
500 (Spanish)
15 (Spanish)
40 (Spanish)
kwarentay tres 43 (Spanish)
kwatro 4 (Spanish)
Labor Day 'Labor Day'
libo 1000 (Kapampangan)
limang pulu 50 (Kapampangan)
lugud grace
Lunes Monday
lupa looks like
ma- [descriptive affix]
mag- [verbal prefix, active]
magdinalan to make one hundred
Maleldo [= Malaldo] Easter
matua is old
Martes Tuesday
Mierkulis Wednesday
mil 1000 (Spanish)
mumuna ahead
munta will come
na- [numeral affix, past]
nakadua [= naka + adua] two days ago
napun yesterday
ngening aldo today
nobenta 90 (Spanish)
nobentay otcho 98 (Spanish)
nuebe 9 (Spanish)
onse 11 (Spanish)
ing aldo mu your birthday
otchenta 80 (Spanish)
otchentay siete 87 (Spanish)
otcho 8 (Spanish)
panga [nominal affix, distributive]
panga kabukasan after tomorrow
Pasku Christmas
petcha date
pitung pulu 70 (Kapampangan)
reng palang by the way
Sabadu Saturday
sis 6 (Spanish)
siento 100 (Spanish)
siete 7 (Spanish)
singku 5 (Spanish)
singkwenta 50 (Spanish)
singkwentay kwatro 54 (Spanish)
sisenta 60 (Spanish)
sisentay dos sixty-two
sisentay otcho sixty-eight
sisentay singku 65 (Spanish)
sitenta 70 (Spanish)
sitentay sais 76 (Spanish)
siyam a pulu 90 (Kapampangan)
trenta 30 (Spanish)
trentay dos 32 (Spanish)
tres 3 (Spanish)
trese 13

tua
uno 1 (Spanish)

Valentine's Day 'Valentine's Day'

Veteran's Day 'Veteran's Day'
walung pulu 80 (Kapampangan)

Webis Thursday
Lesson 23
"Ining tau bapa ke."

1 STRUCTURAL CONTENT

1.1 Non-verbal predicative clause, possessive phrase predicate

1.1.1 Affirmative

(1) Ining tau a ini bapa ke. This man is my uncle.
(2) Ining tau bapa ke. This man is my uncle.
(3) Ing tau a ini bapa ke. This man is my uncle.
(4) Bapa ke ini. This is my uncle.

1.1.2 Negative

(1) Aliwa ya ining tau i bapa ku. This man is not my uncle.
(2) E ke bapa ining tau. This man is not my uncle.

1.2 WH- Question

(1) Ninu ya itang tau? Who is that man?

1.3 Portmanteau pronoun, possessive + singular topic

(1) ke [= ku + ya] my-he/she
(2) me [= mu + ya] your-he/she
(3) ne [= na + ya] his/her-he/she
(4) te [= ta + ya] our [dual]-he/she
(5) taya [= tamu + ya]  our [incl]-he/she
(6) miya [= mi + ya]   our [excl]-he/she
(7) ye [= yu + ya]  your-he/she
(8) de ~ re [= da ~ ra + ya]  their-he/she

1.4 Demonstrative pronouns, singular, attributive

1.4.1 Preposed attributive demonstrative

(1) ining + N  this N
(2) itang + N  that N
(3) itang + N + karin  that N over there

1.4.2 Postposed attributive demonstrative

(1) ing + N + a ini  this N
(2) ing + N + a iyan  that N
(3) ing + N + a ita  that N over there

1.4.3 Preposed-postposed attributive demonstrative

(1) ining + N + a ini  this N
(2) itang + N + a ita  that N

2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer

2.1.1 Q: Ninu ya ining tau? Who is this man?
A: Mr. Ruiz ya itang tau.
   That man is Mr. Ruiz.
2.1.2 Q: Ninu ya itang tau?
A: Mr. Ruiz ya ining tau.
Who is that man?
This man is Mr. Ruiz.

2.1.3 Q: Ninu ya itang tau karin?
A: Mr. Ruiz ya itang tau karin.
Who is that man over there?
That man over there is Mr. Ruiz.

2.1.4 Q: Ninu ya ing tau a ini?
A: Ing tau a iyan bapa ke.
Who is this man?
That man is my uncle.

2.1.5 Q: Ninu ya ing tau a iyan?
A: Ing tau a ini bapa ne.
Who is that man?
This man is his uncle.

2.1.6 Q: Ninu ya ing tau a iyan?
A: Ing tau a iyan bapa neng Al.
Who is that man?
That man is Al's uncle.

2.1.7 Q: Ninu ya ing tau a ita?
A: Ing tau a ita bapa te.
Who is that man over there?
That man over there is our uncle.
2.1.8 Q: Ninu ya ining tau a ini? Who is this man?
A: Ining tau a iyan bapa taya. That man is our uncle.

2.1.9 Q: Ninu ya itang tau a ita? Who is that man over there?
A: Itang tau a ita bapa miya. That man over there is our uncle.

2.2 Yes/No Question and Answer

2.2.1 Q: Mr. Ruiz ya ining tau? Is this man Mr. Ruiz?
A: Wa. Mr. Ruiz ya ining tau a iyan. Yes, that man is Mr. Ruiz.

2.2.2 Q: Bapa me itang tau? Is that man your uncle?
A: Wa. Bapa ke itang tau. Yes, that man is my uncle.

2.2.3 Q: Bapa ye itang tau karin? Is that man over there your uncle?
A: Ali. Aliwa ya itang tau karin ing bapa miya. No, that man (over there) is not our uncle. This man is our uncle.

miya.
1.2.4 Q: Bapa neng Al itang taung ita?
   A: Ali. Itang taung ita e ne bapang Al.

1.2.5 Q: Ing tau a iyan bapa de reng anak?
   A: Wa. Itang tau bapa re.

No, that man is not Al's uncle.

Yes, that man is their uncle.

3 DRILL I

3.1 Recitation Drill (S repeats recitation of conversations in section 2 until memorized, using conversational format.)

3.2 Restatement Drill (T gives a possessive phrase in Kapampangan as cue—e.g. tata ku, then S gives the Kapampangan utterance using the cue as predicate, Tata ke.)

Model: T: tata ku
       S: Tata ke.

(1) tata ku
(2) ima mu
(3) apu na
(4) ingkung nang Al
(5) bapa ta
3.3 Narration-Comprehension Drill (S₁ makes the statement Ini (i tata nang Al) then asks the question Ninu ya?, and S₂ responds with Tata neng Al.)

Model: S₁: Ini i tata nang Al. Ninu ya?

S₂: Tata neng Al.

(1) i tata nang Al
(2) ing bapa ku
(3) ing mestra yu
(4) ing anak na ning kaluguran
(5) ing pisan mi
(6) ing apu mu
(7) ing kaluguran ta
(8) ing ingkung tamu
(9) ing propesor da reng estudyante
(10) ing atchi ra

3.4 Restatement Drill (T gives the statement '(This) is (my uncle).' in Kapampangan substituting the demonstratives and the possessive phrases and S restates
it to 'This man is my uncle.' in Kapampangan, using any of the alternative attributive constructions.)

Model: T: Bapa ke ini.

S: Bapa ke ining tau. (or Bapa ke ing tau a ini.)

Restatement Drill ($S_1$ makes the statement Mestra (ke) (ini). 'This is my teacher', substituting the possessive phrases and the demonstratives, and $S_2$ restates it to Ining tau ing mestra ku. 'This man is (the one who's) my teacher.' using any of the alternative attributive constructions.)

Model: $S_1$: Mestra ke ini.

$S_2$: Ining tau ing mestra ku. (or Ing tau a ini ing mestra ku.)

(1) Mestra ke ini.
(2) Anak neng lalaki iyan.
(3) Kapatad deng babai ita.
(4) etc.

Response Drill (T asks a yes/no question 'Is (this) person (X)?' using the appropriate attributive demonstratives and the names of persons in class as cues to elicit yes or no responses, and S responds accordingly.)
Model: T: (Pedro) ya (ining) tau? (pointing to Pedro)


Model: T: (Pedro) ya (itang) tau? (pointing to Juan)


4 SITUATIONAL DIALOGUE

[John (J) shows Senen (S) a photograph of his family.]

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>litrato</td>
<td>photograph</td>
</tr>
<tr>
<td>malyari</td>
<td>may, can, be possible</td>
</tr>
<tr>
<td>ke [ku + ya]</td>
<td>I-it [portmanteau pronoun, focussed object]</td>
</tr>
<tr>
<td>lawe</td>
<td>look at</td>
</tr>
<tr>
<td>-en</td>
<td>[verbal affix, object focus]</td>
</tr>
<tr>
<td>lawen [lawe + en]</td>
<td>look at something</td>
</tr>
<tr>
<td>o sige</td>
<td>OK, all right, sure</td>
</tr>
<tr>
<td>ining [ini + ng]</td>
<td>this [preposed attributive demonstrative]</td>
</tr>
<tr>
<td>tau</td>
<td>man, person</td>
</tr>
<tr>
<td>reni</td>
<td>these</td>
</tr>
<tr>
<td>mula [mu + la]</td>
<td>your-they [portmanteau prono-</td>
</tr>
</tbody>
</table>
J: Atin kung litrato na ning pamilya ku.
S: Malyari keng lawen?
J: O sige.
S: Ee, aliwa ika ini?
F: Wa, aku yan.
S: Ninu ya ining babai?
J: Ing kapatad kung babai yan.
S: O, ining lalaki?
J: Kapatad keng lalaki yan.
S: Deng tau a reni pengari mula?
S: Deng aliwang tau a reni kaluguran no ning pamilya?

I have a picture of my family.
May I look at it?
O sure.
Hey, isn't this you?
Yes, that's me.
Who is this girl?
That's my sister.
And, this boy?
That's my brother.
Are these people your parents?
Yes, this is my mother and that's my father.
Are these other people family friends?
J: Ali, kamaganak mila. Ining tau a ini bapa ke, ing tau a iyan dara ke, at deng atlung tau pisan kula.

No, they are our relatives. This person is my uncle, that person is my aunt, and these three people are my cousins.

5 DRILL II

5.1 Recitation Drill (S repeats recitation of dialogue 4 until the contents are learned, using conversational format.)

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

(1) I Senen palawe ne ing litrato (showing a picture) kang Juan?
(2) I Senen atiu king litrato?
(3) Atin yang kapatad i Senen?
(4) Pilan la reng kapatad na?
(5) Kapatad a babai la u lalaki la?
(6) Atin ya pang pengari?
(7) Deng aliwang tau atilu king litrato?
(8) Ninu ila?
(9) Pilan lang kamaganak king litrato?

5.3 Comprehension Drill (S₁ asks S₂ question based on dialogue 4 and S₂ responds. The following are
suggested questions.)

(1) What is John looking at? (ing lalwen na = the thing he's looking at)

(2) Is Senen in the picture?

(3) Are Senen's parents in the picture?

(4) Does Senen have a sister?

(5) What about a brother?

(6) Are they in the picture too?

(7) Who are the other people in the picture?

(8) How many relatives are there in the picture?

(9) How many children are there in Senen's family?

(10) How many children in his uncle's family?

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

5.5 Composition-Oral Presentation Drill (S draws a picture of his family and writes an essay about them, giving the following information about each member, (1) the relationship--'This is my father.'; (2) his name--'His name is Mr. John Doe.'; (3) his (approximate) age; (4) his place of residence; (5) his occupation. After T checks essay for errors, S presents it in class using the picture to point to the members he is referring to.)
5.6 Dialogue Drill (Using a picture of a family, or a drawing of one, $S_1$ and $S_2$ talk about the members in it, asking such questions as who they are, where they are or live, what they do, how old they are, etc.)

6 STRUCTURAL NOTES

6.1 The _ing_ demonstrative pronouns were introduced in Lessons 5 and 7 as topic pronouns. In Lesson 5 they were shown to occur in Equational Clauses (e.g. I Maria _ini_.) and in Lesson 7 in Non-Verbal Predicative Clauses (e.g. Lapis ya _iyan_.) In this lesson these pronouns are introduced as attributives of nouns with varying distributional patterns. They occur either as preposed or postposed modifiers linked to the noun modified by the linker _-ng_ in preposition and _a_ in postposition. The following examples illustrate.

(1) _ining_ tau this man

(2) _ing_ tau _a_ _ini_ this man

These pronouns also occur as preposed-postposed attributives to denote emphasis with the same rule of linking for preposition and and postposition applying:
When designating a singular person or object (third person singular) as being possessed by, or having a relationship to someone (general or kinship), the portmanteau pronouns (cf. 1.3) are used. For example:

1. Ima ke. She is my mother.
2. Mestro me? Is he your teacher?

These constructions may also be expanded by the demonstratives as shown below.

4. Ima ke ini. This is my mother.
5. Mestro me yan? Is that your teacher?

The portmanteau pronouns include the possessor and the topic of the sentence. The underlying structure of Ima ke is, therefore, Ima ku ya with ku 'my' the possessor and ya 'she' the topic or subject. The underlying structure of the sentence, then, is predicate (Ima ku) followed by topic or subject (ya).

When the topic pronoun is other than the third person singular, the regular possessive or ning
case pronouns (cf. Lesson 13 for singular forms and Lesson 20 for plural) and the ing topic case pronouns (cf. Lesson 8 singular and Lesson 11 plural) occur contiguously. For example:

(7) Pisan naku (na + ku). I'm his cousin.
(8) Pisan daka. You're their cousin.
(9) Pisan mula. They are your cousins.

The full set of possessives with the subject third person plural topic pronouns follows.

(1) kula [= ku + la] my-they
(2) mula [= mu + la] your-they
(3) nala [= na + la] his/her-they
(4) talá [= ta + la] our [dual]-they
(5) tála [= tamu + la] our [incl]-they
(6) milá [= mi + la] our [excl]-they
(7) yula [= yu + la] your-they
(8) dala [= da + la] their-they

When the ning case pronouns (functioning as possessive here) occur contiguously with the ing case pronouns, the following homophonous forms occur as alternants. The form da occurs instead of the expected ku for 'my' and mi for 'our'.

(10) Pisan daka. You are my cousin.
(11) Pisan daka. You are our cousin.
Note that da is 'their' in the basic ning pronoun series (cf. (8) above.)

VOCABULARY

de re [= da ra + ya]

- en

- ning [= ini + ng]

kamaganak

ke [= ku + ya]

ke [= ku + ya]

lave

lawen [= lawe + en]

litrato

me [= mu + ya]

mila [= mi + la]

malyari

miya [= mi + ya]
mula [= mu + la]

ne [= na + ya]
o sige
reni
tau
taya [= tamu + ya]
te [= ta + ya]
ye [= yu + ya]

your-they [portmanteau, pronoun, possessive + plural subject]
his/her-he/she
okay, all right, sure
these
man, person
our [incl]-he/she
our [dual]-he/she
your-he/she
Lesson 24

"Kaninu lang litrato reni?"

1 STRUCTURAL CONTENT

1.1 Possessive phrase predicate (continued)

1.1.1 Litrato kula reyan. Those are my pictures.
Kanaku la reyan. Those are mine.
Deng litrato a reta kanaku la.

1.1.2 Detang adua mikapatad Those two are brothers.
la.
Detang atlu mikākapatad lang lalaki.

1.2 WH- Question

1.2.1 Kaninu lang litrato Whose pictures are these?
reni?
Kaninu la rening Whose are they, these
litrato? pictures?

1.2.2 Ninu la rening adua? Who are these two?

1.3 Portmanteau pronoun, possessive + plural topic

(1) kula [= ku + la] ~ ko my-they
(2) mula [= mu + la] ~ mo your-they
(3) nala [= na + la] ~ no his/her-they
(4) tala [= ta + la] ~ to our [dual]-they
(5) tāla [= tamu + la] our [incl]-they
1.4 Demonstrative pronouns, plural
(1) deni ~ reni these
(2) dyan ~ reyan those
(3) deta ~ reta those over there

1.5 Demonstrative pronouns, plural, attributive
1.5.1 Preposed attributive demonstrative
(1) dening + N these N
(2) detang + N those N
(3) detang + N + karin those N over there

1.5.2 Postposed attributive demonstrative
(1) deng + N + a reni these N
(2) deng + N + a reyan those N
(3) deng + N + a reta those N over there

1.5.3 Preposed-postposed attributive demonstrative
(1) dening + N + a reni these N
(2) detang + N + a reta those N

2 CONVERSATIONAL CONTEXT
2.1 WH- Question and Answer, Kaninu question
2.1.1 Q: Kaninu ya ing Whose picture is it? literato?
A: Litrato ke. It's my picture.
1.1.2 Q: Kaninu ya ing litrato? Whose picture is it?
A: Ka(na)ku ya. It's mine.

1.1.3 Q: Kaninu lang litrato reni? Whose pictures are these?
A: Litrato kula reyan. Those are my pictures.

1.1.4 Q: Kaninu lang litrato reyan? Whose pictures are those?
A: Litrato nala reni. These are his pictures.

1.1.5 Q: Kaninu lang litrato reta? Whose pictures are those over there?
A: Litrato nalang Senen reta. Those are Senen's pictures.

2.2 WH- Question and Answer, Ninu question

2.2.1 Q: Ninu la rening tau? Who are these people?
A: Detang tau di Alex ampong i Ermie. Those people are Alex and Ermie.

2.2.2 Q: Ninu la rening adua? Who are these two?
A: Detang adua mika-patad la. Those two are brothers.
Who are those three?

A: Dening atlu mikan— These three are brothers.
   kapatad lang lalaki.

3 DRILL I

3.1 Response Drill (T asks the question Kaninu ya ing litrato?, then points to some person as a response cue relative to S, and S responds accordingly. Review all the possessive-sing. subject portmanteau pronouns.)

Model: T: Kaninu ya ing litrato? (points to herself)
   S: Litrato me.

3.2 Rote Memorization Drill (T gives the English statement then the Kapampangan equivalent, and S repeats.)

Model: T: 'They are my pictures.'
   Litrato kula.
   S: Litrato kula.
   (1) Litrato kula. They are my pictures.
   (2) Litrato mula. They are your pictures.
   (3) Litrato nala. They are his pictures.
   (4) Litrato tala. They are our [dual] pictures.
   (5) Litrato tāla. They are our [incl] pictures.
(6) Litrato mila. They are our [excl] pictures.
(7) Litrato yula. They are your pictures.
(8) Litrato dala. They are their pictures.

3.3 Response Drill (T asks the question Kaninu la reng litrato?, then points to some person as response cue relative to S, and S responds accordingly.
Drill on all 'possessive-plural subject' portmanteau pronouns.)
Model: T: Kaninu la reng litrato? (points to student sitting beside hearer)
S: Litrato nala.

3.4 Rote Memorization Drill (T gives the English cue 'It's mine.' then the Kapampangan equivalent Kaku ya, and S repeats.)
Model: T: It's mine.
S: Kaku ya.
(1) Kaku ya ∼ Kanaku ya. It's mine.
(2) Keka ya. It's yours.
(3) Kaya ya. It's his/hers.
(4) Kekata ya. It's ours [dual].
(5) Kekatamu ya. It's ours [incl].
(6) Kekami ya. It's ours [excl].
(7) Kekayu ya.  It's yours.
(8) Karela ya.  It's theirs.

3.5 Restatement Drill (T makes the statement Libru (ke), and S restates it as Kaku ya. Review the plural subject pronouns also.)
Model: T: Libru ke.
      S: Kaku ya.
Model: T: Libru kula.
      S: Kaku la.

3.6 Response Drill (T asks the question 'Kaninu (ya) (ining) libru?' mixing the singular and plural subject pronouns ya and la and the corresponding demonstrative ini and reni, then points to some person in class as response cue relative to S. S responds accordingly using the construction Kaku (ya) (ing libru a iyan).)
Model: T: Kaninu ya ining libru? (points to hearer)
      S: Kanaku ya ing libru a iyan.
Model: T: Kaninu la retang libru? (points to group of people away from hearer)
      S: Karela la retang libru.
Expansion Drill (A: T gives the statement in English 'He is (my brother).' and $S_1$ gives the Kapampangan equivalent. Then T gives a name or word in English corresponding with the subject or the possessor pronoun in the first statement, and $S_2$ expands the statement accordingly. Drill on all the singular portmanteau pronouns expanding all possible subject and possessor pronouns. B: Repeat drill with the plural portmanteau pronouns.)

(A) Model: T: ('He is my brother.')

$S_1$: Kapatad ke.

T: (Senen)

$S_2$: Kapatad ke i Senen.

Model: T: ('He is her brother.')

$S_1$: Kapatad ne.

T: (Senen's)

$S_2$: Kapatad neng Senen.

Drill (A)

(1) Kapatad ke. (Senen)

Kapatad ke i Senen.

(2) Kapatad ne. (Senen's)

Kapatad neng Senen.
(3) Kapatad me. (the teacher)
   Kapatad me ing mestro.

(4) Kapatad ne. (the teacher's)
   Kapatad ne ning mestra.

(5) Kapatad ne. (Senen, the teacher's)
   Kapatad neng mestra i Senen.

(6) Kapatad de. (Al's and Ermie's)
   Kapatad de ri Al ampong Ermie.

(7) Kapatad de. (the children's)
   Kapatad de reng anak.

(8) Kapatad de. (Al, Ermie's & Maria's)
   Kapatad de i Al ri Ermie ampong Maria.

(B) Model: T: ('They are my brothers.')
   S₁: Kapatad kula.
   T: (Senen and Al)
   S₂: Kapatad kula ri Senen ampong Al.

Model: T: ('They are his brothers.')
   S₁: Kapatad nala.
   T: (Alex's)
   S₂: Kapatad nalang Alex.

Drill (B)

(1) Kapatad mula. (Juan and Roberto)
   Kapatad mula ri Juan ampong Roberto.
(2) Kapatad nala. (Maria's)
Kapatad nalang Maria.

(3) Kapatad mila. (the teachers)
Kapatad mila reng mestro.

(4) Kapatad dala. (the teachers')
Kapatad dala reng mestro.

(5) Kapatad dala. (Al and Pedro, the teacher's)
Kapatad dalang mestro ri Al ampong Pedro.

3.8 Restatement Drill (T gives a statement using the portmanteau pronouns (ku)la and S restates it using the alternative form (ko).)

Model: T: Anak kula ri Al ampong Kristi.

S: Anak ko ri Al ampong Kristi.

(1) kula ri Y ampong Z   ko ri Y ampong Z
(2) mula reng X          mo reng X
(3) nalang W             nong W
(4) nala ri Y ampong Z   no ri Y ampong Z
(5) nalang W ri Y ampong Z nong W ri Y ampong Z
(6) tala reng X (ri Y    to reng X (ri Y ampong Z)
    ampong Z)
(7) tāla reng X (ri Y   tāla reng X (ri Y ampong
    ampong Z)                Z)
(8) mila reng X (ri Y ampong Z)
(9) yula reng X (ri Y ampong Z)
(10) dalang W
(11) dala reng X (ri Y ampong Z)
(12) dalang W reng X (ri Y ampong Z)

3.9 Rote Memorization Drill (T gives a question in English, then the Kapampangan equivalent and S repeats the Kapampangan. Then T gives substitution cues in English, each S then repeating the question according to the cue. Review as many vocabulary terms learned thus far. B: Repeat drill with each of the following questions.)

Model: T: ('Whose pencil is it?') Kaninu ya ing lapis?
S: Kaninu ya ing lapis?
T: (book)
S₁: Kaninu ya ing libru?
T: (ballpoint pen)
S₂: Kaninu ya ing ball pen.

(l) Kaninu ya ing lapis? Whose (pencil) is it? (lapis)?
Response Drill (S₁ asks one of the questions above and S₂ responds with an appropriate answer.)

Model: S₁: Kaninu la reng lapis?
   S₂: Lapis dala reng estudyante. (or Lapis do reng estudyante.)

S₃: Kaninu ya ining libru?
S₄: Kaku ya iyan.
S₅: Kaninu la retang litrato?
S₆: Litrato nong Senen reta.
SITUATIONAL DIALOGUE

[Dialogue between Senen (S) and John (J)]

kaninu  whose
kaku   mine
reta   those
oini   here
kareng of some
kilala recognize
a-    [verbal affix, apt.]
akilala recognize
rening ~ dening these [preposed attributive]
lupa   face
\text{C}_{1}\text{V}_{1}- [reduplication, continuous (state or action)]

mi- [verbal affix, stative, involuntary]

milulupa look alike
mi- belonging to a set

mikapatad brother and sister;
Whose pictures are these?

Those are mine. Here is a picture of some of my friends.

Oh, yes. I recognize Maria, Carlos and Pedro.

Who are these two?

They are Christy and Al.
They look alike. Are they brother and sister?
No, they're not. But those three are brothers.

They don't look alike at all. Are all those friends students?
No, one is a teacher, two are secretaries, and the rest are students.

5 DRILL II

5.1 Recitation Drill (S repeats recitation of dialogue 4 until contents learned.)

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

(1) Kaninu la reng litrato?

(2) Ninu ing palawe nang litrato?

(3) Palawe ne (he is showing) ing litrato ning pamilya na?

(4) Akilala nala reng kaluguran na ning Juan king litrato?
(5) Ninu la reng milulupa ra?
(6) Mikapatad la?
(7) Deng mikapatad atilu king litrato?
(8) Balu mu nung nanu la reng lagiu ra?
(9) Milulupa la?
(10) Detang mikaluguran king litrato estudyante langan?
(11) Balu mu nung pilan la reng estudyante?

5.3 Comprehension Drill ($S_1$ asks a question based on the dialogue and $S_2$ responds.)

(1) Are the pictures Juan's?
(2) Do you know how many pictures there are?
(3) Who is showing the picture to whom?
(4) Is it a picture of his family?
(5) Does Juan recognize some people?
(6) Who are they?
(7) Are they brothers and sisters?
(8) Are there brothers and sisters in the picture?
(9) Do they look alike?
(10) Who are the two who look alike?
(11) Are they brother and sister?
(12) Are all the people in the picture students?
(13) Are they all teachers?
(14) Who else is in the picture?
6 STRUCTURAL NOTES

6.1 The plural demonstratives have a similar function and distribution as the singular demonstratives discussed in Lesson 23, 6.1. Note, however, that when these plural pronouns occur sentence medially, the alternant forms with [r] occur.

6.2 The king case personal pronouns were introduced in Lesson 15 as locative substitutes (e.g. Makatuknang ku keka. 'I'm going to stay with you.') Here, they are used as equivalents of the English pronoun series 'mine, yours, his/hers, ours, theirs' as shown in the following examples.

(1) Ka(na)ku ya. It is mine.
(2) Keka la. They're yours.

The above constructions also may be expanded by demonstratives.

(3) Ka(na)ku ya ini. This is mine.
(4) Keka la reni. These are yours.

6.3 The possessive + plural subject pronouns were discussed in Lesson 23, 6.2 (e.g. Pisan mula. 'They're my cousins.') There is an alternant set of portmanteau pronouns for the plural subject equivalent to the possessive + singular subject portmanteau
series. In everyday conversation the portmanteau pronouns are used more frequently.

7 VOCABULARY

a- [verbal affix, apt.]

akilala recognize

bitasa (not) at all

$C_{1}V_{1}$-

[duplication, continuous (state or action)]

dala [$= da + la$] - do their-they

detang those [preposed attributive demonstrative]

kaku mine

kaninu whose

kareng of some

kilala recognize

kula [$= ku + la$] - ko my-they

lupa face

mi-

mi-

[verbal affix, stative, involuntary]

belonging to a set (of two) [nominal affix, dual relationship]
mi-C₁V₁ - belonging to a set (of three or more) [nominal affix, plural relationship] three (or more) brothers, sisters, or siblings brother and sister; two brothers; two sisters

mila [= mi + la] our [excl]-they

milulupa look alike

mula [= mu + la] ~ mo your-they

nala [= na + la] ~ no his/her-they

oini here

rening ~ dening these [preposed attributive]

reta those

tála [= tamu + la] our [incl]-they

tala [= ta + la] ~ to our [dual]-they

yula [= yu + la] ~ yo your-they
Lesson 25

"Matas yang dili kareng babai."

I STRUCTURAL CONTENT

1.1 Non-verbal predicate clause, descriptive predicate

1.1.1 Singular

Malagu ya. She is pretty.

1.1.2 Plural

Mangalagu langan. They are pretty.

1.2 Non-verbal predicate clause, comparative predicate

1.2.1 Singular

Mas maragul ku kesa I am bigger than Ramon.
    kang Ramon.

1.2.2 Plural

Mas mangaragul la The boys are bigger than
    kesa kareng babai the girls.
    reng lalaki.

1.3 Non-verbal predicate clause, superlative

(1) Matas yang dili i Juan is the tallest.
    Juan.

(2) I Ramon pekamababa Ramon is the shortest.
    ya.

1.4 WH- Question

(1) Ninung matas kare-lang adua? Who is the taller of (them)
    those two?
(2) Ninung mas matua kareng aduang lalaki? Who is the older of the two boys?
(3) Ninung mababa dili, ri Maria, Ermie u Laura? Who is the shortest, Maria, Ermie or Laura?
(4) Sanung makaba karening lubid? Which is the longer of these ropes?

1.5 Descriptive affixes

1.5.1 Descriptive

ma- is, having the quality of X

1.5.2 Superlative

peka- is the most

1.6 King demonstrative pronouns

1.6.1 Singular

(1) keni of this
(2) keta of that

1.6.2 Plural

(1) kareni of these
(2) kareta of those

2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer

2.1.1 Q: Ninung matas kari Maria ampong Juan? Who is taller of Maria and Juan?
A: Matas ya i Juan.  

2.1.2 Q: Ninung mababa kareng aduang lalaki?  
A: I Ramon mababa ya.  

2.1.3 Q: Ninung maragul karelang atlu?  
A: Maragul yang dili i Florante.  

2.1.4 Q: Ninung mas matua, ika u i Ramon?  
A: Aku ing matua.  

2.1.5 Q: Ninung matas dili kekami ngan?  
A: Matas kang dili, Juan.  

2.1.6 Q: Ninung pekamatua karel?  
A: Pekamatua ya karel i Ramon.
2.1.7 Q: Sanung mabilis, ing eroplano u ing kotse? Which is faster, the airplane or the car?
A: Ing eroplano (mabilis ya). The airplane (is faster).

2.1.8 Q: Sanung mas mal, ing kotse u ing 'jeep'?
Which is more expensive, a car or a jeep?
A: Ing kotse mal ya. The car is more expensive.

2.1.9 Q: Sanung mababa dili, ri Maria, Ermie u Laura? Who is the shortest, Maria, Ermie or Laura?
A: I Maria mababa yang dili. Maria is the shortest.

2.2 Yes/No Question and Answer
2.2.1 Q: Mas matas ya kesa kaku i Juan? Is Juan taller than I?
A: Wa. Mas matas ya kesa keka i Juan. Yes, Juan is taller than you.

2.2.2 Q: Mas matas ya kesa kang Florante i Ramon? Is Ramon taller than Florante?
A: Ali. E ya matas No, he is not taller kesa kang Florante. than Florante. He is Mababa ya. shorter.

2.2.3 Q: Pekamatas ya kare- Is Senen the tallest of langan i Senen? them all?
A: Ali. Eya pekamatas No, he is not the tall- karelangan. I Senen est of them all. Senen mababa yang dili. is the shortest.

3 DRILL I

3.1 Rote Memorization Drill (Using pictures which illustrate comparative qualities, such as tall and short, big and small, heavy and light, etc., T drills on the following descriptive clauses. Words in parentheses following the English utterance are suggestions for picture cues. T points to a picture, gives the descriptive utterance in English, then the Kapampangan equivalent. S repeats the Kapampangan.)

Model: T: (pointing to the tall figure) He is tall. Matas ya.

S: Matas ya.

(1) Matas ya. She is tall. (babai)
(2) Mababa ya. She is short.
(3) Maragul ya. | He is big. (lalaki)
(4) Malati ya. | He is small.
(5) Makāba ya. | It is long. (lubid)
(6) Makuyad ya. | It is short.
(7) Makinis ya. | It is smooth. (tabla)
(8) Magaspung ya. | It is rough.
(9) Makapal ya. | It is thick. (libru)
(10) Maimpis ya. | It is thin.
(11) Mabayat ya. | It is heavy. (sakung abias)
(12) Mayan ya. | It is light. (kule)
(13) Masubidu ya. | It is dark.
(14) Eya (maberde). | It is light green. (ero plano)
(15) Mabilis ya. | It is fast. (kotse)
(16) Mayna ya. | It is slow. (bale mu)
(17) Marayu ya. | It is far. (universidad)
(18) Malapit ya. | It is near. (mangga, biyabas)
(19) Mayumu ya. | It is sweet. (sampaluk)
(20) Maslam ya. | It is sour. (ngeni, napun, na- bangi, napun sabengi)
(21) Mapali ya. | It is hot. (tualya, medyas)
(22) Marimla ya. | It is cold. (batu)
(23) Mabasa ya. | It is wet. (bulak)
(24) Malangi ya. | It is dry.
(25) Masyas ya. | It is hard.
(26) Malambot ya. | It is soft.
(27) Malinis ya. It is clean. (baru)
(28) Marinat ya. It is dirty. (kotse, jip)
(29) Mal ya. It is expensive. (kotse, jip)
(30) Mura ya. It is cheap.
(31) Bayu ya. It is new. (kotse)
(32) Laun ya. It is old.

3.2 Response Drill (Using the pictures for drill 3.1 as cue, T asks the question 'Ninung (matas) kareng (babai)/operators' and S responds using the construction '(This) A is more X.' while pointing to the correct figure in the picture.)

Model: T: (showing the picture of the tall and short girls)

Ninung matas kareng babai?

S: (pointing to the tall girl)

Ining babai matas ya. (or Matas ya ining babai.)

(1) Ninung matas kareng babai?
(2) Ninung mababa kareng babai?
(3) Ninung maragul kareng lalaki?
(4) Ninung malati kareng lalaki?
(5) Sanung makaba karening lubid?
(6) Sanung makuyad karening lubid?
(7) Sanung makinis karening tabla?
(8) Sanung magaspung karening tabla?
(9) Sanung makapal kareng libru?
(10) Sanung maimpis kareng libru?
(11) Sanung mabayat kareng sakung abias?
(12) Sanung mayan kareng sakung abias?
(13) Sanung masubidu kareng kule a reta?
(14) Sanungeya (maberde) kareta?
(15) Sanung mabilis ing kotse u ing eroplano?
(16) Sanung mayna ing kotse u ing eroplano?
(17) Sanung marayu ing bale mu u ing unibersidad?
(18) Sanung malapit ing bale mu u ing unibersidad?
(19) Sanung mayumu ing malulut a mangga u ing malulut a biyabas?
(20) Sanung maslam ing sampaluk u ing biyabas?
(21) Sanung mapali ngeni u napun?
(22) Sanung marimla nabengi u napun sabengi?
(23) Sanung mabasa ing tualya u ing medyas?
(24) Sanung malangi ing tualya u ing medyas?
(25) Sanung masyas ing batu u ing bulak?
(26) Sanung malambat ing batu u ing bulak?
(27) Sanung malinis ining barung ini u itang barung ita?
(28) Sanung marinat ining barung ini u itang barung ita?
(29) Sanung mas mal ing kotse u ing jip?
(30) Sanung mas mura ing kotse u ing jip?

3.3 Statement Drill (T shows a picture of two things varying in degrees of quality and S makes a statement that '(This) A is more X than (that) B.'

Model: T: (shows a picture of a long and a short rope)

S: Ining lubid a ini mas makaba ya kesa ketang lubid.

Model: T: (shows a picture of an airplane and a car)

S: Ing kotse mas mayna ya kesa king eroplano.

3.4 Rote Memorization Drill (T drills S on asking the questions listed in drill 3.2. T says the question while showing the corresponding picture and S repeats.)

3.5 Response Drill (S₁ shows a picture or actual objects and asks the corresponding question 'Which is more X, the A or the B?' and S₂ responds according to the cue.)

Model: S₁: Sanung makaba ing ball pen u ing lapis?

S₂: Ing lapis mas makaba ya kesa king ball pen.
Model: $S_1$: Ninung matas i Juan u aku?

$S_2$: Ika mas matas ya kesa kang Juan.

3.6 Response Drill (Using pictures of three objects, or actual objects, which illustrate the descriptive, comparative and superlative degrees of qualities, such as size, speed, height, etc., T asks the question 'Which is the most X, the A, the B or the C?' and S responds according to the cue.)

Model: T: (showing a picture of a horse drawn cart, a car and an airplane)

Sanung mabilis dili ing eroplano, kotse u kalesa?

S: Ing eroplano ing mabilis dili.

Model: T: (showing a picture of a man, a boy, a child)

Ninung maragul dili ing tau, ing lalaki u ing anak?

S: Ing tau ing maragul dili.

3.7 Restatement Drill (T makes a descriptive statement 'A (he) is X.', then gives a pronoun (B) in English as cue. $S_1$ restates the T's statement using cue B, that 'B is more X than A.' T gives another pronoun
(C) as cue. $S_2$ restates $S_1$'s statement using cue $C$, that 'C is more X than B.', etc. Be sure to drill on all ing and king pronouns.)

Model: T: Matas ku. (he)

$S_1$: Mas matas ya kesa kaku.

T: (you)

$S_2$: Mas matas ka kesa kaya.

(1) ing pronouns

ku
ka
ya
kata
tamu
kami
kayu
la

(2) king pronouns

kaku
keka
kaya
kekata
kekatamu
kekami
kekayu
karela

3.8 Substitution Drill (T gives a cue in English. S substitutes the cue word in the king phrase of the frame given.)

Model: T: Mas matas ya kesa king mestra.

(his friend)

S: Mas matas ya kesa king kaluguran na.
(1) his friend
(2) his parents
(3) me
(4) you
(5) Juan
(6) them
(7) us [dual]
(8) Maria and Ermie
(9) all of you
(10) that student
(11) us [excl]
(12) this boy
(13) all of us [incl]

3.9 Restatement Drill (Referring to objects or people in the surroundings, T makes a descriptive statement. S₁ restates it into a comparative statement naming an appropriate object, and S₂, a superlative statement naming an appropriate object. 'This X', 'that X' or 'that X over there' may also be used in place of different objects.)

Model: T: Ining libru makapal ya.

S₁: Ing libru a iyan mas makapal ya kesa ketang libru.

S₂: Itang libru makapal yang dili. (pekama-kapal ya.)
Model: T: Matas ku.

S₁: Aku mas matas ku basa keka.

S₂: I Juan matas yang dili kekayungan.

4 SITUATIONAL DIALOGUES

4.1 [Dialogue between John (J) and Senen (S)]

manga- are, having the quality of [verbal affix, descriptive, plural]

santing handsome

mangasanting are handsome

ngang whole

ma- is, having the quality of [verbal affix, descriptive, singular]

lagu pretty

malagu is pretty

lalu special

lalung lalu especially

na now

muku [= mu + ku] you-me [ning case, actor--ing case, referent]

biru kid, tease
bibiru

-an

bibiruan
barya
tas
matas
mu
dili
daka ~ raka

mas

matua
maragul
baba
mababa
peka-

pekamababa
kesa

kid [reduplication affix, repetitive]
[verbal affix, accusative case]

kid, tease
change
tall
is tall
only
alone
I-you [ning case actor--ing case referent]
more [comparative particle]
is old
is big
short
is short
[descriptive affix, superlative]
is the shortest
than [comparative particle]
J: Atin kang litrato ning pamilya mu?
S: Wa, Atin ku. Oini.
S: E muku bibiruan. Ala kung barya.
J: Ining kapatad mung babai malagu yang malagu!
S: O, salamat naman. Ya ing bunsu kareng babai.

Do you have a picture of your family?
Yes, I have. Here.
Oh, your parents and your brothers and sisters are all good looking. The whole family is good looking, especially you. Don't kid me. I don't have any change. This sister (of yours) is very pretty! Oh, thanks. She is the youngest of the girls.
J: Matas ya mu namang dili kareng babai, ne?
S: Wa. Ing pangane pandak ne man kekami ngan.
S: Wa. Aku ing letratista.

J: Dening adua kapatad mu-lang lalaki?
S: Wa. Ini i Ramon, iyan i Florante.
J: Ninung mas matua kareng aduang lalaki?
S: I Ramon matua ya.
J: Iya ing maragul?
J: Sus! Kayabang mu.

She is the tallest of the girls, too, isn't she?
Yes. The eldest is the shorty of us all.
But, she is pretty, too.
They are all pretty.
I don't see you in the picture.
Yes, I was the photographer.
Are these two your brothers?
Yes. This is Ramon, that is Florante.
Who is the older of the two boys?
Ramon is the older.
Is he the big one?
No, that's not he.
That's Florante. Ramon is the smallest of the boys. I'm the middle child and I'm bigger than Florante.
Gee! How proud you are!
Say, come and visit us so that you can meet my family.

Oh, I'd love to.

Maybe next week. But you know my sisters are already married.

Oh, too bad! But, (no matter) anyway, I'd like to meet your family.

**5 DRILL II**

5.1 Recitation Drill (S repeats recitation of situational dialogue until contents learned.)

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

(1) Nanu ya ing lalwen nang Juan?
(2) Ninu ya ing atiu king litrato?
(3) Balu mu nung pilan la reng kapatad nang babai?
(4) Ninung matas dili kareng babai?
(5) Ing pangane pekamababa ya kareng babai?
(6) I Senen atiu king litrato?
(7) O bakit?
(8) Pilan la reng kapatad a lalaki king pamilya nang
Senen?

(9) Nanu la reng lagiu ra?
(10) I Ramon ing pangane?
(11) Ninu ya ing pangane?
(12) Akilala nalang pamilya nang Senen i Juan?

5.3 Comprehension Drill (S₁ asks questions based on the situational dialogue and S₂ responds. The following questions in English are suggestions.)

(1) What does Senen have?
(2) Is it a picture of his parents only?
(3) Is Senen's family all good-looking?
(4) Who is the tallest of the girls?
(5) Is the eldest a girl?
(6) Is she tall also?
(7) Is Senen in the picture?
(8) How many of his brothers are in the picture?
(9) How many boys are there in Senen's family?
(10) What are their names?
(11) Who is the biggest of the boys?
(12) Who is the smallest?
(13) Who is the eldest of the boys?
(14) Who is the youngest?
(15) Is Senen older than Ramon?
(16) Who is older, Ramon or Florante?
(17) Does Juan want to meet Senen's family?
(18) When is Juan going to meet Senen's family?

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

5.5 Dialogue Drill ($S_1$ and $S_2$ carry on a dialogue about their families, including such information as the following.)

(1) how many in the family in all
(2) how many brothers and sisters
(3) who is the eldest, the youngest, etc., of the boys, the girls
(4) who is older, younger, bigger, smaller, etc. than whom
(5) where they live now
(6) etc.

6 STRUCTURAL CONTENT

6.1 Words marked by the affixes ma- (singular) 'is some quality, has the quality of' and manga- (plural) are adjectival. In addition to functioning as attributives of nouns (e.g. malagung babai 'pretty woman'), these adjectivals occur as predicates in
Descriptive Non-verbal Predicative Clauses as in the following.

(1) Malagu ya. She is pretty
(2) Mangalagu la. They are pretty.

In Descriptive Comparative Clauses these adjectives occur with the comparative particles mas... kesa 'more... than' followed by a king case phrase which denotes the thing or person to which comparison is made. The following example illustrates.

(3) Mas maragul ku kesa I'm bigger than Ramon. keng Ramon.

The king case phrase in the above clause may be replaced by the king case personal pronouns or the king case demonstrative pronouns as follows.

(4) Mas maragul ku kesa I'm bigger than you. keka.

(5) Mas maragul ya kesa That is bigger than keni ita. this.

Adjectives may also be marked as superlatives by the affix peka- 'the most'. These adjectives occur as predicates in Descriptive Superlative Clauses as in the following.
(6) I Ramon pekamababa ya. Ramon is the shortest.

An alternate superlative construction is that in which dili 'alone' occurs following an adjectival predicate.

(7) Mababa yang dili i Ramon. Ramon is the shortest.

Descriptive Clauses may be intensified or made more emphatic by the repetition of the adjectival.

(8) Malagu yang malagu. She is very pretty.

Repetition of the predicate for emphasis is a common occurrence in the language. In addition repetition may also connote that the action stated in the predicate is done over and over again.

(9) Munta yang munta He keeps going to the king sine. movies.

6.2 The king case demonstrative pronouns (cf. 1.6) occur as substitutes for the king case phrase in a Descriptive Comparative Clause.

(1) Mas maragul ya kesa Pedro is bigger than king mestro i Pedro. the teacher.

(2) Mas maragul ya kesa That is bigger than keni ita. this.
More commonly, these pronouns occur as demonstrative modifiers of nouns in the **king** case.

(3) Ing libru atiu **king**

The book is on the

**babo ning lamesa.**

(4) Ing libru atiu

The book is on that

**ketang lamesa.**

In these functions, **keni** is one of the demonstrative pronouns. A homophonous form **keni** was introduced as a locational adverb 'here' in Lesson 14. The latter **keni** belongs to the set **keni/keti 'here' and karin '(over) there'** (cf. Lesson 13). The following examples illustrate their occurrences.

(5) Kapilan ku pa dinatang When did you come here **keni king** Dolores? to Dolores?

(6) Mibait ku naman **karin.** I was born there, too.

A homophonous form of **keta** marks the time of an action which has already taken place (cf. Lesson 13). The non-past form is **king.** Examples follow.

(7) Dinatang ku **ketang**

I came in June.

**Junio.**

(8) Datang ya **king** Mayo. He's going to come in

**May.**
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>baba</td>
<td>short</td>
</tr>
<tr>
<td>baru</td>
<td>dress</td>
</tr>
<tr>
<td>barya</td>
<td>change (money)</td>
</tr>
<tr>
<td>batu</td>
<td>rock</td>
</tr>
<tr>
<td>bayu</td>
<td>new</td>
</tr>
<tr>
<td>berde</td>
<td>green</td>
</tr>
<tr>
<td>bibiru</td>
<td>kid [redup. affix, repetitive]</td>
</tr>
<tr>
<td>bibiruan</td>
<td>kid, tease [redup. + -an]</td>
</tr>
<tr>
<td>biru</td>
<td>kid, tease [word base]</td>
</tr>
<tr>
<td>biyabas</td>
<td>guava</td>
</tr>
<tr>
<td>bulak</td>
<td>cotton</td>
</tr>
<tr>
<td>buri</td>
<td>like, want</td>
</tr>
<tr>
<td>daka ~ raka</td>
<td>I-you [ning case actor-ing case goal]</td>
</tr>
<tr>
<td>dili</td>
<td>alone</td>
</tr>
<tr>
<td>eroplano</td>
<td>airplane</td>
</tr>
<tr>
<td>jip</td>
<td>jeep</td>
</tr>
<tr>
<td>kareni</td>
<td>these [king case demonstrative pron., plural]</td>
</tr>
<tr>
<td>kareta</td>
<td>those [king case demonstrative pron., plural]</td>
</tr>
<tr>
<td>kayabang</td>
<td>how proud</td>
</tr>
</tbody>
</table>
keni

drive pron., sing.

kesa
	hand [comparative part.]

keta

that [king case demonstrative pron., sing.]

kotse

car

kule

color

lagu

pretty

lalu

special

lalung lalu

especially

laun

old

lubid

rope

ma-
is, has the quality of

mababa

is short

mabasa

is wet

mabayat

is heavy

maberde

is green

mabilis

is fast

magaspung

is rough

maimpis

is thin

makaba

is long

makapal

is thick
makinis is smooth
makuyad is short
mal is expensive
malagu is pretty
malambot is soft
malangi is dry
malapit is near
malati is small
malinis is clean
malulut is ripe
manga- are, have the quality of
mangasanting are handsome
mangga mango
mapali is hot
maragul is big
marayu is far
marimla is cold
marinat is dirty
mas more [comparative part.]
maslam is sour
masubidu is dark
masyas is hard
matas  is tall
matua  is old
mayan  is light
mayna  is slow
mayumu  is sweet
medyas  socks
mu  only
muku [= mu + ku] you-me [ning case actor-
ing case goal]
mura  is cheap
na  now
nabengi  last night
napun sabengi  night before last
ngang  whole
pasyal  casual visit, to go for a
peka-  visit, to go sightseeing
pekamababa  is the most [descriptive
sakung abias  affix, superlative]
sampaluk  is the shortest
santing  sack of rice
sanu  tamarind
sayang  handsome, good
which one
too bad
sus!  gee!
tabla  lumber
tas    tall
tualya towel
yabang proud
Lesson 26

"I Pedro ampong Ermie mipisan la."

1 STRUCTURAL CONTENT

1.1 Statement, stative predicate clause

1.1.1 Di Pedro ampong Ermie Pedro and Ermie are
mipisan la. cousins.

1.1.2 Deni ngang anak a All these children are
reni mipisan pisan cousins.
la.

1.1.3 Mibabapa la ri Al Al and Alex are uncle
ampo i Tatang Alex. and nephew.

1.2 Stative affix

1.2.1 mi- belonging to a set
Deng ngang anak alos [stative affix]
mising idad lamu. All the children are
about the same age.

1.2.2 miC\textsubscript{1}V\textsubscript{1} belonging to a set
Balamu misising idad [stative affix, plural]
lamu. It seems they are all
the same age.

2 CONVERSATIONAL CONTEXT

2.1 Yes/No Question and Answer

2.1.1 Q: I Mr. Galura i Is Mr. Galura your
Is Mr. Galura your
tatang mu?

2.1.2 Q: I Pedro ing pisan mu?

2.1.3 Q: I Mrs. Ruiz ampo ika midara kayu?

2.1.4 Q: I Mr. Ocampo bapa neng Al?

2.1.5 Q: I Mr. Melendez ampong Jorje mingkung la?
A: Ali, ela mingkung.

father?
No, he is my uncle. He and Pedro are father and son.

Is Pedro your cousin?
No, Pedro and Ermie are cousins.

Are you and Mrs. Ruiz aunt and niece/nephew?
Yes, we are aunt and niece/nephew.

Is Mr. Ocampo Al's uncle?
No, he's his father. Mr. Ocampo and I are uncle and nephew.

Are Mr. Melendez and George grandfather and grandchild?
No, they're not grandfather and grandchild.
2.2 WH- Question and Answer

2.2.1 Q: Ninu karening anak ing mipisan? Who of these children are cousins?
A: Di María, Roberto Maria, Robert and Ermie ampong Ermie mipisanpisan langan.

2.2.2 Q: Ninung midara karening babai? Who of these women are aunt and niece?
A: Midara la i Ermie ampong Kristi. Ermie and Christy are aunt and niece.

2.2.3 Q: Ninung mibapa karening lalaki? Who are uncle and nephew among these men?
A: I Alex bapa neng al. Alex is Al's uncle.

3 DRILL I

3.1 Rote Memorization Drill (T gives the cue in English, then the Kapampangan equivalent. S repeats the Kap.)

Model: T: (mother and daughter)

Minda la.

S: Minda la.

(1) Minda la. (mother and daughter)
(2) Mitata la. (father and son)
(3) Midara la. (aunt and niece)
(4) Mibapa la.  (uncle and nephew)
(5) Mipisan la.  (two cousins)
(6) Mingkung la.  (grandfather and grandson)
(7) Miapu la.  (grandmother and granddaughter)
(8) Mikoya la.  (older brother and younger brother)
(9) Miatchi la.  (older sister and younger sister)
(10) Miwali la.  (two younger siblings)
(11) Mikapatad la.  (two siblings)
(12) Mikaluguran la.  (two friends)

Note: The equivalent in the opposite sex may also occur for the second kinship term in each of the phrases above. For example, where 'daughter' occurs, so may 'son'.

3.2 Restatement Drill (T makes a statement stating the relationship between two people. S restates it in the corresponding mi- form. Note the use of miC, V, form for plurality -- i.e. three or more people or two or more sets. For example, minkung inkung for a grandfather and many grandchildren, or two grandfathers and their grandchildren.)
Model:  
T: I Mrs. Ruiz ima neng Al.

S: Minda la ri Mrs. Ruiz ampong i Al.

(1) I Mrs. Ruiz ima neng Al.
(2) I Mr. Ocampo tata neng Ermie.
(3) I Mang Ermie dara ke.
(4) I Alex bapa neng Al.
(5) I Maria pisan me.
(6) I Apung Galura ingkung ye.
(7) I Apung Melendez apu miya.
(8) I Pedro koya neng Maria.
(9) I Laura atchi ke.
(10) I Al wali me.
(11) I Senen kapatad de.
(12) I Juan kaluguran taya.

3.3 Response Drill (T asks questions using statements in drill 3.2 and S responds using the mi- form (1) in the affirmative, then (2) in the negative, giving fictional but necessary additional information.)

Model:  
T: I Mrs. Ruiz ima neng Al?

S: Wa. Minda la ri Mrs. Ruiz ampong i Al.

Model:  
T: I Maria pisan me?


Mikapatad kami.
Rote Memorization Drill (T gives the cue in English, then the Kapampangan equivalent. S substitutes the cue in the following frames.)

(1) Mising _____ la reng anak. (lit. 'The children are of the same (build).')

(1) dagul build, large
(2) katas height, tallness
(3) baba shortness
(4) taba fat
(5) puyat skinny
(6) lagu pretty

(2) Mising _____ la reng baru tamu. (lit. 'Our dresses are of the same (newness).')

(1) bayu new
(2) laun old
(3) gawa design
(4) alaga price

SITUATIONAL DIALOGUES

4.1 [Dialogue between John (J), Senen (S) and Maria (M) about relatives]
J: Kamaganak ne i Pedro? Is Pedro your relative?
J: I Roberto ing pisan mu naman? Is Robert your cousin, too?
S: Ali. I Roberto ampong Ermie mipisan la. No, Robert and Ermie are cousins.
J: Anta ika, Maria? What about you, Maria?
M: Di Ermie, Roberto ampo yaku mipisan-pisan kamingan. Ermie, Robert and I are cousins.
J: [to Maria] I Mrs. Ruiz ing dara mu? Is Mrs. Ruiz your aunt?
M: Wa. Midadara kami. I Mrs. Ruiz ampong I Ermie minda la. Yes, we are aunt and niece. Mrs. Ruiz and Ermie are mother and daughter.
I ima ku, i ima My mother, Ermie's
nang Ermie, ampo i mother and Roberto's
tatang nang Roberto father are brother
mikakapatad la. and sisters.

4.2 [John (J) and Ermie (E) are looking at a photograph
of the Ruiz clan -- Grandmother Ruiz (Ermie's mother),
her sons and daughters, and her grandchildren.]

midaradara (a group of) aunts
mibapabapa (a group of) uncles
aduang pulot adua twenty-two
 [= adua + ng
 pulo + at adua]

abe companion
kayabe companion [companion nom.af.]
 maka- [verbal affix, stative]
makakayabe included
bala it seems, it's like,
balamu it just seems like
sing same
mising (state of being) same
misising (state of being) same
idad age
alos (all) about
mindainda a mother and her many
bayo

manuya

E: Deni midaradara
ampong mibapabapa
langan. Ampo reni
ngang anak a reni
mipisanpisan la
naman.

J: O, deni ngan!
Pilan la reng anak?

E: Aduang pulot adua
langan. Atin pang
e makakayabe.

J: Balamu misising
idad lamu.

E: Deng ngang anak
alos mising idad
lamu, maliban
karening atlu.

J: Deni mindainda
langan? [pointing
to Grandmother and

children, many mothers
and their children
brother-in-law
in-law

These are all aunts and
uncles. And all these
children are cousins,
too.

Oh, all these! How many
children are there?

There are twenty-two.

There are still [others]
not included.

They look like they're
all the same age.

The children are all about
the same age, except
these three.

Are these all mother
and children?
the men and women in the picture]


J: [pointing to the men] Deng ngang lalaki ela mikapatad?

E: Ali. Deng mung lima, ing metung bayo miya.

J: Deng aduang lalaki ela pa talasawa ne?

E: Ali la pa.

Yes, except these four. They are in-laws.

All the boys aren't brothers?

No, only five. One is our brother-in-law.

Two boys aren't married yet, right?

No, not yet.

5 DRILL II

5.1 Recitation Drill

5.2 Narrative Drill (Draw a diagram showing the kin relationships. Then state in narrative style the relationships of the characters involved in dialogue 4.1 using the mi- construction as much as possible.)
5.3 Narrative Drill (Draw a picture which would represent the photograph mentioned in dialogue 4.2. State in narrative form all the information given in the dialogue, including who the persons are, what their relationships are to each other, what their ages are (if mentioned), etc. Identify the persons you are discussing in the picture as you mention them.)

5.4 Comprehension Drill (The following are suggested questions that the students may ask. \( S_1 \) asks and \( S_2 \) responds. Refer to the diagram and picture above for the responses.)

Dialogue 4.1

(1) Who is Senen's cousin?
(2) Is he Maria's cousin also?
(3) Who is Maria's cousin?
(4) Are Senen and Maria cousins?
(5) Who is Ermie's mother?
(6) Are Ermie's mother and Senen's mother sisters?
(7) Is Ermie's mother the sister of Maria's father?
(8) Do the mothers of Ermie and Maria have a brother?
(9) Who is he?
Dialogue A.2

(1) What are John and Ermie looking at?

(2) Who are in the photograph?

(3) How many people are there in the photograph?

(4) Are they all children?

(5) How many are children?

(6) How many are adults?

(7) Are the adults all men?

(8) Are there some women too?

(9) How many women are there?

(10) Are all the men brothers?

(11) Are all the women sisters?

(12) Are the grandparents in the picture also?

(13) Are all the adults in the picture married?

(14) How many aren't yet married?

(15) Are there any women who aren't yet married?

6 STRUCTURAL AND CULTURAL NOTES

The affix mi-, as introduced in this lesson, is a stative affix which denotes a relationship existing between two persons. This relationship is defined in terms of a set, i.e. the persons included are thought of as belonging to a set of like kind (a like set) or of a particular lineal heritage (a
lineal set). Thus a like set may be a set of friends, of siblings, of cousins, of aunts, etc. and a lineal set may be made up of two generations of persons of the same lineage, such as a parent and child or grandparent and grandchild.

This affix is most frequently used with kinship terms. The semantic possibilities of the kinship term and/or the situational context determine whether a like or lineal set is denoted. For example, the term pisan 'cousin' has no semantic possibilities for implying lineal relationship, only a like-set relationship. Hence, mipisan refers to a set of cousins. Whereas, dara 'aunt' has semantic possibilities for both like and lineal relationships; hence, midara may refer to a set of aunts or to one comprised of an aunt and her niece/nephew. When designating a lineal set, the kinship term for the older member in the set is used as the word base. The term denotes the relationship referred to and also implies the younger member in the relationship. The situational context determines the sex of the implied younger member, i.e. whether it is a son or daughter, or niece or nephew, etc.
Plurality of the sets discussed above is indicated as follows. For non-kinship sets, the initial consonant and vowel of the word base are reduplicated; hence, the affix miCV as in mikakaluguran 'a group of three or more friends'. For kinship sets, the kinship term is repeated preceded by the affix mi- as in midaradara. This latter form has three interpretations: (1) a group of three or more aunts, (2) an aunt and her many nieces/nephews, and (3) two or more sets of aunts and their nieces/nephews. Thus, in a like set plurality refers to a group made up of three or more persons of like kind or kin, and in a lineal set plurality refers to two or more sets or a lineal pair, or one set of a lineal pair with plural number of younger members.

The reduplicated C1V1 preceded by mi- also occurs with a kinship term. However, except when the word base is kapatad 'sibling', it is an alternant form of mi- plus the kinship term and denotes a singular lineal set rather than a plural one. For example, midara kami and midadara kami both mean 'we are aunt and niece/nephew'.
Mi- words with bases other than kinship terms are not as common. This might be due to the fact that implicit in the affix is the notion 'with each other'. Hence, when referring to two students who are friends, mikaluguran la 'they are friends (with each other)' is possible but not miestudyante la 'they are students'. It is, therefore, advisable to check with a native speaker whether a particular mi- word of this type does occur in the language.

Note that when mi- is prefixed to a word base beginning with an i, the resulting -ii- contracts to -i-, as in minda (which comes from mi- plus inda).

Note also that a plural pronoun always occurs as subject of a mi- word predicate.

The following examples illustrate the occurrence of the affix mi- in the singular and plural for non-kinship like sets and kinship like and lineal sets.

Non-kinship like sets:
(1) Mikaluguran la i Al ampoy Kristi.
   'Al and Kristi are friends.'
(2) Mikakaluguran la i Al, i Kristi ampoy Ermie.
   'Al, Kristi and Ermie are friends.'
Kinship like sets:

(3) I A1 ampoy aku miwali kami.
   'Al and I are younger siblings.'

(4) Midaradara langan.
   'They are all aunts.'

Kinship lineal sets:

(5) Mitata la.
   'They are father and son/daughter.'

(6) Midadara la.
   'They are aunt and niece/nephew.'

(7) Mindainda la.
   'They are mother and children.'

VOCABULARY

abe          companion
alaga        price
alos         (all) about
bala         it seems, it's like
balamu       it just seems like
bayo         brother-in-law
gawa         design
idad         age
katas         height, tallness
kayabe
makakayabe included
manuya in-law
mi- belonging to a set
[stative affix]
miapu grandmother and grand-
miatchi older sister and
mibabapa younger sister/brother
uncle and nephew/niece
(midada two people who are
midadara to each other)
an aunt and niece/
midara nephew
nakaluguran aunt and niece/nephew
mikapatad two friends
two siblings (brother
and/or sister)
mikoya older brother and
younger brother/sister
minda a mother and daughter/
son
a mother and her many children; many mothers and their children
grandfather and grandchild
cousins (two people who are related as cousins)
(three or more people who are related as cousins) cousins, a group of cousins
(state of being) same
(state of being) same
father and son/daughter
two younger siblings
skinny
same
fat
Lesson 27
"Munta ku king eskuela"

1 STRUCTURAL CONTENT

1.1 Verbal Predicate Clause, Actor Focus, Intransitive Verb Predicate

(1) Munta ku king eskuela.
I'm going to school.

(2) Muli na ku.
I'm going home now.

(3) Mako na ku.
I'm leaving now.

(4) Lumakad na ku.
I'm going now (I'm walking [away] now).

1.2 Greeting Expression

Nukarin ka munta?
Hi! (Where are you going?)

2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer

2.1.1 Q: Nukarin ka munta?
A: Munta ku king eskuela.
Where are you going? I'm going to school.

2.1.2 Q: Nukarin ya munta?
A: Munta ya king baling kaluguran ku.
Where is he going? He's going to my friend's house.
2.1.3 Q: Nukarin kayu
munta?
A: Eskuela na mu.

Where are you going?
Just to school.

2.1.4 Q: Nukarin kata
munta?
A: Keta mu.

Where are we going?
Just there.

2.1.5 Q: Nukarin la
munta?
A: Muli na la.

Where are they going?
They're going home now.

2.2 Yes/No Question and Answer

2.2.1 Q: Munta ka king
eskuela?

Are you going to
school?
Yes. I'm going there.

2.2.2 Q: Munta ya king
tindahan?
A: Ali. Eya munta
king tindahan.
Muli ya.

Is he going to the
store?
No. He's not going to
the store. He's going
home.

3 DRILL I

3.1 Rote Memorization Drill (Show pictures of a school,
church, movie theater, store, a friend's house,
"Pedro's house", and "one's home" and drill on
identification of these.)

Model: T: (picture of a school) Ing eskuela.

S: Ing eskuela.

(1) (picture of a school) Ing eskuela.

(2) (picture of a church) Ing pisamban.

(3) (picture of a movie theater)

(4) (picture of a store) Ing tindahan.

(5) (picture of a friend's house)

(6) (picture of own home) Ing bale ku.

(7) (picture of Pedro's house) Ing bale nang Pedro.

3.2 Rote Memorization Drill (Using pictures for cues, drill on the following sentences until memorized.)

Model: T: (picture of a school) Munta ku king eskuela.

S: Munta ku king eskuela.

(1) Munta ku king eskuela.

I'm going to school.

(2) Munta ku king pisamban.

I'm going to church.
I'm going to the movies.
I'm going to the store.
I'm going to my friend's house.
I'm going to my friend Pedro's house.
I'm going to Pedro's.

3.3 Response Drill (T asks the question and S responds according to picture cue.)

Model: T: Nukarin ka munta? (picture of a school)
S: Munta ku king eskuela.

3.4 Chain Response Drill ($S_1$ asks the question and $S_2$ responds according to the picture cue.)

Model: $S_1$: Nukarin ka munta? (picture of a church)
$S_2$: Munta ku king pisamban.
$S_2$: Nukarin ka munta? (picture of a store)
$S_3$: Munta ku king tindahan.

3.5 Response Drill (T shows picture cue and asks the question Nukarin (ka) munta? and S responds according to the cue. Review all ing pronouns, both singular and plural.)
Model₁: T: Nukarin ku munta? (picture of a movie theater)

S₁: Munta ka king sine.

Model₂: T: Nukarin ya munta? (picture of a store)

S₁: Munta ya king tindahan.

3.6 Substitution Drill (T gives place word cue in English and S substitutes cue in the frame 'Munta ku _____.')

Model: T: school

S: Munta ku king eskuela.

(1) pisamban church
(2) Pedro Pedro's
(3) bale nang Pedro Pedro's house
(4) sine movie
(5) bale ning kaluguran ku my friend's house
(6) tindahan store
(7) bale ku my house

4 SITUATIONAL DIALOGUES

4.1 [Dialogue between John (J) and a neighbor (N) whom he meets on the street]
4.2 [Dialogue between John (J) and a neighbor (N) whom he meets on the street]

Where are you going? (is) going there
Just there. Okay
Oh, is that so. Okay. I'm going now (I'm walking [away] now).
Where are you going? Just to school.
Oh, is that so,

munta (is) going
keta there
sige okay
lakad walk
-um- [verb affix marking actor focus, present]
lumakad walk [away] now
na

N: Nukarin ka munta?
J: Keta mu.
N: O makanian. O sige.
J: Lumakad na ku.

N: Nukarin ka munta?
J: Eskuela na mu.
N: O makanian.

ne? isn't it? [tag question]
lagwa fast, hurry
mamalagwa be in a hurry
mako leave

N: Nukarin ka munta?
J: Eskuela na mu.
N: O makanian.
J: Sige, ne? Mamalagwa ku.

N: O sige.

J: Mako na ku.

J: It's okay? I'm in a hurry.

N: Okay.

J: I'm leaving now.

4.3 [Dialogue between John (J) and Senen (S)]

uli

m-

muli

J: Nukarin ka munta?

S: Muli na ku.


S: O sige.

J: O sige.

J: Where are you going?

S: I'm going home now.

J: Oh, is that so? I'm going home, too.

S: Okay.

J: Okay.

5 DRILL II

5.1 Recitation and Memorization Drill (Each of the dialogues are to be memorized.)

5.2 Give the appropriate statement or question for the following situations.
What would you say:

(1) when you meet your friend on the street?

(2) in response to the same thing said to you, if you want to be vague?

(3) in response to the same thing said to you, if you are going to Pedro's house?

(4) if you're in a hurry?

(5) when you take leave of your friend with whom you've been exchanging greetings?

(6) when you take leave using another expression?

Dialogue Drill ($S_1$ and $S_2$ conduct dialogue modeled after the dialogues in section 4.)

Structural and Cultural Notes

The question *Nukarin ka munta? 'Where are you going?*' is commonly used as a greeting equivalent to the English 'Hi!' or 'hello'. To persons unfamiliar with the culture and customs of the Filipinos such a greeting may appear intrusive and inquisitive. However, it is not meant as a question seeking information but merely a way of expressing a friendly greeting. The response to such a greeting may be explicit as to where the person is going which may invite further questions.
But generally the answer is vague, like Keta mu 'Just there', which is considered a polite and appropriate response and serves to end the dialogue there.

The Situational Dialogues illustrate the sequence of utterances generally occurring in that particular situation. Note that expressions for taking leave—Lumakad na ku. 'I'm walking away now.' or Mako na ku. 'I'm leaving now.'--are also different from that generally said in an American cultural context.

6.2 Predicative Clauses are clauses consisting of a Predicate followed by a Topic pronoun plus none or more Complement and/or Adverbial phrases. Topic refers to the thing or person about which the comment or statement is made and is designated in the pronominal form, i.e. by a pronoun. It may or may not be the actor of the action. The predicate contains the comment made about the Topic and consists of an action (verbal) or description (non-verbal). Complement phrases are phrases which expand the predicate adding information such as naming the actor, object, referent, benefactor,
instrument and terminus location of the stated action. Adverbial phrases are those that give the general place (setting of the utterance) and time of the action. The Predicate and Topic obligatorily occur in a Predicative Clause, whereas Complement and Adverbial phrases occur only as needed for clarifying the particular conversational situation.

Verbal Predicative Clauses are clauses that contain a Verb as predicate. The verb may be Intransitive, as introduced in this lesson, or Transitive, as introduced in the next lesson. As in English, Intransitive refers to those verbs which do not take a direct object, such as muli 'go home', mako 'leave' or lumakad 'walk away'. Transitive, on the other hand, includes those verbs which take direct objects.

The following are examples of Verbal Predicative Clauses with Intransitive Verb Predicates. The first contains a Predicate and Subject, both of which are obligatory. The second includes, in addition, an Adverbial phrase which gives the additional information of the place towards which
the action is going to occur.

(1) Muli na ku.
go home now I
[Pred] [Subj]
'I'm going home now.'

(2) Munta ku king eskuela.
go I to school
[Pred] [Subj] [AdvPhr]
'I'm going to school.'

Note that king eskuela 'to school' is an Adverbial phrase rather than a terminus location.

7 VOCABULARY

keta there
lagwa fast, hurry
lakad walk
lumakad walk [away]
m- (to put into action)
  [verbal affix, actor focus, future]
mako leave
mamalagwa be in a hurry
muli go home
munta (is) going
pisamban church
go [word base]
okay
movie theater, movie store
go home [word base]
[verbal affix marking actor focus, present]
1 STRUCTURAL CONTENT

1.1 Verbal Predicate Clause, Actor Focus, Transitive Verb Predicate

(1) Sumulat kung sulat. I'm going to write a letter.

(2) Sumulat ku. I'm going to write.

1.2 Question

Nanu ing gawan mu? What are you going to do?

1.3 Verbal Affix, Actor Focus, Future

(1) mag-

(2) man-

(3) maN-

(4) ma-

(5) M-

(6) -um-

(7) φ

1.4 Case Particle, Object

-ng

2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer--nanu question
2.1.1 Q: Nanu ing gawan na?
A: Matudtud ya.

2.1.2 Q: Nanu ing gawan mu?
A: Mamasa ku.

2.1.3 Q: Nanu ing gawan da?
A: Mamasa lang libru.

2.2 WH- Question and Answer--nukarin question
2.2.1 Q: Nukarin ya matudtud?
A: Matudtud ya king kuarto na.

2.2.2 Q: Nukarin ka sumulat?
A: Sumulat ku king eskuela.

2.2.3 Q: Nukarin la sumulat kanta?
A: Sumulat lang kanta kang Pedro.

2.3 Yes/No Question and Answer
2.3.1 Q: Sumulat ya?

What is he going to do?
He's going to sleep.

What are you going to do?
I'm going to read.

What are they going to do?
They're going to read a book.

Where is he going to sleep?
He's going to sleep in his room.

Where are you going to do the writing (to write)?
I'm going to write at school.

Where are they going to write the song?
They're going to write the song at Pedro's.

Is he going to write?
Yes, he's going to write.
Is Juan going to write the letter?
No, Pedro is going to write the letter.
Are they going to study English?
No, they're not going to study English.
They're going to study Kapampangan.

3 DRILL I
3.1 Rote Memorization Drill (T acts out or shows picture of action then gives the corresponding statement. S repeats.)

Model: T: (shows picture of someone reading)
Mamasa ku.
S: Mamasa ku.

(1) Mamasa ku. I'm going to read
(2) Sumulat ku. I'm going to write
[ a letter ].
(3) Magaral ku. I'm going to study.
(4) Turu ku. I'm going to teach.
3. Response Drill (A: T asks the question Nanu ing gawan (mu)? then gives the answer cue in English. S responds accordingly. Review sentences given in drill 3.1. Vary the subject pronouns to include all the ing (actor) pronouns, both singular and plural. B: Repeat the same drill between S1 and S2. See 6.3 of this lesson for the list of pronouns and where mu 'you' occurs in the frame Nanu ing gawan (mu)?)

Model1. T: Nanu ing gawan mu? (read)
   S: Mamasa ku.

Model2. S1: Nanu ing gawan na? (write)
   S2: Sumulat ya.
   S2: Nanu ing gawan yu? (study)
   S3: Magaral kami.

3. Comprehension Drill (T gives a two sentence narration, then asks two questions--nukarin and nanu.)
3.4 Narration-Comprehension Drill (S₁ gives a two sentence narration as in drill 3.3. S₂ asks the nukarin question to which S₃ responds; then S₄ asks the nanu question to which S₅ responds. Each student is to give a two sentence narration; thus, S₂ begins the second round of statement, questions and answers.)

Model:  
S₁: Munta ku kang Pedro. Sumulat ku karin.  
S₂: Q: Nukarin ya munta?  
S₃: Munta ya kang Pedro.  
S₄: Q: Nanu ing gawan na karin?
j.5 Rote Memorization Drill (T shows pictures of items listed below, then gives the Kapampangan equivalent. S repeats.)

        S: Ing libru.

(1) (picture of a book) ing libru
(2) (picture of a news—paper) ing dyaryo
(3) (picture of a magazine) ing magasin
(4) (picture of a letter) ing sulat
(5) (picture of a song sheet) ing kanta
(6) (picture of a break—fast) ing almusal
(7) (picture of a lunch) ing pagtuwan
(8) (picture of a dinner) ing apunan
(9) (picture of a table) ing lamesa
(10) (picture of a room) ing kuarto
(11) (picture of a house) ing bale
(12) (picture of clothes) ing imalan
Rote Memorization Drill (T shows pictures of items listed above in drill 3.5 and expands the sentences given in drill 3.1. S repeats.)

'I'm going to read a book.'

S: Mamasa kung libru.

T: (picture of a letter) Sumulat kung sulat.
'I'm going to write a letter.'

S: Sumulat kung sulat.

(2) (newspaper) Mamasa kung dyaryo.
(3) (magazine) Mamasa kung magasin.
(4) (letter) Sumulat kung sulat.
(5) (song sheet) Sumulat kung kanta.
(6) (breakfast) Mangan kung almusal.
(7) (lunch) Mangan kung pagtuwan.
(8) (dinner) Mangan kung apunan.
(9) (table) Maglinis kung lamesa.
(10) (room) Maglinis kung kuarto.
(11) (house) Maglinis kung bale.
(12) (clothes) Mamipi kung imalan.
(13) (clothes) Mamlancha kung imalan.
3.7 Expansion Drill (S₁ shows a picture and identifies it. S₂ responds by making a sentence using the cue.)

Model: S₁: (shows a picture of a book) Ing libru.
     S₂: Mamasa kung libru.
     S₂: (shows a picture of a letter) Ing sulat.
     S₃: Sumulat kung sulat.

3.8 Response Drill (T asks the question and shows picture as answer cue. S responds accordingly. Review all ing (actor) pronouns.)

Model: T: Nanu ing gawan mu? (picture of a book)
     S₁: Mamasa kung libru.
     T: Nanu ing gawan na? (picture of a newspaper)
     S₂: Mamasa yang dyaryo.
     T: Nanu ing gawan ku? (picture of a breakfast)
     S₃: Mangan kang almusal.

3.9 Review Drill—Identification of Places (T shows pictures of places such as school, home, store, etc. (cf. Les. 27, drill 3.1) and students identify them.)

Model: T: (picture of a school)
     S: ing eskuela
3.10 Expansion Drill (T makes an utterance giving action (cf. drill 3.1). S expands utterance to include place of action according to picture cue.)
Model: T: Mamasa ku. (picture of a school)
S: Mamasa ku king eskuela.

3.11 Response Drill (T asks the question 'Nukarin ka ...?', showing picture as response cue.
S responds accordingly.)
Model: T : Nukarin ka mamlancha? (picture of a room)
S₁: Mamlancha ku king kuarto.

3.12 Comprehension Drill (S₁ gives an utterance stating action and place of action. T asks the question 'Nukarin ya...?'. S₂ responds accordingly. Vary the subject pronouns with each utterance.)
Model: S₁: Mangan ku king bale.
T : Nukarin ya mangan?
S₂: Mangan ya king bale.

3.13 Expansion Drill (T gives an utterance (cf. drill 3.6), and shows picture as cue for place of action. S expands utterance according to picture cue.)
Model: T : Mamasa kung dyaryo. (picture of a store)
S₁: Mamasa kung dyaryo king tindahan.
Comprehension Drill ($S_1$ makes an utterance giving action, object of action and place of action. $T$ asks the question 'Nukarin ya...?'. $S_2$ responds accordingly.)

Model: $S_1$: Sumulat kaming kanto king bale nang Pedro.
$T$: Nukarin la sumulat kanto?
$S_2$: Sumulat la king bale nang Pedro.

4 SITUATIONAL DIALOGUES

4.1 [Dialogue between John (J) and a neighbor (N).]

N: Nukarin ka munta?
J: Munta ku kang Pedro.
N: Nanu ing gawan mu karin?
J: Sumulat ku.

Where are you going?
I'm going to Pedro's.
What are you going to do there?
I'm going to write [a letter].

4.2 [Dialogue between John (J) and a neighbor (N).]

aral

study, sermon
mag-

magaral
turo

N: Nukarin ka munta?
J: Munta ku kang Pedro.
N: Nanu ing gawan mu karin?
J: Magaral kung Kapampangan.
N: Turo ya i Pedro?


4.3 [Dialogue between John (J) and Senen (S)]

kan
man-
mangan
-ng
pagtuwan
at saka

[verbal affix, actor focus, future] going to, will study teach, going to teach Where are you going? I'm going to Pedro's. What are you going to do there?

I'm going to study Kapampangan.

Is Pedro going to teach?

No. His brother is going to teach.

eat [word base]

(to put into action)

[verbal affix, actor focus, future]
to eat

[lunch]

and then
tudtud
ma-

saguli

J: Nukarin ka munta?
S: Muli na ku.
J: Nanu ing gawan mu king bale?
S: Mangan kung pagtuwan, at saka ku matudtud saguli. Sige, ne?
Lumakad na ku.

J: 0 sige.

sleep [word base]
(to put into action)
[verbal affix, actor focus, future]
a little while
Where are you going?
I'm going home now.
What are you going to do at home?
I'm going to eat lunch, and then sleep for a little while. Okay?
I'm going (walking) now.
Okay.

5 DRILL II
5.1 Recitation Drill
5.2 Dialogue Drill (S₁ and S₂ conduct a dialogue modeled after those in section 4. Include expressions learned in Lesson 27 also. Vary the place going to, and the activity or activities to be done there for each new dialogue.
6 STRUCTURAL AND CULTURAL NOTES

6.1 In Philippine languages the comment carried by the Predicate is always made with reference to either the actor of the action, the direct object of the action, the recipient of the action, or the terminus location of the action. That is, any one of these entities may be placed in Focus, or be the Topic about which the comment is made. Hence, if the actor of the action is in focus, the clause is said to be in the Actor Focus. So it follows that if the direct object of the action is the Topic, it is in the Object Focus; if the recipient of the action, the Referent Focus; if the beneficiary of the action, the Benefactive Focus; if the instrument of the action, the Instrumental Focus; and if the terminus location of the action, the Locative Focus.

The verb, whether Transitive or Intransitive, contains the marker or affix which indicates which of the entities designated by the Complement phrase is in focus for that particular utterance. The entity so indicated is the Topic and is also marked as such.
In this lesson we introduce the **Actor Focus Verbal Predicative Clause**. The verbal affixes which mark the actor as the topic of the utterance are as follows: mag-, maN-, ma-, m- -um-, and Ø. The following chart shows the formation of actor focus verbs.

Affix + Word base = Verb

<table>
<thead>
<tr>
<th>Affix</th>
<th>Word base</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>mag-</td>
<td>aral</td>
<td>magaral 'to study'</td>
</tr>
<tr>
<td>maN-</td>
<td>kan</td>
<td>mangan 'to eat'</td>
</tr>
<tr>
<td></td>
<td>basa</td>
<td>mamasa 'to read'</td>
</tr>
<tr>
<td></td>
<td>dilu</td>
<td>mandilu 'to take a bath'</td>
</tr>
<tr>
<td>ma-</td>
<td>tudtud</td>
<td>matudtud 'to sleep'</td>
</tr>
<tr>
<td>m-</td>
<td>uli</td>
<td>multi 'to go home'</td>
</tr>
<tr>
<td>Ø</td>
<td>turu</td>
<td>turu 'to teach'</td>
</tr>
</tbody>
</table>

Note that with the affix maN- the N becomes /n/ before /d/, and that before /k/ and /b/ it becomes first /ng/ and /m/ respectively, and then the /k/ and /b/ are dropped.

We cannot yet predict which affix occurs with which word base. Hence, the beginner in the language must rely on rote learning.
The actor of the action, the topic of the utterance, is so indicated by the ing pronouns. These pronouns were introduced in Lesson 8 (singular) and Lesson 11 (plural). They may occur in Verbal as well as Non-verbal Predicative Clauses, but always after the Predicate. The following examples illustrate.

**Verbal Predicative Clauses:**

1. Sumulat ku. 'I'm going to write.'
2. Mamasa kung libru. 'I'm going to read a book.'

**Non-Verbal Predicative Clauses:**

1. Amerikano ya. 'He's an American.'
2. Estudyante kami. 'We are students.'

6.2 The Object Complement Phrase occurs in the predicate that contains a transitive verb as explained in the preceding lesson. The object complement is introduced by the objective case particle which is the bound form -ng attached to the topic pronoun. The Transitive Verb Predicate Clause with an optional Object Complement Phrase is illustrated in the following sentences.
(1) Sumulat ku -ng sulat.
write I P letter
[Pred] [Subj] [ObjCompPhr]
'I'm going to write a letter.'

(2) Sumulat ku.
write I
[Pred] [Subj]
'I'm going to write.'

The following are the pronouns which occur in the question Nanu ing gawan (mu)? 'What are you going to do?'

Nanu ing gawan ku? What am I going to do?

mu you
na he
ta we[dual]
ta(mu) we[incl]
mi we[excl]
yu you[pl]
da they

VOCABULARY
almusal
breakfast
-an
[verbal affix, goal
focus, future]
apunan
dinner
aral
at saka
basa
dilu
gawa
gawan
imalan
Inglis
kan
Kapampangan
kanta
kuarto
linis
m-
ma-
(to put into action)  
[verbal affix, actor focus, future]  
to study  
magazine  
to clean  
to read  
to wash (clothes)  
to iron (clothes)  
(to put into action)  
[verbal affix, actor focus, future]  
to take a bath  
to eat  
to go to sleep  
[case particle, goal]  
lunch  
wash (clothes)  
[word base]
plancha

saguli

sulat

sumulat

tudtud

turu

turu [Ø affix]

-um-

Ø

iron (clothes) [word base]

a little while

letter

going to write, will write

sleep [word base]

teach [word base]
to teach

(to put into action)

[verbal affix, actor focus, future]

(to put into action)

[verbal affix, actor focus, future]
Lesson 29

"Sumulat ku ngeni."

1 STRUCTURAL CONTENT

1.1 Transitive verb predicate clause (continued)

1.1.1 Sumulat ku ngeni.  I'm going to write now.
1.1.2 Mamasa kung dyaryo ngeni.  I'm going to read a newspaper now.
1.1.3 Magaral kung Kapampangan king eskuela bukas.  I'm going to study Kapampangan at school tomorrow.

1.2 WH- Question

1.2.1 Kapilan ka sumulat?  When are you going to write?
1.2.2 Kapilan ka sumulat kanta?  When are you going to write the song?
1.2.3 Nanu ing gawan mu ngeni?  What are you going to do now?

1.3 Time Words, non-past

(1) ngeni  now
(2) ngening aldo  today
(3) potang gatpanapon  this afternoon
(4) potang bengi  tonight
(5) bukas  tomorrow
(6) pota  later
2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer

2.1.1 Q: Kapilan ka mangan? When are you going to eat?
A: Mangan ku ngeni. I'm going to eat now.

2.1.2 Q: Kapilan ka maglinis When are you going to
kuarto? clean the room?
A: Maglinis kung I'm going to clean the
kuarto pota. room later.

2.1.3 Q: Nanu ing gawan mu What are you going to
ngenri? do now?
A: Sumulat kung sulat. I'm going to write a letter.

2.2 Yes/No Question and Answer

2.2.1 Q: Mamasa kang dyaryo Are you going to read the
ngenri? newspaper now?
A: Wa. Mamasa ku. Yes, I'm going to read
ngenri.
A: Ali ku. Mamasa ku No, I'm not. I'm going to
ngenri. pota.

2.2.2 Q: Magaral kang Are you going to study
Kapampangan king Kapampangan at school
eskuela bukas? tomorrow?
A: Wa. Magaral ku Yes, I'm going to study
karin bukas. there tomorrow.
A: Ali ku. Magaral No, I'm not. I'm just na ku mu king bale. going to study at home.

1 DRILL I

1.1 Rote Memorization Drill (T gives English cue, then Kapampangan equivalent. S repeats the Kapampangan.)

Model: T: (now) ngeni

S: ngeni

a) (now) ngeni
b) (today) ngening aldo
c) (this afternoon) potang gatpanapón
d) (tonight) potang bengi
e) (tomorrow) bukas

1.2 Response Drill (T asks the question, then gives the response cue in Kapampangan. S responds accordingly.)

Model: T : Kapilan ka sumulat? (ngeni)

S₁: Sumulat ku ngeni.

1.3 Chain Response Drill (S₁ asks the question. S₂ responds without repeating responses already given.)

Model: S₁: Kapilan ka mamasa?

S₂: Mamasa ku potang gatpanapón.

1.4 Comprehension Drill (T gives an utterance stating action, object of action, and time, then asks the
3.5 Chain Utterance-Comprehension Drill (Using format of Comprehension Drill 3.4, \( S_1 \) makes utterance, then asks the question and \( S_2 \) responds.)

Model: \( S_1: \) "Mamipi kung imalan potang gatpanapon.'

Q: Kapilan ku mamipi?

\( S_2: \) Mamipi ka potang gatpanapon.

3.6 Yes/No Response Drill (T asks a question stating action, object of action and time of action. S responds affirmatively the first round then negatively the second round.)

Model_1: T : Mamasa kang libru ngeni?

S : Wa. Mamasa ku ngeni.

Model_2: T : Mamasa kang libru ngeni?


3.7 Yes/No Response Drill (\( S_1 \) asks the question, T gives the response cue of yes or no, and \( S_2 \) responds accordingly. Use above model.)

3.8 Yes/No Response Drill (T asks a question stating action, object of action, and place of action.)
S responds affirmatively the first round, then negatively the second round.

Model₁: T : Mangan kang pagtuwan king eskuela?

Model₂: T : Mangan kang pagtuwan king eskuela?

3.9 Expansion Drill (S₁ makes an utterance giving action. T gives cues in English for (1) object of action, (2) place of action, and (3) time of action. After each one S₁ then S₂, etc. responds.)

Model: S₁: Mamasa ku.
   T : (libru)
   S₂: Mamasa kung libru.
   T : (eskuela)
   S₃: Mamasa kung libru king eskuela.
   T : (ngeni)
   S₄: Mamasa kung libru king eskuela ngeni.

3.10 Movable Slot Substitution Drill (T makes an utterance giving action, object of action, place of action, and time of action which students repeat. Then T gives substitution items which the students substitute in the appropriate places of the preceding sentences.)

Model: T : Mamasa kung libru king eskuela ngeni.
S : Mamasa kung libru king eskuela ngeni.
T : (bukas)
S₁ : ________________ bukas.
T : (sulat)
S₂ : ______ sulat ________.
T : (sumulat)
S₃ : Sumulat ____________.
T : (ya)
S₄ : ______ ya __________.
T : (kanta)
S₅ : ______ kanta ________.
T : (turo)
S₆ : Turo ________________.
T : (pisamban)
S₇ : ________ pisamban ___.
T : (ngening aldo)
S₈ : ________ ngening aldo.
T : (Inglis)
S₉ : ______ Inglis ________.
T : (ka)
S₁₀ : ______ ka ____________.
T : (magaral)
S₁₁ : Magaral ______________.
T : (bale)
S_{12}: __________ bale _____.

T: (potang bengi)

S_{13}: __________ potang bengi.

T: (Kapampangan)

S_{14}: ____ Kapampangan ________.

3.11 Utterance-Comprehension Drill (S_1 gives utterance stating action, object of action, place of action and time of action. T asks 'nanu...?', 'kapilan ...?', 'nukarin...?' questions to which S_2, S_3, etc. respond.)

Model: S_1: Magaral kung Kapampangan king bale bukas.

T: Nanu ing gawan na?

S_2: Magaral yang Kapampangan.

T: Nukarin ya magaral?

S_4: Magaral ya king bale.

T: Kapilan ya magaral?

S_5: Magaral ya bukas.

4 SITUATIONAL DIALOGUES

[Dialogue between John (J) and Maria (M).]

potang gatpanapon this afternoon
mu just
ga- [verb affix, C_1 V_1-, continuing]
gagawan
potang bengi
ala
bisa
ramdam
maki-

makiramdam
plaka
pota

M: Nukarin ka munta?
J: Muli ku.

M: Nanu ing gawan mu king bale?
J: Mamipi kung imalan ku.

M: Magaral kang Kapampangan naman ngening aldo?
J: Wa.

M: Kapilan ka magaral?

J: Potang gatpanapon.

M: Nukarin ka magaral?

thing one is doing
tonight
nothing
want
listen [word base]
[verbal affix, associative]
listen to
records
later
Where are you going?
I'm going home.
What are you going to do at home?
I'm going to wash my clothes.
Are you going to study Kapampangan, too, today?
Yes.
When are you going to study?
This afternoon.
Where are you going to study?
J: King bale na mu.
M: Nanu ing gagawan mu potang bengi?
J: Ala.
M: Bisa kang munta king bale mi at makiramdam kareng plaka?
J: 0, kasanting!
M: 0 sige. Mikit kata pota.
J: 0 sige. Asa(h)an mu ku.

(Just) at home.
What are you doing tonight?
Nothing.
Do you want to come over to our house and listen to records?
Gee! That's great!
(Oh, how nice!)
Okay, we'll see each other later.
Okay, you can expect me.

5 DRILL II
5.1 Recitation Drill
5.2 Composition Drill (Rewrite the dialogue in section 4 into narrative form. Add new vocabulary where necessary for coherent and logical progression of the narrative. Use the English-Kapampangan glossary for new words. If the word you are looking for is not included, ask the teacher. Write the story in the future tense.)
5.3 Oral Presentation Exercise (After all corrections have been made on the narrative above, present it orally to the class. DO NOT READ the composition. The teacher will note the errors made in each of the presentations—both pronunciation and grammatical—and follow through with drills to correct the errors.)

5.4 Comprehension Drill (The following are suggested questions. $S_1$ asks and $S_2$ responds.)

(1) Where is John going?

(2) What is he going to do there?

(3) Is that all that he's going to do?

(4) Is he going to study today?

(5) What is he going to study?

(6) When is he going to study?

(7) Is he going to study at school?

(8) Is he going to stay at home tonight?

(9) Where is he going?

(10) To whose house is he going?

(11) What are they going to do there?

(12) Will they be studying also?
In addition to affixes marking focus (cf. Lesson 28), the verb contains affixes marking Tense. There are three tenses: the Future, the Continuing, and the Completed. Future tense refers to action which will be done sometime in the future, Continuing to action still going on or action done repeatedly or frequently, and the Completed to action which has been done.

The Future tense of the Actor Focus verb is introduced in this lesson. The affixes which indicate the Actor Focus also indicate Future tense. Thus, each of the words listed in 6.2 of Lesson 28 could be translated with the future. Note the ways the future is translated in the conversational and drill materials of this lesson.

Time words which occur with Future tense verbs are also introduced in this lesson. These words are classed as Adverbial phrases (cf. Les. 27, 6.2) even though they occur alone, not introduced by a phrase marker as the location word is (cf. king eskuela 'to school', Les. 27, 6.2). Time words generally occur at the end of the sentence and
relate to the whole sentence rather than to any one word or phrase in it. They are classified as "phrases" because often a phrase may have this grammatical function. The following sentences illustrate.

(1) Sumulat ku ngeni.
    'I'm going to write now.'

(2) Mamasa kung dyaryu pota.
    'I'm going to read the newspaper later.'

(3) Magaral kung Kapampangan king eskuela bukas.
    'I'm going to study Kapampangan at school tomorrow.'

7 VOCABULARY

ala
bale
bisa

\( \text{ga-} \ [C_{1}V_{1}-] \) [Verbal affix, reduplication, continuing aspect]

gagawan
maki- [verbal affix, associative]
listen to
just
now
records
later
tonight
this afternoon
listen [word base]
letter
Lesson 30
"Nanu na ing oras ngeni?"

1 STRUCTURAL CONTENT

1.1 Statement, telling time

1.1.1 Ala una na.  
Alas dyes medya.  
Labing limang minutos na ing milabas ning alas dyes.  
Labing limang minutos bayu magalas dyes.  

1.1.2 Potang alas sais medya ning bengi.  
Datang ya bukas alas nuebe ning abak.  

1.1.3 Adua kung oras king 'library'.  
Magaral kung atlung oras.  
Magaral ku manibat alas nuebe anggang alas onse.  
Magaral ku agiang adua

1.1.1 Ala una na.  
Alas dyes medya.  
Labing limang minutos na ing milabas ning alas dyes.  
Labing limang minutos bayu magalas dyes.  

1.1.2 Potang alas sais medya ning bengi.  
Datang ya bukas alas nuebe ning abak.  

1.1.3 Adua kung oras king 'library'.  
Magaral kung atlung oras.  
Magaral ku manibat alas nuebe anggang alas onse.  
Magaral ku agiang adua

It's one o'clock.  
It's 10:30.  
It's fifteen minutes past 10 o'clock.  
It's fifteen minutes before 10 o'clock.  
At 6:30 this evening.  
He's coming at 9 o'clock tomorrow morning.  
I'll be at the library for two hours.  
I'm going to study for three hours.  
I'm going to study from 9 o'clock to 11 o'clock.  
I study at least
1.2 WH- Question

1.2.1 Nanu na ing oras
ngeni?
Nanu ya ing oras mu?

1.2.2 Nanu yang oras ing
party?
Nanu yang oras dat'ang?

1.2.3 Anggang nanu kang
oras king 'library'?

1.3 Adverbial Particles

1.3.1 Magaral ku agiang
Dumingu.

1.3.2 Magaral ku maski
Dumingu.

1.4 Telling Time

(including just) two hours a day.

What time is it now?

What time do you have?

What time is the party?

What time is he going to come?

How long (until what time) are you going to be at the library?

How long are you going to study?

How long do you study every day?

I study even (including) on Sunday.

I study even (in spite of) on Sunday.
1.4.1 ala una
   alas dyes kinse
   one o'clock
   10:15

1.4.2 metung a oras
   metung a minuto
   metung a segundo
   medya ora
   metung a oras ampong kapitna
   one hour
   one minute
   one second
   half an hour
   one hour and a half

2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer, nanu question

2.1.1 Q: Nanu na ing oras? What time is it?
   A: Ala una. It's one o'clock.
   Alas dos na ngeni. It's two o'clock now.

2.1.2 Q: Nanu ya ing oras mu? What time do you have?
   A: Alas dyes kinse. 10:15.
   Labing limang minutos na ing milabas ning alas dyes.
   It's fifteen minutes past 10 o'clock.
   Labing limang minutos bayu magalas dyes.
   It's fifteen minutes before 10 o'clock.

2.1.3 Q: Nanu yang oras datang? What time is he coming?
   A: Datang ya bukas alas nuebe ning abak. He's coming at 9 o'clock tomorrow morning.
Datang ya potang alas siete ning bengi.

He's coming at 7 o'clock tonight.

1.1.4 Q: Nanu yang oras ing 'party'?  
A: Potang alas kwatro medya ning gatpan-apun.

What time is the party?  
At 4:30 this afternoon.

1.2 WH- Question and Answer, anggang nanung oras question

2.2.1 Q: Anggang nanu kang oras king 'library'?  
A: Adua kung oras karin.  
Anggang alas onse.

How long (until what time) will you be at the library?  
I'll be there two hours.  
Until 11 o'clock.

2.2.2 Q: Anggang nanu kang oras magaral?  
A: Manibat alas otcho anggang alas dose.

How long are you going to study?  
From 8 o'clock until 12 o'clock.

2.2.3 Q: Anggang nanu kang oras magaral aldo?  
A: Magaral ku agiang adua mung oras ing aldo.

How long do you study every day?  
I study for at least two hours a day.
3 DRILL I

3.1 Rote Memorization Drill (Using a makeshift clock with movable hands for cueing responses, T drills on the telling of time.)

Telling time by the hour:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ala una</td>
<td>one o'clock</td>
</tr>
<tr>
<td>alas dos</td>
<td>two o'clock</td>
</tr>
<tr>
<td>alas tres</td>
<td>three o'clock</td>
</tr>
<tr>
<td>alas kwatro</td>
<td>four o'clock</td>
</tr>
<tr>
<td>alas singko</td>
<td>five o'clock</td>
</tr>
<tr>
<td>alas sais</td>
<td>six o'clock</td>
</tr>
<tr>
<td>alas siete</td>
<td>seven o'clock</td>
</tr>
<tr>
<td>alas otcho</td>
<td>eight o'clock</td>
</tr>
<tr>
<td>alas nuebe</td>
<td>nine o'clock</td>
</tr>
<tr>
<td>alas dyes</td>
<td>ten o'clock</td>
</tr>
<tr>
<td>alas onse</td>
<td>eleven o'clock</td>
</tr>
<tr>
<td>alas dose</td>
<td>twelve o'clock</td>
</tr>
</tbody>
</table>

3.2 Response Drill (T asks for the time using the clock for cueing responses. S responds accordingly.)

Model: T: Nanu na ing oras? (clock set at 3 o'clock)

S: Alas tres.

3.3 Response Drill (T asks when, or at what time, $S_1$ is going to do an action and $S_1$ responds with an appropriate time.)
Model:  T: Nanu kang oras muni?

S₁: Alas singko.

(1) Nanu kang oras muni?
(2) Nanu kang oras munta king sine?
(3) Nanu kang oras mangan pagtuan?
(4) Nanu kang oras mangan apunan?
(5) Nanu kang oras magaral?
(6) Nanu kang oras mamasang dyaryu?
(7) Nanu kang oras matudtdud?
(8) Nanu kang oras mandilu?

3.4 Response Drill (Repeat drills 3.2 and 3.3 between S-S.  S₁ asks the question and S₂ responds.)

3.5 Rote Memorization Drill (Using the clock for cueing responses, T drills on the telling of time by the minutes past the hour.)

Model: T: (1:05) ala una singko

S: ala una singko

(Telling time by every five minutes past the hour)

ala una singko 1:05
alas dos dyes 2:10
alas tres kinse 3:15
alas kwatro bente 4:20
alas singko bente 5:25
singko
3.6 Review Drill—Spanish numerals from 1 to 60 (Students count off in chain fashion from 1 to 60. Count also by twos, fives, tens, etc.)

3.7 Response Drill (T passes out slips of paper with time noted on it in terms of 'minutes past the hour', about five slips per student. S\(_1\) asks for the time and S\(_2\) responds according to his first cue. Then S\(_2\) asks and S\(_3\) responds, etc. Continue the chain drill until all cues have been used.)

Model: S\(_1\): Nanu ya ing oras mu?

S\(_2\): (2:17) alas dos disisiete

3.8 Review Drill—Kapampangan numerals from 1 to 60 (Students count off in chain fashion from 1 to 60. Count also by twos, fives, tens, etc.)
Rote Memorization Drill (Using the clock for cueing, 
T drills on telling time by the 'minutes past or 
before the hour', as in the model.)

Model: T: (ten minutes past 3 o'clock)
Apulung minutos na ing milabas ning alas tres.
S: Apulung minutos na ing milabas ning alas tres.

Model: T: (twenty-three minutes before 5 o'clock)
Aduang pulung atlung minutos bayu magalas singko.
S: Aduang pulung atlung minutos bayu magalas singko.

Restatement Drill (T gives the time as 5:25 in 
Kapampangan and S restates it as 'twenty-five minutes after 5 o'clock'. If T gives 6:50, S restates it as 'ten minutes before 7 o'clock'.)

Model: T: Alas singko benti singko
S₁: Aduang pulung limang minutos ing milabas ning alas singko.

Model: T: Alas sais singkwenta
S₂: Apulung minutos bayu magalas siete
3.11 Response Drill (T asks $S_1$ when, or at what time, he is going to do an action, as in drill 3.3, and $S_1$ responds with an appropriate time adding additional information of tonight, this afternoon, tomorrow, tomorrow morning, tomorrow afternoon, tomorrow night, etc.)

Model:  
T: Nanu kang oras munta king 'library'?

$S_1$: Potang alas sais medya ning bengi.

3.12 Response Drill (Repeat drill 3.11 between S-S. $S_1$ asks the question and $S_2$ responds.)

3.13 Rote Memorization Drill (Drill on counting hours. T gives the cue in English, then the Kapampangan equivalent. S repeats.)

Model:  
T: (one hour) metung a oras

S: Metung a oras

3.14 Response Drill (T asks the question 'how many hours in a day?' and $S_1$ responds factually. Then continue with 'how many minutes?' and 'how many seconds?')

Model:  
T: Pilan yang oras ing aldo?

$S_1$: Aduang pulung apat a oras.

How many hours are there in:

(1) a day?

(2) two days?
(3) a morning?
(4) an afternoon?

How many minutes are there in:

(1) an hour?
(2) a half hour?
(3) an hour and a half?
(4) two hours?

How many seconds are there in:

(1) a minute?
(2) half a minute?
(3) two minutes?
(4) two minutes and a half?

3.15 Response Drill (T asks the question 'how long $S_1$ is going to be at a certain place?' $S_1$ gives an appropriate response in terms of the number of hours.)

Model: T: Anggang nanu kang oras king eskuela ngeni?

$S_1$: Walu kung oras keni ngening aldo.

Model: T: Anggang nanu kang oras magaral?

$S_2$: Magaral kung metung a oras.

3.16 Response Drill (T asks the same question as in 3.15 and $S_1$ gives an appropriate response in terms
of from X hour to Y hour.)

Model: T: Anggang nanu kang oras king eskuela ngeni?

$S_1$: Ati ku keni manibat alas siete medya anggang alas singku.

How long are you going to:

(1) study?
(2) read?
(3) sleep?
(4) sit here?
(5) be at Grandmother's?
(6) be at the movies?

3.17 Restatement Drill (T makes a statement about how long he does an activity and $S_1$ restates it using 'at least'.)

Model: T: Magaral ku atlung oras ing aldo.

$S_1$: Magaral ku agiang atlu mung oras ing aldo.

(1) Magaral ku atlung oras ing aldo.
(2) Mamasa kung metung a oras aldo aldo.
(3) Ati ku king eskuela walung oras balang aldo.
(4) Magaral ku king 'library' limang oras aldo aldo.
(5) Matudtud ku sais a oras ing bengi.
(6) etc.
Question Drill (S gives the appropriate question for the following situations. X refers to the person spoken to and a name refers to a third person.)

Model: (you want to know what time the party is)

$S_1$: Nanu yang oras ing party?

You want to know:

(1) what time the party is.
(2) what time John is coming.
(3) what time it is.
(4) how long X is going to be in Japan.
(5) how many hours X studies every day.
(6) what time X is going home.
(7) when the class starts.
(8) how long X sleeps every night.
(9) if X studies even on Sundays.
(10) from what time to what time Pedro is going to be at the library.
(11) if X studies at least four hours a night.
(12) if it is now 9:30.
(13) if X is going to be at the library for an hour and a half.
(14) if the party is going to be at 8 o'clock this evening.
(If the students are unsure of the appropriate questions to ask, drill on asking all questions introduced in this lesson, including 'Yes/No Questions'.

4 SITUATIONAL DIALOGUES

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

<table>
<thead>
<tr>
<th>John</th>
<th>Maria</th>
</tr>
</thead>
<tbody>
<tr>
<td>patingapun</td>
<td>all day</td>
</tr>
<tr>
<td>neng</td>
<td>in [case particle, indefinite time]</td>
</tr>
<tr>
<td>aldo aldo</td>
<td>every day</td>
</tr>
<tr>
<td>agiang...mu</td>
<td>at least</td>
</tr>
<tr>
<td>oras</td>
<td>hour</td>
</tr>
<tr>
<td>aduang oras</td>
<td>two hours</td>
</tr>
<tr>
<td>ing aldo</td>
<td>per day</td>
</tr>
<tr>
<td>agiang</td>
<td>even (including)</td>
</tr>
<tr>
<td>maski</td>
<td>even (in spite of)</td>
</tr>
<tr>
<td>biasa</td>
<td>smart</td>
</tr>
<tr>
<td>kabiasnan</td>
<td>how smart</td>
</tr>
<tr>
<td>pala</td>
<td>[surprise]</td>
</tr>
<tr>
<td>sana</td>
<td>I hope</td>
</tr>
<tr>
<td>manig-</td>
<td>[verb affix, distributive]</td>
</tr>
<tr>
<td>manigaral</td>
<td>to study</td>
</tr>
<tr>
<td>dapat</td>
<td>should</td>
</tr>
</tbody>
</table>
pagaralan  
thing one studies

agnan  
together [word base]

maki-  
[verbal affix, associative]

makiagnan  
together with

areglado  
sure

lawe  
look at [word base]

-n  
[verbal affix, goal-object]

lawen  
to look at something

ta  
let's

alas neube  
9 o'clock

kaya  
maybe, probably

kaya siguru  
I think maybe

alas onse  
11 o'clock

M: Nanu ing gawan mu 

ngeni?  
What are you going to 
do now?

J: Magaral kung Kapam-
pangan.

M: Magaral kang patinga-
pun?

J: Ali ku. Neng mung abak. No, I'm not. Just in 
the morning.

M: Magaral ka aldo aldo?  
Do you study every day?

M: Magaral ka agiang Dumingu?

J: Wa, maski Dumingu.

M: O kabiasnan mu na palang Kapampangan.

J: Sana.

M: Nu ka manigaral?

J: King 'library'.

M: Atin kung naman dapat pagaralan. Makiagnan ku keka, ne?

J: Areglado.

M: Anggang nanu kang oras king 'library'?

J: Lawen ta. Nanu na ing oras ngeni?

M: Alas nuebe na ngeni.

J: Kaya siguru adua katang oras karin.

---

Yes, at least two hours a day.

Do you study even (including) on Sunday?

Yes, even (in spite of) on Sunday.

Oh, you'll really be good in Kapampangan.

I hope so.

Where do you study?

At the library.

I have [some] homework, too. I'll go (together) with you, okay?

Sure.

How long (until what time) are you going to be at the library?

Let's see. What time is it now?

It's 9 o'clock (already) now.

I think, maybe, we'll [stay] there two hours.
Anggang alas onse. Until 11 o'clock. Okay?

M: O sige.

Okay.

4.2 [Dialogue between John (J) and Pedro (P)]

ala there is none, there is no

alas dyes 10 o'clock

medya half

alas otcho medya 8:30

danun early [word base]

maranun is early

bagya a little [small in quantity]

isip think [word base]

isipan thing one thinks

maka- [verbal affix, ability]

makapagobra can work

metung a oras one hour

kapitna half

patingapun all morning [all during that particular time referred to]

kaibat after, after that, afterwards

pa-...-an [verb affix, causative]
P: Nu ka munta?
J: King eskuela.
P: Peru, Sabadu ngeni.
Alang klase neng Sabadu. Nanu ing gawan mu karin?
J: Atin kaming 'meeting'
potang alas dyes uing abak.
P: Peru alas otcho medya pa ngeni. Eka maranun bagya king 'meeting'?
J: Wa pin. Isipan ku munta kung maranun ba kung makapagobrang metung a oras ampong

+ goal] the person I'm going to have meet me for 12 o'clock
Where are you going?
To school.
But, today is Saturday.
There are no classes on Saturdays. What are you going to do there?
We have a meeting at 10 o'clock this morning (later at 10 o'clock of the morning).
But, it's only (just) 8:30 now. Aren't you a little early for the meeting?
Yes, I know (certainly). I thought I'd go early (so that I can) to ver for about an hour and
kapitna—manibat alas
otcho medya anggang
alas dyes.

P: Patingapun ya ing 'meeting'?

J: Wa, siguru anggang alas onse medya.
Kaibat pakikitan ke Carlos para pagtuan potang alas dose medya.

Is the meeting [going to last] all morning?

Yes, I think until 11:30. After that, I'm going to meet Carlos for lunch at 12:30.

5 DRILL II

5.1 Recitation Drill

5.2 Comprehension Drill (T asks the questions in Kapampangan and S responds. Then repeat the drill between S-S. Below are suggested questions.)

(1) Dialogue 4.1

What is John going to do today?

How long is he going to study?

Does he study in the morning every day?

When does he study every day?

Do you know how many hours he studies every day?

He doesn't study on Sundays, does he?
Does John always study at home?
Where is he going to study today?
Where is Maria going?
Is she going there to read newspapers?
Is Maria going to the library later?
How long are they going to be at the library?
From what time to what time?
What time is it now (according to the dialogue)?

(2) Dialogue 4.2
Where is John going?
Is Pedro going there too?
What is John going to do there?
Is he going to work all morning?
From what time to what time is he going to work?
What is he going to do after he works?
How long is the meeting going to last?
From what time to what time?
Is he going home after the meeting?
Do you know where John is meeting his friend?
When is he meeting his friend?

5.3 Narrative Drill (S restates the dialogues 4.1 and 4.2 in narrative form.)
5.4 Narrative Drill (S gives an account of the things he is going to do the rest of the day as well as the following day, discussing them in terms of when they are going to be done.)

5.5 Dialogue Drill (following dialogue 4.2 as model, S₁ and S₂ talk about the things they are going to do in the afternoon, the evening, or the next day. Each student is to have several activities scheduled and is to discuss them in terms of when they are to be done. Information given for the narrative in drill 5.4 may be used here also.)

6 STRUCTURAL AND CULTURAL NOTES

6.1 The Spanish system is used for telling time—
al_a uno 'one o'clock', alas dos 'two o'clock', alas tres kinse '3:15', etc. However, Kapampangan numerals and constructions may also be used when giving a specific time in terms of "minutes past/before the hour".

For example:

(1) Apulung minutos na ing milabas ning alas tres. ten-Lk minutes already the past of the-hour three

'It's (already) 10 minutes past 3 o'clock.'
(2) Apulung minutos bayu magalas tres.
   ten-Lk minutes before be-the-hour three

   'It's 10 minutes before 3 o'clock.'

Note the difference in construction between the
two sentences. When referring to "minutes past
the hour" the adjunct na 'already' and the phrase
ing milabas 'the past' occur. For the "minutes
before the hour" the word bayu 'before' and then
the hour with the prefix mag- 'to be(come)' occur.

When indicating a.m. and p.m., the phrases
ning abak 'of morning' and ning bengi 'of night'
are used respectively following the hour.

(3) Alas otcho ning abak.
   'It's 8 a.m.'

(4) Alas nuebe ning bengi.
   'It's 9 p.m.'

   The word pota 'later' is added preceding the
hour linked with -ng when referring to a later time
in the same day or night.

(5) Datang ya potang alas siete ning bengi.
   come he later-Lk the-hour seven of night

   'He's coming at 7 o'clock tonight.'
For reference to time beyond the same day, the appropriate time word is used.

(6) Datang ya bukas alas nuebe ning abak.
    come he tomorrow the-hour nine of morning

'He's coming at 9 o'clock tomorrow morning.'

Note that in giving the quantity or number of hours the Kapampangan numerals are used linked to oras, as in atlung oras 'three hours'.

6.2 The particle neng generalizes corresponding to king and ketang which are specific when non-past and past action are in view. Thus, neng Sabado means 'on Saturdays' where king Sabado means 'on a specific Saturday'. The following examples illustrate.

(1) Datang ya king Sabadu.

'He's coming on Saturday.'

(2) Alang klase neng Sabadu.

'There are no classes on Saturdays.'

(3) Magaral ku neng mung abak.

'I study just in the mornings.'

6.3 The basic meaning of agiang is 'including'. Note that this word occurs with mu 'just' to mean 'at least'.
(1) Magaral ku **agiang** atlu mung oras ing aldo.
study I including three just-Lk hours a day
'I study at least three hours a day.'

Note also the difference in meaning between **agiang** and **maski**, the latter meaning 'even if, even though, in spite of'.

(2) Magaral ku aldo aldo **agiang** Dumingu.
'I study every day even on (including) Sunday.'

(3) Eganaganang tau munta la **agiang** mestro.
'Everybody's going, even the teacher.'

(4) Magaral ku **maski** Dumingu.
'I study even on (in spite of) Sunday.'

**VOCABULARY**

<table>
<thead>
<tr>
<th>Tagalog</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aduang oras</td>
<td>two hours</td>
</tr>
<tr>
<td>agiang</td>
<td>even (including)</td>
</tr>
<tr>
<td>agiang...mu</td>
<td>at least</td>
</tr>
<tr>
<td>agnan</td>
<td>together [word base]</td>
</tr>
<tr>
<td>ala</td>
<td>there is none, there is no</td>
</tr>
<tr>
<td>ala una</td>
<td>one o'clock</td>
</tr>
<tr>
<td>alas dos</td>
<td>two o'clock</td>
</tr>
<tr>
<td>alas dyes</td>
<td>ten o'clock</td>
</tr>
<tr>
<td>alas dyes kinse</td>
<td>10:15</td>
</tr>
</tbody>
</table>
glas

kwatro

four o'clock

nuebe

nine o'clock

onse

eleven o'clock

otcho

eight o'clock

otcho medya

8:30

sais

six o'clock

siete

seven o'clock

singko

five o'clock

tres

three o'clock

aldo

every day

aldo

sure

areglado

a little [small in quantity]

bagya

smart

biasa

early [word base]

danun

should

dapat

per day

ing
come

dapat

think [word base]
isip

thing one thinks

isipan

how smart

kabiasnan

after, after that,

kaibat

afterwards

kapitna

half
kaya
kaya siguru
lawe
lawen
maka-
makapagobra
maki-
makiagnan
manig-
manigaral
maranun
maski
medya
medya ora
metung a minuto
metung a oras
metung a oras ampong
kapitna
metung a segundo
-n

maybe
I think maybe
look at [word base]
to look at something
[verbal affix, ability]
can work
[verbal affix, associative]
together with
[verbal affix, distributive]
to study
is early
even (in spite of)
half
half an hour
one minute
one hour
one hour and a half
one second
[verbal affix, goal-object]
neng
oras
pa-...-an
pagaralan
pakikitan

in [case particle, indefinite time] hour [verbal affix, causative + goal] thing one studies the person I'm going to have meet me [surprise] for all morning; all day; [all during that particular time referred to] I hope let's
Lesson 31

"Bisa kung munta king tindahan."

1 STRUCTURAL CONTENT

1.1 Predicative clause, Desiderative, Quasi verb predicate

1.1.1 Bisa kung kendi.  I want candy.

1.1.2 E ku bisang kendi.  I don't want candy.

1.2 Compound clause, Desiderative-Purposive

1.2.1 Bisa kung munta king tindahan.  I want to go to the store.

1.2.2 Bisa kung mandilu king 'swimming pool'.  I want to go swimming at the swimming pool.

1.2.3 E ku bisang munta king sine.  I don't want to go to the movies.

1.3 WH- Question

1.3.1 Nanu ing buri mu?  What do you want?

1.3.2 Nanu ing buri mung gawan?  What do you want to do?

1.4 Ning case pronouns in WH- Question: Nanu ing gawan mu?

1.4.1 Singular

ku  I

mu  you
1.4.2 Plural

na
1.4.2 Plural

ta

tamu

mi

yu

da~ra

2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer

2.1.1 Q: Nanu ing buri mu? What do you want?
A: Bisa kung kendi. I want candy.

2.1.2 Q: Nanu ing buri yu? What do you[pl] want?
A: Bisa kaming mansanas. We want apples.

2.1.3 Q: Nanu ing buri ra? What do they want?
A: Bisa lang mangga. They want mangoes.

2.2 WH- Question and Answer

2.2.1 Q: Nanu ing buri mung gawan? What do you want to do?
A: Bisa kung mandilu king 'swimming pool'. I want to go swimming at the swimming pool.

2.2.2 Q: Nanu ing buri yung gawan? What do you[pl] want to do?
A: Bisa kami namang munta king sine.

2.2.3 Q: Nanu ing buri rang gawan?
A: Bisa lang munta king tindahan minum lang beer.

2.3 Yes/No Question and Answer

2.3.1 Q: Bisa kang munta king tindahan?

2.3.2 Q: Bisa ya namang munta?
Ali. Siguru eya bisa.

2.3.3 Q: Bisa kayung mandilu?

We want to go to the movies too.
What do they want to do?
They want to go to the store to drink beer.

Do you want to go to the store?
Yes, I want [to].
No, I don't want [to].

Does he want to go, too?
Yes, I think he wants [to].
No, I don't think he wants [to].

Do you want to go swimming?
Yes, we want [to].
No, we don't want to go swimming. We want to go shopping.
3.1 Repetition-Substitution Drill (T shows a picture and gives the Kapampangan equivalent. S repeats and substitutes the item in the frame 'Bisa kung _____'.)

Model. T: (picture of candy) ing kendi

S: ing kendi

Bisa kung kendi.

(1) ing kendi candy
(2) ing mansanas apple
(3) ing mangga mango
(4) ing pinya pineapple
(5) ing tsokolata chocolate candy
(6) kalame sweets, dessert
(7) marimla something cold to drink
(8) kape coffee
(9) tsa tea
(10) inuman water [for drinking]

3.2 Response Drill ($S_1$ asks a yes/no question and $S_2$ responds in the negative according to the model. Review all the ing pronouns, expanding the singular and plural third person pronouns ya and la.)
Model. $S_1$: Bisa (ka)ng (pinya)?


Bisa (ya)ng mansanas (i Juan)?


The following are suggested pronoun substitutions.

(1) ka you
(2) i Juan John
(3) la thing
(4) reng mestra the teachers
(5) kayu you[pl]
(6) ku I
(7) tamu we[in]
(8) reng anak mu your children
(9) ya she
(10) ri Maria ampoy Maria and Ermie

Ermie

3.3 Question Drill (T gives a bisa statement. S gives the question which will elicit the statement as a response. Then $S_1$ asks the question and $S_2$ gives the response. Review all pronouns, including expansions of the third person singular and plural. The ning pronouns are given below.)
Model. T: Bisa (ku)ng (kendi).
S: Nanu ing buri (mu)?
S₁: Nanu ing buri mu?
S₂: Bisa kung kendi.
T: Bisa (kami) ng (pinya).
S: Nanu ing buri (yu)?

etc.

(1) mu you
(2) ku I
(3) na (i Pedro) he (Pedro)
(4) ta we[d1]
(5) tamu we[in]
(6) mi we[ex]
(7) yu you[pl]
(8) da — ra (reng they (the students) estudyante)

3.4 Restatement Drill (T gives a statement and S restates it into the desiderative using bisa. Model. T: Munta ku king tindahan.
S: Bisa kung munta king tindahan.

(1) Munta ku king tindahan.
(2) Muli ya.
(3) Munta ka king sine.
(4) Munta yang mandilu i Jorje.
3.5 Response Drill (T makes an utterance stating what she is going to do. \( S_1 \) asks \( S_2 \) if he would like to do the same thing also and \( S_2 \) responds negatively giving an appropriate, full response according to the model.)

Model.  

\[ T: \] Muli ku mangan kung pagtuan.  
\[ S_1: \] Bisa ka namang muli mangan pagtuan?  
\[ T: \] Munta ku king sine potang gatpanapun.  
\[ S_2: \] Bisa ka namang munta king sine?  

etc.
3.6 Question Drill (T makes an utterance stating what she wants to do. S asks the question which elicits the statement as a response. Then $S_1$ asks the question and $S_2$ responds with the statement.

Note the pronouns used in T's utterance and follow through accordingly.

Model. T: Bisa lang munta king 'kapetirya'
mangan lang apunan.

S: Nanu ing buri rang gawan?

$S_1$: Nanu ing buri rang gawan?

$S_2$: Bisa lang munta king 'kapetirya'
mangan lang apunan.

4 SITUATIONAL DIALOGUES

4.1 [John (J) and Roberto (R) meet Senen (S) and his friend on the street]

inum drink [word base]
minum to drink
kasi because

J: Nukarin kayu munta?
Where are you going?

S: Munta kami king
We're going to the
tindahan minum store to drink beer.
kaming beer. Bisa
Do you want to go, too?
ka namang munta?
4.2 [Dialogue between John (J) and Senen (S) on a free afternoon]

**J:** Oy! Ing obra yari na. Mamasyal tamu.

**S:** Masanting. Nukarin kayu bisang munta?

**J:** Eku balu. Nukarin la munta ri Pedro ampong Carlos?

**S:** Siguru munta la king sine. Bisa ka namang munta?

**J:** Ali. Eku bisang munta king sine.

Yes, I want to. What about you Roberto?

Thanks, but I can't because I'm going to study from now.
**S**: Nanu ing buri mung gawan?

**J**: Mapali ya ngeni ing aldo ania bisa kung mandilu king 'swimming pool'.

**S**: O sige.

What do you want to do?

It's [so] hot today so I want to go swimming at the swimming pool.

Okay.

4.3 [Dialogue between Al (A) and his Ima 'mother' (I)]

**taya**

wait [word base]

**manaya**

to wait

**mi-**

[verbal affix, associative]

**mipunta**

to go together

**kua**

get, take [word base]

**kuma**

to get, to take

**A**: Bisa kung kendi.

I want candy. Do we have candy?

**I**: Ala tamung kendi ngeni. Manaya ka potang mipunta tamu king tindahan.

We don't wave any candy now. (You) wait until (later) we go to the store.

[king tindahan]

[at the store]
I: Nanung klaseng kendi ing buri mu?
A: Buri ke ing tsokolate. Malyari kung kumang dakal?
A: Bisa kung adua.
I: O sige na pin.

What kind of candy do you want?
I want chocolate candy.
Can I get lots?
No, just one.
I want two.
Okay, then.

5 DRILL II

5.1 Rote Memorization Drill (T shows a picture of a stick figure in action then gives the equivalent Kapampangan statement. S repeats the statement.)
Model. T: (picture of stick figure eating)
Mangan yang pagtuan.
S: Mangan yang pagtuan.

(1) person eating Mangan yang pagtuan.
(2) person resting Magpaynawa ya.
(3) person drinking Minum yang inuman.
(4) person sleeping Matudtud ya.
(5) person putting Magsulud yang 'sweater'
on a sweater
(6) person swimming Mandilu ya.
5.2 Rote Memorization Drill (T shows the pictures used in drill 5.1 following each with a Kapampangan utterance describing and stating the person's state. S repeats the utterance.)

Model. T: (picture of person eating) Danupan ya.

S: Danupan ya.

(1) person eating Danupan ya. He's hungry.
(2) person resting Mapagal ya. He's tired.
(3) person drinking Maua yang He's thirsty.

(4) person sleeping Matundu ya. He's sleepy.
(5) person putting Marimla ya. He's cold.

on sweater

(6) person swimming Mapali ya. He's hot.

5.3 Statement Drill (S₁ shows a picture used in the drills above then makes an utterance describing the person's state (cf. drill 5.2) and his subsequent action (cf. drill 5.1).)

Model. S₁: (picture of person eating) Danupan ya ania mangan yang pagtuan.

S₂: (picture of person resting) Mapagal ya ania matudtud ya.

5.4 Expansion Drill (Expand the sentences given in drill 5.3 to include the place where he is going
to do the action.)

Model. $S_1$: Danupan ya ania muli ya mangan pagtuan.

5.5 Expansion Drill (Expand the sentences given in drill 5.4 by stating it in the desiderative bisa.)

Model. $S_1$: Danupan ya ania bisa yang muli mangan pagtuan.

5.6 Response Drill (T asks the question, changing the actor pronouns, and $S_1$ responds with a statement drilled in 5.5. Do not repeat a statement already given.)

Model. T: Nanu ing buri yung gawan?

$S_1$: Danupan kami ania bisa kaming munta king 'kapetirya' mangan pagtuan.

5.7 Recitation Drill (Recite the dialogues given.)

5.8 Dialogue Drill (Conduct a dialogue using dialogue 4.2 as model.)

5.9 Comprehension Drill ($S_1$ asks a question based on the dialogues and $S_2$ responds. The following are suggested questions.)

Dialogue 4.1

(1) Where is Senen going?

(2) Is Senen by himself?

(3) Where is John going?

(4) Does John have a companion?
(5) Does John want to go to the store too?
(6) What about Roberto?

Dialogue 4.2
(1) Where are Pedro and Carlos going?
(2) Are John and Senen going there too?
(3) Do you know if Senen wants to go to the movies?
(4) Does John want to go to the movies?
(5) What does John want to do?
(6) Is Senen going swimming with John or is he going home?

Dialogue 4.3
(1) What does Al want?
(2) Do they have candy at home?
(3) Where are they going to get some?
(4) What kind of candy does Al like?
(5) Is he going to get just one?
(6) Is he going to get lots of candy?

6 STRUCTURAL AND CULTURAL NOTES

6.1 A few verbs are irregular since they are not fully inflected. These verbs are called Quasi-verbs. The following illustrate four of these verbs.
(1) bisa 'want'
   (a) Bisa kung kendi.  
       'I want candy.'
   (b) Bisa kung munta king tindahan.  
       'I want to go to the store.'
   (c) Buri ke ing kendi.  
       'I want/like candy.'
   (d) Eke buri ing kendi, perú dininan na ku.  
       'I didn't want the candy but she gave [it] to me.'

(2) malyari 'is possible, can'
   (a) Malyari ka.  
       'You can.'
   (b) Malyari kung kumang dakal?  
       'Can I take lots?'
   (c) Malyari meng lawen.  
       'You can look at it.'

(3) kailangan 'need'
   (a) Kailangan sumulat kung kwentu.  
       'I need to write a story.'
   (b) Kailangan ke ing lapis.  
       'I need a pencil.'
   (c) Mangailangan ku manga lapis.  
       'I need pencils.'
(4) dapat 'should, ought to, must'
   (a) Dapat ka.
       'You should.'
   (b) Dapat kung magaral Kapampangan potang bengi.
       'I should/must study Kapampangan tonight.'
   (c) Dapat mang takman.
       'You should taste it.'

Some of these verbs are not inflected at all (malyari and dapat). The quasi-verb bisa has a second form buri to indicate non-actor focus. Others of the quasi-verbs may take some of the aspect affixes (mangailangan), but none of these take the tense or focus markers. Tense and focus are indicated in such instances in the clause following the quasi-verb.

6.2 The ning case pronouns (cf. 1.4) are used to denote the non-topic actor of the sentence. These pronouns occur in sentences where the actor is not the topic, but one of the following is the topic: object, instrument, recipient, beneficiary or terminus location. Remember that the ing case pronouns occur to mark the topic with any focus.

6.3 A simple nanu question (Nanu ya? 'What is it?') can be expanded by an ing phrase. This phrase in this construction contains a quasi-verb or a
regular verb followed by a *ning* case pronoun. The following illustrate.

(1) Nanu ing gawan _ku_?  'What am I going to do?'
(2) Nanu ing buri _mu_?  'What do you want?'
(3) Nanu ing basan _na_?  'What is he going to read?'
(4) Nanu ing pagaralan _ta_?  'What are we going to study?'

6.4 In addition to the uses of *ning* case pronouns given above, these pronouns are used to mark possession. The following illustrate.

(1) Ing libru _ku_ ini.
   'This is my book.'
(2) Ing libru _mu_ ita.
   'That is your book.'

7 VOCABULARY

ania  so

danup  hunger [word base]
danupan  is hungry
dimla  cold [word base]
inum  drink [word base]
inuman  water [for drinking]
kalame  cakes
kape   coffee
kasi   because
kendi  candy
kua    get, take [word base]
kuma   to get, to take
magpaynawa  to rest
magsulud  to wear
mamasyal  to go visiting
manaya   to wait
mandilu  to swim
mansanas  apple
mapagal  is tired
matundu  is sleepy
maua    is thirsty
mi-       [verbal affix, associative]
minum   to drink
mipunta to go together
pagal   fatigue, tired [word base]
Pali    heat [word base]
paynawa rest [word base]
pinya  pineapple
sulud  wear [word base]
taya  wait [word base]
ts  tea
tsokolate  chocolate candy
tundu  sleepy [word base]
Lesson 32

"Munta kaming mangan pagtuan king 'kapetirya'."

1 STRUCTURAL CONTENT

1.1 Predicative Clause, Purposive

1.1.1 Munta kami king 'kantin', mamialung kaming mahjong.

1.1.2 Munta kami king 'kantin' para mamialung mahjong.

1.1.3 Munta kaming mamialung mahjong king 'kantin'.

1.1.4 Muli ku, manayi kung baru.

1.1.5 Muli kung manaying baru.

1.2 Desiderative-Purposive Clause, (continued)

1.2.1 Bisa kung manyubling libru bayu ing klase.

1.2.2 Bisa kung munta king 'library' manyubling libru.

We're going to the canteen to play mahjong.

We're going to the canteen to play mahjong.

We're going to the canteen to play mahjong.

I'm going home to sew a dress.

I'm going home to sew a dress.

I want to return some books before class.

I want to go to the library to return books.
1.2.3 Bisa kung muling manaying baru.

1.3 Obligatory clause

1.3.1 Kailangan sumulat kung kwentu.

1.3.2 Eku kailangan sumulat kwentu.

I want to go home to sew a dress.

I (need) have to write a story.

I don't (need) have to write a story.

2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer, nukarin question

2.1.1 Q: Nu kayungan munta? Where are you people going?

A: Munta kami king 'kantin', mamialung kaming mahjong.

A: Munta kami king 'kantin' para mamialung mahjong.

A: Munta kaming mamialung mahjong king 'kantin'.

We're going to the canteen (we're going) to play mahjong.

We're going to the canteen to play mahjong.

We're going to the canteen to play mahjong.

2.1.2 Q: Nu ya karin munta? Where is she going?

A: Muli ya, manayi yang baru.

She's going home (she's going) to sew a dress.
A: Muli yang manaying baru.  

1.1.3 Q: Nu ka munta?  
A: Muli kung sumaup a maglinis bale at maglampasong lande.  

1.2 WH-Question and Answer, nanu-buri question  
1.2.1 Q: Nanu ing buri mung gawan?  
A: Bisa kung munta king 'library' para manyubling libru.  
A: Bisa kung muntang manyubling libru king 'library'.

2.2.2 Q: Nanu ing buri rang gawan?  
A: Bisa lang muling manaying baru.  
A: Bisa lang muli, manayi lang baru.  

2.3 WH-Question and Answer, nanu-kailangan question  
2.3.1 Q: Nanu ya ing kailangan mung gawan?  
A: I'm going home to help clean the house and scrub the floor.

What do you want to do?  
I want to go to the library to return some books.  
I want to go to the library to return some books.  
What do they want to do?  
They want to go home to sew dresses.  
They want to go home to sew dresses.  

What do you (need) have to do?
A: Kailangan sumulat kung kwentu para king klase na ning Inglis.

2.3.2 Q: Nanu ya ing kailangan mung gawan ngeni?
A: Kailangan munta kung saling pasalubung pam-'birthday' para king pisan ku.

2.4 Yes/No Question and Answer

2.4.1 Q: Kailangan kang sumulat kwentu?

2.4.2 Q: Kailangan ya namang sumulat kwentu i Ermie?
3. DRILL I

3.1 Rote Memorization Drill (using a picture of a stick figure in action as cue, T gives an utterance in Kapampangan stating what she is going to do. S repeats the statement.)

Model. T: (picture of two people playing mahjong) Mamialung kung mahjong.

S: Mamialung kung mahjong.

(1) Mamialung kung I am going to play mahjong.

(2) Magtu ku king I am going to eat lunch 'kapetirya'.

(3) Manyubli kung libru I am going to return king 'library'.

(4) Sali kung pasulubung I am going to buy a pam 'birthday'.

(5) Manayi kung baru. I am going to sew a

(6) Magsulud kung bayung I am going to wear a baru.

(7) Maglampaso kung I am going to scrub lande. the floor.
3.2 Statement Drill (T shows a picture cue of stick figure in action—cf. drill 3.1—and a flash card with the corresponding Kapampangan word base printed on it. T says the word, then S gives the actor focus statement using the word base.)

Model. T: (picture--person eating lunch) and (card--"tu")

S: Magtu ku.

(1) tu (< ugtu) noon
(2) pialung play
(3) sali buy
(4) sulud wear
(5) tayi sew
(6) subli return
(7) lampaso scrub

3.3 Identification Drill (T shows picture cue of stick figure in action—cf. drill 3.1—and S gives the corresponding word base.)

Model. T: (picture of girl scrubbing floor)

S: lampaso

3.4 Restatement Drill (T gives two utterances, the first stating where she is going, and the second, what she is going to do. S restates the two sentences, combining them into a compound purposive
Model. T: Munta ku king 'kapetirya'. Magtu ku.
   S: Munta ku king 'kapetirya', magtu ku.

(1) Munta ku king 'kapetirya'. Magtu ku.
(2) Munta ku king tindahan. Sali kung pasulubung pam 'birthday'.
(3) Munta ku king 'library'. Manyubli kung libru.
(4) Munta ku king kuarto ku. Mamasa kung dyaryu.
(5) Muli ku. Manayi kung baru.
(6) Munta ku kang Pedro. Mamialung kaming mahjong.
(7) Muli ya i Ermie. Maglampaso yang lande ra.
(8) Munta ku kari apu. Sumaup kung maglinis bale ra.
(9) etc.

3.5 Restatement Drill (T gives compound, purposive sentences from drill 3.4 and S restates them using para.)

Model. T: Munta ku king tindahan, sali kung pasulubung pam 'birthday'.
   S: Munta ku king tindahan para saling pasulubung pam 'birthday'.

3.6 Restatement Drill (T gives a purposive sentence with para and S restates it by interchanging the
positions of the 'purpose' clause with the location phrase.)

Model. T: Munta ku king 'swimming pool' para mandilu (ku).

S: Munta kung mandilu king 'swimming pool'.

(1) Munta ku king 'swimming pool' para mandilu (ku).
(2) Munta ku king kuarto para matudtud (ku).
(3) Munta ku king tutuking kuarto para magpaynawa (ku).
(4) Munta ku king lual para mag'baseball' (ku).*
(5) Munta ku king eskuela para magobra (ku).
(6) Munta ku king balen para maglibutlibut (ku).

* Note: lual 'outside', mag'baseball' 'to play baseball'

3.7 Restatement Drill (T gives the purposive sentences elicited in drill 3.5 and S restates them as done in 3.6.)

Model. T: Munta ku king tindahan para saling pasulubung pam'birthday'.

S: Munta kung saling pasulubung pam'birthday' king tindahan.

3.8 Response Drill (T asks the question and S responds with the statement that he is going to help X do
something, as in the model.)

Model.  T:  Nanu ing gawan mu ngening aldo?
        S:  Sumaup kung maglinis kuarto.

3.9 Restatement Drill (S₁ makes an utterance stating what he is going to do.  S₂ states that he has to do the same action also.)

Model.  S₁:  Sali kung pasulubung pam'birthday'.
        S₂:  Kailangan sali ku namang pasulubung pam'birthday'.

(1) Sali kung pasulubung pam'birthday'.
(2) Manayi kung baru para king andaan.
(3) Manyubli kung libru king 'library'.
(4) Mamialung kung mahjong potang bengi kang Pedro.
(5) Magtu ku king kaluguran ku.
(6) Maglampaso kung lande.
(7) Muli kung magpaynawa.
(8) Munta kung mandilu kayabe reng estudyante ku.

3.10 Question Drill (Give the appropriate questions for the following situations.)

Model.  (You want to know what Juan is going to do.)

        S:  Nanu ing gawan mu?

You want to know (1) what Juan is going to do.
        (2) what Juan wants.
3.11 Response Drill (\(S_1\) asks a question from drill 3.10 and \(S_2\) responds with an appropriate response. Go through all the questions.)

4 SITUATIONAL DIALOGUE

[Dialogue between two groups of friends at noon, one
of boys—Pedro (P), Carlos (C) and Roberto (R), and the other of girls—Maria (M), Ermie (E) and Laura (L)]

tu (< ugtu) noon [word base]
magtu to eat lunch
me- [verbal affix, actor focus, completed]
mengan ate
ke [= kami] we[incl] (contracted form)
kantin canteen
pialung play [word base]
mamialung to play
mahjong mahjong, a Chinese game
para for, so that, in order that
subli return [word base]
manyubli to return
iko [= ikayu] you[pl], contracted form
saup help [word base]
sumaup to help [actor focus]
lampaso scrub [word base]
maglampaso to scrub
kailangan need, have to
P: Oy, nu ko munta?

Hi, girls, where are you going?
M: We're going to the cafeteria to eat lunch. Want to join us for lunch?

Bisa kong makiagnang magtu kekami?

C: Thanks, but we (all) already ate.

E: Where are you people going?

R: We're going to the canteen to play mahjong. What are you people going to do after lunch? Do you want to play [mahjong] with us?

R: Munta kami king kantin, mamialung kaming mahjong. Nanu ing gawan yu kaibat ning pagtuan? Bisa kayung makiagnang mamialung kekami?

L: Thanks, but I can't. I have class after lunch and I want to go to the library and return some books before class.

P: What about you, Maria and Ermie?

R: Laura, eka kailangan sumulat kwentu, ne? O kaya maobra ka?

L: Wa, maobra ku. Kailangan munta kung saling pasalubung pam'birthday' para king pisan ku, at kaibat bisa kung muling manaying baru. Para king Dumingu ing andaan na ning pisan ku at buri keng ayari ing baru at isulud ke.

Thanks (too). I can't either. I'm going home to help clean the house and scrub the floors. And then I have to write a story for my English class.

Laura, you don't have to write a story, do you? Or you're probably busy, too?

Yes, I'm busy, too. I have to go buy a birthday present for my cousin, and after that, I want to go home to sew a dress. My cousin's party is this Sunday and I want to finish the dress and wear it.
C: E bale na. Siguru king pasibayu.
M: Wa, king pasibayu.

Too bad (no matter).
Maybe the next time.
Yes, the next time.

§ DRILL II
§.1 Substitution Drill (Substitute the appropriate phrase in the slot of the sentence given, according to the cues.)

Frame: Kailangan sumulat kung papil ____________.

(1) before my English class
(2) after my English class
(3) for my English class
(4) in my English class
(5) in Kapampangan
(6) tonight

Frame: Bisa king munta king balen ____________.

(1) before lunch
(2) after lunch
(3) for lunch
(4) in your car
(5) at three o'clock
(6) this afternoon

Frame: Maglinis yang bale i ima ku ____________.
(1) before the party
(2) after the party
(3) for the party
(4) on Saturday
(5) tomorrow morning

5.2 Statement Drill (Give the appropriate statements for the following situations.)

Tell your friend that:

(1) you (need) have to go home now.
(2) you want to study at the library.
(3) you're going to town to buy a birthday present.
(4) you're tired so you're going home to rest.
(5) you have to help your mother clean the house.
(6) you want to buy some apples.
(7) you want lots of apples.

5.3 Recitation Drill (Repeat recitation of drill using conversational format.)

5.4 Comprehension Drill (Ask the following questions and respond on the basis of the Situational Dialogue.)
(1) How many boys are there in the dialogue?
(2) What are their names?
(3) How many girls?
(4) What are their names?
(5) How many people are there in all?
(6) Where are the girls going?
(7) And what about the boys?
(8) Are they all going to the cafeteria to eat lunch?
(9) Where are the boys going?
(10) What are they going to do there?
(11) Are the girls going to join them (play mahjong with them)?
(12) What is Maria going to do after lunch?
(13) What is Ermie going to do?
(14) What is Laura going to do?
(15) Who is going to a party on Sunday?

5.5 Narrative Drill (Restate the Situational Dialogue into narrative form. Compose the narrative by having each student give one or two sentences. As the sentences are given, record them on the blackboard. This will aid in maintaining continuity as well as assuring complete coverage of the dialogue contents.)
5.6 Dialogue Drill (Two students conduct a dialogue modelled after the Situational Dialogue. S₁ asks S₂ to join him in an activity, and S₂ responds with apologies because of other commitments, which he enumerates.)

6 STRUCTURAL AND CULTURAL NOTES

6.1 There are a number of ways to make a purposive clause in Kapampangan. Usually the concept "in order to do something" is involved. The following illustrate.

(1) Two simple sentences juxtaposed, the first stating where the actor is going and the second what he is going to do there:

(a) Munta kami king 'kantin', mamialung go we to canteen play kaming mahjong. we-Lk mahjong

'We're going to the canteen to play mahjong.'

(2) A clause containing a para phrase with the latter stating the purpose:

(b) Munta kami king 'kantin' para mamialung go we to canteen for play
We're going to the canteen to play mahjong.

(3) A clause containing an infinitive phrase which states the purpose:

(c) Munta kami king 'kantin' mamialung mahjong.
go we to canteen play mahjong

'We're going to the canteen to play mahjong.

(d) Munta kaming mamialung mahjong king 'kantin'.
to we-Lk play mahjong to canteen

'We're going to the canteen to play mahjong.'

From the above illustrations, note that an infinitive phrase consists of a future tense verb and the object of that verb linked together by the linker -ng. The linker is dropped if the verb ends with a consonant. The para phrase may consist of either an infinitive verb phrase following para or just the infinitive (para mamialung 'in order to play').

6.2 The purposive clause may occur with the quasi-verb bisa to form a desiderative-purposive clause:

'I want to go somewhere to do something.' Note that in these clauses the actor pronoun occurs
after the predicate bisa. The desiderative clause is then linked to the purposive clause which does not contain an actor pronoun. All of the grammatical units within the second clause except the location phrase are tied to each other by the linker as in the following.

(1) Bisa kung munta king'library' manyubling libru.
\[\text{want I-Lk go to library return-Lk book}\]
'I want to go to the library to return a book.'

(2) Bisa kung muntang manwynbling libru.
\[\text{want I-Lk go-Lk return-Lk book}\]
'I want to go return a book.'

VOCABULARY

a- [verbal affix, goal focus-potential]
ari finish [word base]
ayari can finish, is able to finish
i- [verbal affix, goal]
iko [= ikayu] you[pl], contracted form
isulud to wear [goal focus]
kailangan need, have to
kantin canteen
ke [= kami] we[incl] (contracted form)
kwentu story
lampaso scrub [word base]
lual outside
mag'baseball' to play baseball
maglampaso to scrub
magtu to eat lunch
mahjong, a Chinese game
mamialung to play
manayi to sew
manyubli to return
maobra is busy
me- [verbal affix, actor focus, completed]
mengan ate
obra word [word base]
pam'birthday' for birthday
pan- [verbal affix, referent]
para for, so that, in order that
para king for [benefactive marker for common noun]
pasalubung  present, gift
pasibayu    next time
pialung     play [word base]
sali        buy [word base], to buy
saup        help [word base]
subli       return [word base]
sumaup      to help
ayi         sew [word base]
tu (< ugtu) noon [word base]
Lesson 33

"Bakit? Obat etamu munta king 'swimming pool'?"

1 STRUCTURAL CONTENT

1.1 Explanatory clause

1.1.1 Kasi atin kung klase king Kapampangan balang Sabadung gatpanapun.

1.2 WH - Question

1.2.1 Bakit?

1.2.2 Obat etamu munta king 'swimming pool'? Why?

1.3 Possibility clause

1.3.1 Malyari kung munta bukas.

1.3.2 Eku malyaring munta bukas.

2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer

2.1.1 Q: Obat eka mandilu ngening aldo? Why aren't you going swimming today?

431
A: Kasi atin kung klase king Kapampangan.

2.1.2 Q: Obat munta ka king 'library'?
A: Kasi kailangan kung manyubling libru.

2.1.3 S: Muli na ku.
Q: Bakit?
A: Muli kung magpâynawa kasi mapagal ku.

2.2 Yes/No Question and Answer

2.2.1 Q: Malyari kang datang potang bengi at makiramdam kareng plaka?
Salamat namu, peru eku malyari.

Because I have my Kapampangan class.

Why are you going to the library?

Because I need to return some books.

I'm going home now.

Why?

I'm going home to rest because I'm tired.

Can you come tonight and listen to records?

Yes, I can.

Thanks, but I can't.

3 DRILL I

3.1 Expansion Drill (Expand the base sentence by adding the clause as cued.)
Model. Base: Makiagnan ku karela.

Cue: (1) Mangan kung pagtuan.

Response: Makiagnan kung mangan pagtuan karela.

(1) Mangan kung pagtuan.

(2) Munta ku king balen.

(3) Magaral kung Kapampangan.

(4) Mamialung kung mahjong king 'kantin'.

(5) Munta kung mandilu king 'swimming pool'.

(6) Maglampaso kung lande.

(7) Mamipi kung imalan.

(8) Mamlancha kung imalan.

(9) Munta ku king 'library' manyubli kung libru.

3.2 Expansion Drill (Expand each of the sentences in drill 3.1 by adding the desiderative bisa.)

Model. Cue: Makiagnan kung mangan pagtuan karela.

Response: Bisa kung makiagnang mangan pagtuan karela.

3.3 Response Drill ($S_1$ asks a yes/no question using any of the expanded bisa-makiagnan sentences elicited in drill 3.2 and $S_2$ responds with apologies, stating what he'll be doing, or needs to do instead.)
Model. \( S_1 \): Bisa kang makiagnang mangan pagtuan kaku?

\( S_2 \): Salamat na mu, peru kailangan kung muling maglinis bale.

3.4 Expansion Drill (Expand the cue sentences given below by adding the clause magplano ku.)

Model. Cue: Mangan kung pagtuan king Malabon.

Response: Magplano kung mangan pagtuan king Malabon.

(1) Mangan kung pagtuan king Malabon.

(2) Munta ku king sine potang bengi.

(3) Makiagnan kung magaral kang Ermie ngening aldo.

(4) Manayi kung baru ku.

(5) Sali kung pasalubung pambirthday para king pisan ku king San Fernando.

(6) Muli kung magpaynawa.

(7) Maglinis kung bale at maglampaso kung lande.

(8) Sumulat kung sulat kareng pengari da reng estudyante ku.

(9) Magaral kung Kapampangan balang Sabadung abak.

3.5 Response Drill (\( S_1 \) states what he and his friend are planning to do and asks \( S_2 \) if he would like to join them. \( S_2 \) gives an affirmative answer and thanks them.)
Model. $S_1$: Magplano (babalak) kaming munta king sine potang bengi. Bisa kang makiagnan kekami?


3.6 Expansion Drill (Expand the sentences below stating when it is possible for you to do the activity stated in each sentence.)

Model. Base: Datang ku.

Cue: Malyari--(potang bengi)

Response: Malyari kung datang potang bengi.

(1) Datang ku.

(2) Munta ku king tindahan.

(3) Maglinis kung bale.

(4) Mamipi kung imalan.

(5) Mamlancha kung imalan.

(6) Maglampaso kung lande.

3.7 Response Drill ($S_1$ gives the elicited sentences in drill 3.6 as a yes/no question. $S_2$ responds in the affirmative. Repeat the drill, giving a negative response in the second round as in the model.)

Model. $S_1$: Malyari kung datang potang bengi?

$S_2$: Wa. Malyari ku.
Model 2. \( S_1 \): Malyari kang datang potang bengi?
\( S_2 \): Salamat na mu, peru eku malyari.

3.8 Response-Comprehension Drill (\( S_1 \) asks a bisa-makiagnan 'want to join' question and \( S_2 \) responds in the negative with apologies. \( S_1 \) then asks 'why?' and \( S_2 \) responds stating what he needs to do instead. \( S_3 \) then asks \( S_4 \) why \( S_2 \) can't join \( S_1 \) and \( S_4 \) responds with the reason stated by \( S_2 \).

Model. \( S_1 \): Bisa kang makiagnang munta king sine kekami?
\( S_2 \): Salamat namu, peru eku malyari.
\( S_1 \): Bakit?
\( S_2 \): Kailangan kung magaral Kapampangan.
\( S_3 \): Obat eya munta king sine?
\( S_4 \): Kasi kailangan yang magaral Kapampangan.

4 SITUATIONAL DIALOGUE

[Dialogue between John (J) and Pedro (P)]

<table>
<thead>
<tr>
<th>plano</th>
<th>plan [word base]</th>
</tr>
</thead>
<tbody>
<tr>
<td>magplano</td>
<td>to plan</td>
</tr>
<tr>
<td>obat</td>
<td>why</td>
</tr>
<tr>
<td>bakit</td>
<td>why</td>
</tr>
<tr>
<td>bala</td>
<td>every</td>
</tr>
</tbody>
</table>
J: Pakikitan ke i Carlos para pagtuan. Bisa kang makiagnang mangan pagtuan kekami? 
P: Wa, nung malyari.

J: Wa, magplano kaming mangan king Malabon restaurant. Akit na kami karin.
P: O sige. Kaibat ning pagtuan obat etamu munta king 'swimming pool'? 
J: O kasanting sana. Peru eku malyari.
P: Bakit? Obat eka mipunta? Ena ka man magobra ngeni? 
P: Wa, nung malyari.

J: Pakikitan ke i Carlos para pagtuan. Bisa kang makiagnang mangan pagtuan kekami? 
P: Wa, nung malyari.

J: Wa, magplano kaming mangan king Malabon restaurant. Akit na kami karin.
P: O sige. Kaibat ning pagtuan obat etamu munta king 'swimming pool'? 
J: O kasanting sana. Peru eku malyari.
P: Bakit? Obat eka mipunta? Ena ka man magobra ngeni? 

P: Wa, nung malyari.

J: Pakikitan ke i Carlos para pagtuan. Bisa kang makiagnang mangan pagtuan kekami? 
P: Wa, nung malyari.

J: Wa, magplano kaming mangan king Malabon restaurant. Akit na kami karin.
P: O sige. Kaibat ning pagtuan obat etamu munta king 'swimming pool'? 
J: O kasanting sana. Peru eku malyari.
P: Bakit? Obat eka mipunta? Ena ka man magobra ngeni?

P: Wa, nung malyari.
J: Kasi atin kung klase king Kapampangan balang Sabadung gatpanapun.
P: O talagang mabiasa ka king Kapampangan. Potang kayi mas mabiasa ka pa kesa kanaku.
P: O sige. Mikit tamu pota king Malabon.

J: O sige.

today?

Because I have [my] Kapampangan class every Saturday afternoon.

Oh, you're really going to be good in Kapampangan. Pretty soon, you're going to be better than me.

Don't kid me. But, I can go tomorrow. Why don't we go tomorrow? Besides, Sunday is the day of rest and play.

Okay. Well, (we'll see each other) I'll see you at Malabon later.

Okay.
5 DRILL II

5.1 Recitation Drill

5.2 Comprehension Drill (The following are suggested questions.)

(1) With whom is John going to eat lunch?
(2) Is Pedro going to eat lunch with them?
(3) Where are they planning to eat lunch?
(4) What does Pedro want to do after lunch?
(5) Can John go?
(6) Why?
(7) When can John go?
(8) Is that a good day for swimming?
(9) Why do you think it is a good day?

5.3 Dialogue Drill (Two students hold a conversation modelled after the Situational Dialogue. Each student first presents a short resume of his day's activities, including the morning, afternoon and evening. After each presentation, the narrator ($S_1$) and another student ($S_2$) hold the conversation. The following is a suggested conversation. $S_2$ meets $S_1$ on the street in the morning. After greeting him $S_2$ suggests doing something (not planned by $S_1$) that morning. $S_1$
has other plans so he declines. Then $S_2$ makes the same, or another, suggestion for the afternoon, which $S_1$ must also decline because of previous plans. $S_1$, then, makes a counter suggestion (according to his plans) which may, or may not, be accepted by $S_2$. Both, then, take leave.)

6 STRUCTURAL AND CULTURAL NOTES

6.1 There is a class of particles called the Subordinating Combiner Particles. These particles introduce a subordinate clause and also indicate the relationship of that clause to the main clause (or the general context). The particles plus the subordinate clause may occur independently or conjoined to the main clause.

The word *kasi* 'because' is such a particle. The subordinate clause which it introduces states the reason for the action expressed in the main clause context. The following are examples of *kasi*.

(1) *Kasi atin kung klase king Kapampangan balang because have I-Lk class in Kapampangan each-Lk Sabadung gatpanapun. Saturday-Lk afternoon (Answer to a why-question)

'Because I have [my] Kapampangan class every Saturday afternoon.'
(2) Eku malyaring munta king sine kasi kailangan
not-I can Lk go to movie because need
sumulat kung kwentu para king klase ning Inglis.
write I-Lk story for class of English.
'I can't go to the movie because I have to write
a story for [my] English class.'

6.2 Note the two forms for 'why'—bakit and obat. The
first always occurs as a single word question
Bakit? 'Why?'. The latter is the interrogative
word initiating a question. In colloquial speech
the o may be dropped.

(1) Obat eka munta?
why not-you go
'Why aren't you going?'

(2) Bat eka munta?
'Why aren't you going?'
The alternant form bat generally occurs.

6.3 Malyari is a quasi-verb. See Lesson 31, 6.1 for
the discussion of such verbs.

7 VOCABULARY

bakit why
bala every
magplano to plan
pamamialung play
pamaynawa
paN-
plano
potang kayi
obat

rest
[nominal affix, abstract noun]
plan [word base]
pretty soon
why
Lesson 34
"Tana."

1 STRUCTURAL CONTENT

1.1 Predicative Clause, Suggestive

1.1.1 Affirmative

Tana! Let's go!
Tara (na)! Let's go!
Mako tana. Let's (leave) go.
Maglibutlibut tana. Let's go roaming around.
Manalbe tamung sine. Let's go see a movie.

1.1.2 Negative

Etana maglibutlibut. Let's not go roaming around.

Etamu manalbeng sine. Let's not go see a movie.

1.2 WH- Question, Suggestive

Nanu ing gawan tamu? What shall we do?

1.3 Hearsay Construction

Maniaman ya kanu ing I understand their
chop suey da karin. chop suey is delicious.

1.4 Idiomatic Expression

Ika na ing bala naman. You decide.
2 CONVERSATIONAL CONTEXT

2.1 WH- Question and Answer

2.1.1 Q: Nanu ing gawan tamu?
A: Maglibutlibut tana/tamu.
What shall we do?
Let's go roaming around.

2.1.2 Q: Nanu ing gawan tamu potang bengi? tonight?
A: Manalbe tanang / tamung sine.
What shall we do tonight?
Let's go see a movie.

2.2 Yes/No Question and Answer

2.2.1 Q: Mangan tana/tamu king lual potang bengi? tonight?
A: Wa. (Mangan tana/ tamu king lual.) Yes, (let's eat out).
Mangan tana/tamu king bale.

2.2.2 Q: Manalbe tanang sine potang bengi.
A: O sige. Tana/tara (na)! Manalbe tana.
Let's see a movie tonight.
Okay. Let's! Let's go (see).

2.2.3 Q: Mako tana?

2.2.4 Q: Mako na tamu?

2.2.5 Q: Masanting ya ing salida?


No. Let's not go (see).

Shall we leave now?
Yes, let's.

Shall we leave now?
Yes, let's leave.

Is the show good?
Yes, I hear it's good.

No, I hear it's not good.

3 DRILL I

3.1 Statement Drill (Give a statement in the suggestive for each of the word base cues below. Add as many complement phrases—i.e. object, location, time, etc.—as are necessary to make the statement meaningful or complete.)

Model. Cue: albe 'see, watch'
Response: Manalbe tanang sine potang bengi.

(1) albe see, watch
(2) kanan eat
(3) libut  roam around
(4) punta  go
(5) uli  go home
(6) sulat  letter, writing
(7) aral  study, sermon
(8) linis  clean
(9) pipi  wash (clothes)
(10) plancha  iron (clothes)
(11) inum  drink
(12) pialung  play
(13) lampaso  scrub
(14) sali  buy
(15) tayi  sew
(16) subj  return

3.2 Response Drill (S₁ asks the question specifying the time and S₂ responds with an appropriate statement in the suggestive as in the model.)

Model. \( S_1 \): Nanu ing gawan tamu potang gatpanapun?
\( S_2 \): Mamialung tanang mahjong king 'kantin'.
Nanu ing gawan tamu king tutuki
Sabadu?
\( S_3 \): Munta tanang mandilu king 'swimming pool'.
3.3 Statement-Response Drill ($S_1$ gives a statement in the suggestive and $S_2$ responds in the affirmative as in model 1. Repeat the drill with $S_2$ responding in the negative and making an alternant suggestion as in model 2.)

Model 1. $S_1$: Manalbe tanang sine potang bengi.
$S_2$: O sige. Tana.

Model 2. $S_1$: Manalbe tanang sine potang bengi.

3.4 Statement Drill (Each student makes a hearsay statement about John using the action cues given below.)

Model. Cue: munta, king Hapon
$S_1$: Munta ya kanu king Hapon i Juan.
Cue: magaral a Kapampangan
$S_2$: Magaral yang Kapampangan i Juan kanu.

(1) munta, king Hapon
(2) magaral a Kapampangan
(3) muntang mandilu, king 'swimming pool'
(4) muling magpaynawa
(5) munta, king 'library', mamasang dyaryu
(6) munta, king eskuela, sumulat
3.5 Statement Drill (Each student makes a two statement utterance as in the model. The first suggests going to X place and the second states the reason as a hearsay statement.)

Model. Statement$_1$: Munta tana king sine potang bengi.

Statement$_2$: Masanting ya kanu ing salida.

(1) munta king sine/masanting a salida
(2) munta king Malabon/maniaman a pamangan
(3) manalbeng 'Romeo ampo Juliet'/masanting a salida
(4) munta king 'Arayat Park'/masanting a lugar para mamialung

4 SITUATIONAL DIALOGUES

4.1 [Dialogue between Senen (S) and John (J)]

bala                         decide
libut                         roam around [word base]
maglibutlibut                 to roam around
Tana                          let's, we [for two or three people]
tara na!                      let's go (already)
What shall we do?
I don't know. You decide. What do you want to do?
Let's go roam around [the town].
Okay. Let's go!

4.2 [Dialogue between Senen (S) and John (J)]

pamangan
food
niaman
delicious [word base]
maniaman
is delicious
kanu
I understand, I hear

Let's eat out tonight.

king lual potang bengi.

Okay. Where shall we go?

Let's go to the Malabon restaurant.

How is the food there?
I understand the food is delicious.

Oh, yes. They serve chop suey there, don't they?

Yes, very delicious chop suey, I understand.

Okay. (We'll) Let's eat chop suey. Let's go (leave).

4.3 [Dialogue between Ermie (E) and her husband Alex (A)]

albe see, watch [word base]
manalbe to see, to watch
makapalage is playing
salida movie show
lage person playing in the show, actor, actress
lalage [plural of lage]
alben to watch something

E: Nanu ing gawan tamu potang bengi?

What shall we do tonight?
A: Manalbe tamung sine. Let's go see a movie.
E: O sige. Nanu ing Okay. What's playing
makapalage king at the Kuhio [theater]?
Kuhio?
A: Eke balu ing lagiu I don't know the title
peru 'cowboy' ya but it's a cowboy
ing salida. movie.
E: Masanting ya? Ninu Is it good? Who's playing in it?
ing lalage? (Who's the person in
the show?)

A: Eku balu peru I don't know but I
masanting ya kanu. understand it's good.
E: O sige. Alben taya. Okay. We'll see that
Mako tana. (it). Let's go.

4.4 [Dialogue between John (J) and Senen (S)]

masanting is good
pi-...-an [verbal affix, location]
pipandiluan place for swimming
agkat invite
managkat to invite
manga about [approximation of numerals]
kalatau

S: Obat e tamu munta king 'picnic' king Duminggu?

J: Masanting. Nukarin tamu munta?

S: Siguru malyari tamung munta king 'Arayat Park'.

J: Masanting ya ing lugar para pipandiluan?

S: Wa. At masanting ya naman kanu para mamialung 'baseball'.

J: Masanting. Managkata pang aliwa?

S: Wa, managkata tamung manga apulung katau.

DRILL II

5.1 Recitation Drill

5.2 Narrative Drill (Restate dialogues 4.2, 4.3, and 4.4 into narrative form.)

5.3 Comprehension Drill (After the recitation of each dialogue, ask the related questions. $S_1$ asks and $S_2$ responds.)

Dialogue 4.1

(1) How do you ask 'What shall we do?' in Kapampangan?
(2) How do you say 'You decide' in Kapampangan?
(3) What are John and Senen going to do today?

Dialogue 4.2

(1) What does Senen want to do tonight?
(2) Does John want to go too?
(3) Where are they going?
(4) How is the food there?
(5) What kind of food do they serve there?
(6) What does Senen say about the food there?

Dialogue 4.3

(1) Are Ermie and Alex friends?
(2) What are they going to do tonight?
(3) Where are they going?
(4) What's playing at that theater?
(5) Does Alex know the title of the movie?
(6) Does he know who's playing in it?
(7) Does Alex think the movie is good?

Dialogue 4.4

(1) What is John going to do on Sunday?
(2) Is Senen going too?
(3) Are only the two going?
(4) Where are they going?
(5) Is that a good place for swimming?
(6) Do they want to do something else?
(7) Are they going to invite some friends?
(8) About how many?

5.4 Dialogue Drill ($S_1$ and $S_2$ hold a conversation modeled after those in section 4. They discuss what they want to do, where they are going, what the merits of the place are, and other related pertinent things. The following are suggested activities: movies, picnic, dinner out, shopping, party, visiting a friend, going to the library, studying.)
The following utterances are used to suggest something expressed by 'let's' in English.

1. **Tara (na)!**  
   'Let's go!'

2. **Tana!**  
   'Let's go!'

3. **Mako tana.**  
   'Let's go (leave).'

4. **Manalbe tamung sine.**  
   'Let's see a movie.'

The expression **tara na** and **tana** generally occur as complete utterances. However, **tana** may also occur as the topic pronoun in a predicative clause (see Situational Dialogues and (3) above).

In the latter context, however, the **ing** pronoun **tamu** (1st person plural inclusive) occurs more frequently (as in (4) above). **Tana** is used idiomatically and is probably **ta + na**.

Both **tamu** and **ta**, of course, appear with the regular meaning of 'we' (inclusive and dual respectively).

The word **kanu** denotes "hearsay" expressed in English as 'I understand..., they say..., I hear ...'. Note its occurrences in the following sentences.
(1) Maniaman la kanu pamangan. delicious they I-understand food
'I understand the food is delicious.'

(2) Masanting ya naman kanu para mamialung 'baseball'.
'I hear it's also good for playing baseball.'

(3) Talagang maniaman ya kanu ing chop suey da very-Lk delicious it they-say the chop suey
karin. their there
'They say (their) the chop suey there is very delicious.'

6.3 Manga is added preceding a numeral to denote an approximation of that numeral.

(1) Managkat tamung manga apulung katau. invite we-Lk about ten-Lk people
'Let's invite about ten people.'

7 VOCABULARY
agkat invite
albe see, watch [word base]
alben to watch something
bala decide
ka- [nominal affix, companion noun]
kanu I understand, I hear
katau people, person
lage

lalage

libut

maglibut

makapalamage

managkat

manalbe

manga

maniaman

masanting

niaman

pamangan

pi-...-an

pipandiluan

salida

tana

tara na!

person playing in the show, actor, actress

[plural of lage]

roam around [word base]
to roam around

is playing
to invite
to see, to watch

about [approximation of numerals]
is delicious

is good

delicious [word base]

food

[verbal affix, location]

place for swimming

movie show

let's, we [for two or three people]

let's go already

[regard only as interjective]
Lesson 35
"Māmāsa yang dyaryo i Al."

1 STRUCTURAL CONTENT

1.1 Verbal Predicative Clause, Actor Focus, Continuing
Māmāsa yang dyaryo i Al. Al is reading a newspaper.

1.2 WH- Question
Nanu ing gagawan What is Al doing? nang Al?

1.3 Verbal Affix, Actor Focus, Continuing
(1) C₁V₁-
(2) mā-
(3) māg-
(4) māN-
(5) māmang-

1.4 Noun Phrase Expansions of ya and la
(1) i Al, di Al ampo i Ermie
(2) ing mestra, reng mestra

2 CONVERSATION CONTEXT

2.1 WH- Question and Answer
2.1.1 Q: Nanu ing gagawan What is Al doing? nang Al?
2.1.2 Q: Nanu ing gagawan na ning mestra?
A: Sūsulat yang kwentu.

2.1.3 Q: Nanu ing gagawan da ri Al ampo i Ermie?
A: Māgaral lang Inglis.

2.1.4 Q: Nanu ing gagawan da reng estudyante?
A: Māginis lang kuarto.

2.2 Yes/No Question and Answer

2.2.1 Q: Māmasa yang dyaryo i Al?

2.2.2 Q: Sūsulat yang kwentu ing mestra?

A: Māmasa yang dyaryo. He's reading a newspaper.

What is the teacher doing?
She is writing a story.

What are Al and Ermie doing?
They're studying English.

What are the students doing?
They're cleaning the room.

Is Al reading a newspaper?
Yes, he's reading.

Is the teacher writing a story?
No, she's not writing a story. She's reading.
2.2.3 Q: Magaral lang Inglis ri Al ampo i Ermie?

2.2.4 Q: Maglinis lang kuarto reng estudyante?
Ing janitor maglinis ya.

Are Al and Ermie studying English?
No, they're not. They're eating.

Are the students cleaning the room?
No. They're not cleaning. The janitor is cleaning.

3 DRILL I

3.1 Restatement Drill (T gives an utterance in the Actor Focus, Future form. S restates it into the Actor Focus, Continuing form as in the model.)

Model. T: Mamasa yang dyaryo.
S: Māmasa yang dyaryo.

(1) Mamasa yang dyaryo.

(2) Sumulat yand kwentu.

(3) Magaral yang Inglis.

(4) Turu yang Kapampangan.

Māmasa yang dyaryo.
Sūsulat yang kwentu.
Māgaral yang Inglis.
Tūturu yang Kapampangan.
(5) Matudtud ya keni.
   Mātudtud ya keni.
(6) Mangan yang pagtuan.
   Māmangan yang pagtuan.
(7) Maglinis yang kuarto.
   Māglinis yang kuarto.
(8) Mamipi yang imalan.
   Māmipi yang imalan.
(9) Mamlancha yang baru.
   Māmlancha yang baru.
(10) Maglampaso yang lande.
    Māglampaso yang lande.
(11) Mamialung yang mahjong.
    Māmialung yang mahjong.
(12) Minum yang marimla.
    Mīminum yang marimla.
(13) Manaya yang king tindahan.
    Mānaya yang king tindahan.
(14) Kuma yang dakal a kendi.
    Kukua yang dakal a kendi.
(15) Mandilu ya ngeni.
    Māndilu ya ngeni.
(16) Sali yang pasalubung pambirthday.
    Sasali yang pasalubung pambirthday.
(17) Muli ne.
Mumuli nya.

(18) Munta ya king sine.
Mumunta ya king sine.

(19) Datang ya keni.
Daratang ya keni.

(20) Manalbe yang T.V.
Mānalbe yang T.V.

(21) Manayi yang baru.
Mānayi yang baru.

(22) Subli yang libru keka.
Susubli yang libru keka.

(23) Sumaup yang maglinis bale.
Sasaup yang maglinis bale.
3.2 Question Drill (T gives a cue in English and S substitutes the Kapampangan equivalent in the slot in the following question frame.)

Model. (frame) Nanu ing gagawan _____?

T: (you)
S: Nanu ing gagawan mu?
T: (Al)
S: Nanu ing gagawan nang Al?

(1) you [sing]
(2) Al
(3) they
(4) we [dual]
(5) the children
(6) you [pl]
(7) he
(8) we [incl]
(9) John and Senen
(10) the teacher

3.3 Response Drill ($S_1$ asks the question Nanu ing gagawan (___)? and $S_2$ responds with a response that has not yet been given. Vary the pronouns in the question.)
Model. $S_1$: Nanu ing gagawan da reng estudyante?

$S_2$: Mātudtud la.

Nanu ing gagawan mu?

$S_3$: Māmasa kung dyaryo.

3.4 Response Drill ($S_1$ asks the question Nukarin ya i Juan? to which $S_2$ responds. Then $S_1$ asks Nanu ing gagawan na karin? and $S_2$ responds with an appropriate response. Use the third person singular and plural pronouns in the first question with all the possible expansions of the common and proper noun phrases in the singular and the plural.)

Model 1. $S_1$: Nukarin ya i Juan?

$S_2$: I Juan atiu king kuarto na.

$S_1$: Nanu ing gagawan na karin?

$S_2$: Māmasa yang dyaryo.

Model 2. $S_1$: Nukarin la reng ānak?

$S_2$: Deng ānak atilu king lual.

$S_1$: Nanu ing gagawan da karin?

$S_2$: Māmialung lang 'baseball'.

3.5 Response Drill ($S_1$ asks the question Nanu ing gagawan nang Juan? to which $S_2$ responds. Then $S_1$ asks the question Nukarin ya (____)? and $S_2$ responds with an appropriate response. Vary the common and
proper noun phrase expansions in the first question, including both the singular and plural constructions.)

Model. \( S_1 \): Nanu ing gagawan nang Juan?

\( S_2 \): Māgaral ya.

\( S_1 \): Nukarin ya māgaral?

\( S_2 \): Māgaral ya king kuarto na.

3.6 Movable Slot Substitution Drill (T gives a cue in English and S substitutes the Kapampangan equivalent in the appropriate slot in the frame Māmasa yang libru.)

Model. \( T \): (letter)

\( S \): Māmasa yang sulat.

\( T \): (writing)

\( S \): Sūsulat yang sulat.

(1) letter

(2) writing

(3) A1

(4) they

(5) Kapampangan

(6) studying

(7) the students

(8) at home
(9) eating
(10) Al and Ermie
(11) lunch
(12) my brother
(13) now
(14) the teacher
(15) sleeping
(16) in her room

4 SITUATIONAL DIALOGUE

4.1 [Dialogue between Roberto (R) and Pedro (P)]

R: Nukarin ya ing mestro? Where is the teacher?

P: Ing mestro atiu king klase na. The teacher is in his classroom.

R: Nanu ing gagawen na? What is he doing?

P: Tuturu yang Kapan pangan. He's teaching Kapampangan.

R: Pilan la reng estudyante king klase na? How many students are there in his class?

P: Eku balu. I don't know.

R: Ninu la reng estudyante? Who are the students?
4.2 [Dialogue between Mr. Ruiz (R) and George (G)]

R: Nanu ing obra mu?

G: 'Peace Corps Volunteer' I'm a Peace Corps Volunteer and I also teach English, sir.

R: Nukarin ka tuturu?

G: Tuturu ku pu king 'high school' king Dolores.

The Peace Corps Volunteers are the students.

What do you do?

I'm a Peace Corps Volunteer and I also teach English, sir.

Where do you teach?

I teach in a high school in Dolores, sir.
R: Ampong nanu pa ing gagawan mu?
G: Magaral ku pung Kapampangan.
R: Nukarin ka magaral?
G: King eskuelang tuturu ku.
R: Ninu ing mestro mu?
G: I Miss Ocampo pu.
R: Ninu ya i Miss Ocampo?
G: Propesora ya king Inglis king Ateneo Universidad ketang milabasan a banwa. Peru ngeni superbisora ya kareng 'Peace Corps Volunteers' ampong mestra mi naman.
R: Nanu pa ing gagawan nang Miss Ocampo at saka tuturung Kapampangan?
G: Tuturu ya mung Kapampangan ampong

And what else do you do?
I study Kapampangan, sir.
Where do you study?
At the school where I teach.
Who is your teacher?
Miss Ocampo, sir.
Who is Miss Ocampo?
She was a professor of English at Ateneo University last year. But, now, she is the supervisor of the Peace Corps Volunteers and is our teacher.

What else does Miss Ocampo do besides teach Kapampangan?
She teaches only Kapampangan. But she
tuturu na kami tungkul also teaches us the
king kultura nang culture of the Philip-
Pilipinas.

5 DRILL II

5.1 Recitation Drill (S repeats recitation of dialogues
4.1 and 4.2 until contents learned.)

5.2 Comprehension Drill (First T asks questions based
on the two dialogues to which S responds. Then $S_1$
asks the question and $S_2$ responds. The following
are suggested questions.)

Dialogue 4.1

(1) Is Pedro the teacher?
(2) Where is the teacher?
(3) Is the teacher studying there?
(4) Are there students in the classroom, too?
(5) Are they reading?
(6) Does he have many students?
(7) Are the students about twelve years old?

Dialogue 4.2

(1) What does John do?
(2) Who is John talking to? (magsalita = talk)
(3) Does John teach at a University?
(4) Where is the school where John teaches?
What else does he do besides teaching?

Does he study Kapampangan at home?

Who is his teacher?

Is his teacher a woman or a man?

What is she teaching now?

Where did she teach last year?

What else does Miss Ocampo teach besides Kapampangan?

Dialogue Drill ($S_1$ and $S_2$ hold a conversation modeled after dialogue 4.2. Each student assumes his own real life role.)

Structural and Cultural Notes

The Continuing tense of the Actor focus verb is marked as follows.

Lengthening of the vowel in the following Actor focus affixes.

(a) mag- māgaral 'is studying'
(b) maN- māmasa 'is reading'
   mānayi 'is sewing'
   māndilu 'is taking a bath'
(c) ma- mātudtud 'is sleeping'

Reduplication of the initial consonant and vowel of the word base for verbs that take Ø and -um- affixes with Actor focus.
(d) ø
  tuturu 'is teaching'
  sasali 'is buying'
  daratang 'is coming'
  susubli 'is returning'

(e) -um-
  kukua 'is taking'
  sasaup 'is helping'
  susulat 'is writing'

(3) Reduplication of the m- Actor focus affix and the initial vowel of the word base.

(f) m-
  mimininum 'is drinking'
  mumunta 'is going'
  mumuli 'is going home'

Exceptions to the rule occur, one of which is mamangan 'is eating'. The Actor affix is maN- but the continuing tense is marked by the reduplication of the initial consonant and vowel of the affix instead of the expected lengthening of the affix vowel. Note the change of d to r in daratang from datang. This alternation in medial position occurs quite regularly.

6.2 The third person topic actor (singular ya, plural la) may be expanded by a noun phrase (proper or common). In such cases these phrases follow the
object of the verb. The introducing particles of
the topic noun phrases are (1) i or di ~ ri with
proper names, and (2) ing or deng ~ reng with
common nouns. The following illustrate.

(1) Māmasa yang dyaryu i Al.
   is-reading he-Lk newspaper CP Al
   'Al is reading a newspaper.'

(2) Susulat yang kwentu ing mestro.
    is-writing he-Lk story CP teacher
    'The teacher is writing a story.'

(3) Māgaral lang Inglis di Al ampoy Ermie.
    are-studying they-Lk English CP Al and-CP Ermie
    'Al and Ermie are studying English.'

(4) Māglinis lang kwarto reng estudante.
    are-cleaning they-Lk room CP students
    'The students are cleaning the room.'

VOCABULARY

at saka     besides
kultura     culture
C1V1~ [mā~]  [verbal affix, actor
          focus, continuing]
māgaral     is studying, studies
            regularly
magsalita   talk
nanu pa     what else
else

is teaching someone,

teaches someone

(something regularly)