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BIKOL LESSONS.

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THE TWELVE LESSONS IN STANDARD SPOKEN BIKOL WHICH COMPRISE THIS TEXT WERE WRITTEN FOR PEACE CORPS VOLUNTEERS WORKING IN THE PHILIPPINES. THE STUDENT IS TO CONCENTRATE ON ACQUIRING AURAL-ORAL SKILLS RATHER THAN ON READING AND WRITING. LESSONS CONSIST OF SHORT DIALOGS AND NUMEROUS DRILLS TO TEACH THE PRONUNCIATION PATTERNS AND GRAMMAR POINTS. INSTRUCTIONS ARE GIVEN TO THE TEACHER FOR CONDUCTING THE DRILLS AND FOR INCLUDING SUPPLEMENTARY MATERIAL SUCH AS SONGS. A SHORT GRAMMATICAL OUTLINE OF BIKOL HAS ALSO BEEN PREPARED FOR REFERENCE (SEE AL 000 501). (JD)

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BIKOL LESSONS

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1967

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AL 000 502

ON THE USE OF THE BIKOL LESSONS

These Bikol lessons - covering four to five hours per lesson - are meant for experienced teachers familiar with the new ideas of foreign language-teaching. It's assumed that anyone else will not know how to make proper use of these materials.

For the experienced, some random suggestions:

Pace: The pace of the class should be brisk, lively. During dialogues and drills students should be expected to respond without pausing to think; during conversation and role-playing the pace should be relaxed. Class should never drag, students should be kept on their toes.

Variety: There must be a variety of activities, perhaps no single kind to last more than seven minutes. From a drill one may go into conversation, liven the pace by a quick review of the dialogue, brisk pronunciation practice, back to a drill, grammar, conversation, role-playing, a reading, etc. provided there is a logical sequencing of the activities. It is not necessary that the lesson items be followed one after another, one completed before the other is begun - provided you know what you are doing.

Naturalness: The teacher's spoken Bikol should be at all times natural in speed, intonation, and vocabulary (colloquial, common words); the class should especially try to achieve a natural intonation based on the teacher's model. Any utterance too long to be repeated should be started from the ~~middle~~ last part of the utterance, ~~and~~ building towards the front by adding on natural units (not the other way around).

Creativity: The teacher has the responsibility to revise the lessons when advantageous, to create exercises where there are gaps, to create as many challenges for successful communication as can be met by the class. As much as possible every set of drills should be followed immediately by informal questions practicing the pattern under focus. During role-playing, unexpected, playful questions and responses should be employed by both teacher and class to stimulate thoughtful use of the language. Avoid an excess of commonplace, bland language. The teacher is responsible for creating review exercises each day; these should be informal, questions-responses. The more important structures (the verbs and their affixes) must be reviewed constantly.

Keepy a steady hand and a pleasant manner, anticipate grammatical difficulties and be prepared to answer questions efficiently, avoid inhibiting students by overcorrecting. Make the students work hard for each hour of class, so that they may leave class with the positive feeling of having accomplished something.

Drills : Always give students an example or two of how a drill is to go, what kind of response is expected. "Etc." means add additional cues as necessary (eight is a good number, then the model sentence can be changed).

Situations: These should always be controlled by the instructor, who takes a major role. The situation and roles each is to play should be explained, and each should try to "get into" his part.

Pot Pourri: The teacher, in creating - apart from the lessons as they now are - stimulating situations for the students to develop their spoken Standard Bikol, should make use of a pot pourri of items having to do with Bikol: songs, poems, transportation schedules (bus, train, plane, boat), riddles, jokes, legends, folktales, etc. menus, recipes, popular idioms. Some of these might be incorporated into situations, e.g. transportation schedules in a How-do-I-get-to... and When-does-the-bus-leave? situation. The well-known songs should of course be learned.

As much as possible lesson materials (dialogues and drills) should not be looked at by students during the lesson. They should learn independence from the written word and should refer to the text in class only when a visual help appears the best thing to do. Dialogues, after they have been practiced orally, may be read briskly to give a visual boost to learning.

BIKOL LESSONS

	Presented, practiced during 1st twelve lessons	To be presented, practiced during succeeding lessons
1. Verbs	MAG- MAYA- -ON -AN	MA- (intrans.) MA- (trans.) MA--AN I-
2. Pronouns	nominative genitive	dativo (SAKO) possessive (gen., dativo)
3. Enclitics	<u>na</u> , <u>na</u> , <u>man</u> , <u>daa</u> , <u>sana</u> , <u>palan</u>	<u>daw</u> , <u>haga</u> , <u>kuta</u> , <u>ngani</u> , <u>lugod</u> , <u>lang</u> , <u>na sana</u>
4. Equational sentences	Noun - Noun/pro. Adj. - Noun/pro.	
5. Existential sentences "to have"	<u>Igwa</u> <u>Mayo</u> (<u>Dai</u>) <u>Igwa</u> - noun/pro.	<u>May</u> <u>May</u> - noun/pro.
6. Negation	<u>Dai</u> , <u>Bako</u> , <u>Mayo</u> <u>Habo</u> , <u>Inda</u>	
7. Word order	affirm. vs. negative	
8. Pseudo verbs	<u>gusto</u> , <u>habo</u> , <u>tatao</u>	<u>kainohan</u> , <u>darat</u> , <u>pwede</u>
9. Deictics	directional (<u>diridi...</u>) locational (<u>anion...</u>)	
10. Demonstratives	nominative (<u>ini...</u>)	dativo (<u>gani</u>)
11. Plurality	adjs., nouns, verbs	
12. Linkers	-NG/NA	
13. adjectives	-ON ("very")	
14. Markers	subject, goal, name	
15. Polite forms	<u>Po</u> , <u>daw</u>	other polite forms (e.g. requests)
16. Interrogatives	<u>Saan</u> , <u>nu-arin</u> , <u>kasu-arin</u> , <u>tano</u> (<u>ngata</u>) <u>ta</u> , <u>ano</u> , <u>sisay</u>	<u>Kisay</u> , <u>pano</u>

BIKOL LESSONS

I. Brief autobiographical introduction by teacher in Standard Bikol, an informal introduction long enough to give students an intriguing sample of colloquial Bikol.

The class then starts with a re-introduction of the teacher:

AN NGARAN KO SI _____. "MY NAME IS _____."

as is natural in Bikol short answers are acceptable.

Teacher

Student

AN NGARAN KO SI _____.
ANO AN NGARAN MO?
ANO AN NGARAN MO?
ANO AN NGARAN MO?

MIKE. (e.g.)
MARSHA.
ROGER ANDERSON.

Class does the above in a chain drill, Student 1 asking Student 2, Student 2 asking Student 3, etc.

MI ANO AN NGARAN MO? _____

Teacher tells place of origin and elicits same information from the students.

Teacher

Student

TAGA _____ AKO.
TAGA SAEN KA SA AMERICA?
TAGA SAEN KA SA AMERICA?
TAGA SAEN KA SA AMERICA?

CALIFORNIA. (e.g.)
RHODE ISLAND.

Chain drill (student to student), same as above.

TAGA SAEN KA (SA AMERICA)? _____

Chain drill (student to student), combining the two questions practiced:

ANO AN NGARAN MO?
TAGA SAEN KA SA AMERICA?

ii. Dialogue. Students should learn it so they can take either part and respond automatically.

A: HOY, JIM! MÁSAEN KA?

A: HEY, JIM! WHERE 'RE YOU GOING?

B: SA DÁGAT.

B: TO THE BEACH.

A: MÁ-ANO KA? MAKARIGOS?

A: WHAT 'RE YOU GOING TO DO?
TAKE A SWIM?

B: IYÓ.

B: YES.

HOY.....HEY, HELLO (USED TO ATTRACT ATTENTION)

MÁSAEN KA?....WHERE 'RE YOU GOING? (USED AS A GREETING)

SA DÁGAT.....lit. TO THE SEA.

MAKARIGOS.....lit. GOING TO TAKE A BATH/SHOWER (USED ALSO WHERE
ENGLISH WOULD SAY "TAKE A SWIM.")

* * * * *

* Note: Most of the dialogues in these lessons are adaptations of conversations from Speaking Bikol by Ray Mayer, 1963.

III. Teach six nouns that can substitute for DAGAT (sea).
Teach names of places often visited by the students, e.g.

ESKUELAHAN	(SCHOOL)
KLASE	(CLASS)
OPISINA	(OFFICE)
LIBRARY	(LIBRARY)
SADAN	(MARKET)
SARI-SARI	(VARIETY STORE)

Teacher

MASAFN KA?

MASAFN KA?

MASAFN KA?

Student

SA SARI-SARI. (e.g.)

SA _____.

SA _____.

Chain drill, student to student:

HOY, _____! MASAFN KA?

SA _____.

IV. Introduce six verbs to substitute for MAKARIGOS. Have students repeat with the proper question intonation.

MABASA?	(GOING TO READ?)
MASULAT?	(GOING TO WRITE?)
MATRABAHO?	(GOING TO WORK?)
MA-ADAL?	(GOING TO STUDY?)
MAKAKAN?	(GOING TO EAT?)
MA-INUM?	(GOING TO DRINK?)

Chain drill; teacher cues question by giving verb root, e.g. BASA, SULAT.

<u>Student 1</u>	<u>Student 2</u>	<u>Cue</u>
MA-ANO KA? MAKARIGOS?	IYO.	(BASA)
MA-ANO KA? MABASA?	IYO.	(SULAT)
MA-ANO KA? MASULAT?	IYO.	(TRABAHO)
MA-ANO KA? MATRABAHO?	IYO.	(ADAL)
MA-ANO KA? MA-ADAL?	IYO.	(KAKAN)
MA-ANO KA? MAKAKAN?	IYO.	(INUM)
MA-ANO KA? MA-INUM?	IYO.	

Translation drill; automatic answers required.

GOING TO TAKE A SWIM?	MAKARIGOS?
GOING TO READ?	MABASA?
GOING TO WRITE.	MASULAT?
GOING TO WORK?	MATRABAHO?
GOING TO STUDY?	MA-ADAL?
GOING TO EAT?	MAKAKAN?
GOING TO DRINK?	MA-INUM?

V. Student 1

Student 2

MABASA AKÓ. MA-ANO KA? MA-ADAL AKÓ. MA-ANO KA? etc.
 MA _____ AKÓ. MA-ANO KA? MA-_____ AKÓ. MA-ANO KA?
 MA _____ AKÓ. MA-ANO KA? MA _____ AKÓ. MA-ANO KA?

Present DAÍ (NO).

Teacher

Student

MA-ANO KA?
MASULAT KA?

DAÍ. MA-ADAL AKÓ. "NO, I'M GOING TO STUDY."

MA-ANO KA?
MA _____ KA?

DAÍ. MA _____ AKÓ. "NO, I'M GOING TO _____."

Students do the dialogue as a chain drill, substituting in the slots.

A: HOY, _____ . MASAEN KA? B: SA _____ .

A: MA-ANO KA? MA _____ ? B: IYO.

Students do the same, with different partners, substituting DAÍ etc.

A: HOY, _____ ! MASAEN KA? B: SA _____ .

A: MA-ANO KA? MA _____ ? B: DAÍ. MA _____ AKÓ.

VI. Review: TAGA SAEN KA SA AMERICA?

add: O, TAGA _____ KA PALAN? ("OH, SO YOU'RE FROM _____!")

Explain: PALAN is a particle used to express surprise at discovering new information, somewhat like the English "Oh, so.....!"

Teacher

Student

TAGA SAEN KA SA AMERICA?
O, TAGA CALIFORNIA KA PALAN?
SAEN SA CALIFORNIA?

CALIFORNIA. (e.g.)
IYO.
PASADENA.

TAGA SAEN KA SA AMERICA?
O, TAGA _____ KA PALAN?
SAEN SA _____?

_____.
IYO.
_____.

Students ask each other the same three questions asked by the teacher.

Teacher adds: SIYA (HE/SHE).

Teacher

Student

TAGA SAEN SI _____?
TAGA SAEN SI _____?

TAGA _____ SIYA.
TAGA _____ SIYA.

Students do the above in a chain drill.

Teacher

Student 1

Teacher

Student 2

MA-ANO KA?
MA-ANO KA?
MA-ANO KA?
MAKAKAN AKO.
MA _____ AKO.
MA _____ AKO.

MA-ANO SIYA?
MA-ANO SIYA?
MA-ANO SIYA?

MAKAKAN SIYA.
MA _____ SIYA.
MA _____ SIYA.

Students do the above in a chain drill.

Teacher

Student 1

Teacher

Student 2

MA-ANO KA?
MA-ANO KA?
MA-ANO KA?
MA-ADAL AKO.
MA _____ AKO.
MA _____ AKO.

MABASA SIYA?
MA _____ SIYA?
MA _____ SIYA?

DAT. MABASA SIYA.
DAT. MA _____ SIYA.
DAT. MA _____ SIYA.

Students do the above in a chain drill.

VII. 2nd part of dialogue.

A: HOY, JIM! SAÉN KA HALÈ?

A: HEY, JIM! WHERE'VE YOU BEEN?

B: SA DÁGAT.

B: TO THE BEACH.

A: NAG-ANÓ KA? NAGKARIGOS?

A: WHAT DID YOU DO?
TAKE A SWIM?

B: IYÓ.

B: YES.

SAÉN KA HALÈ..... WHERE HAVE YOU BEEN?
WHERE DID YOU COME FROM?
(COMMON GREETING UPON RETURNING FROM SOMEWHERE;
THIS, ALONG WITH "MASAEN KA?" IS GENERALLY
ASKED OF SOMEONE WALKING)

VIII. Students substitute for DAGAT.

Teacher writes on the board:

NAG-ANO KA? "What did you do?"	NAGKARIGOS KA? "Did you take a swim/bath?"
-----------------------------------	---

Asks: How would you say:

"DID YOU READ?"	NAGBASA KA?
"DID YOU WRITE?"	NAGSULAT KA?
"DID YOU STUDY?"	NAG-ADAL KA?
"DID YOU WORK?"	NAGTRABAHO KA?
"DID YOU EAT?"	NAGKAKAN KA?
"DID YOU DRINK?"	NAG-INUM KA?

<u>Student 1</u>	<u>Student 2</u>	<u>Cue (Teacher)</u>
NAG-ANO KA? NAGKARIGOS KA?	IYO.	_____ (verb root)
NAG-ANO KA? NAG_____ KA?	IYO.	_____
NAG-ANO KA? NAG_____ KA?	IYO.	_____

<u>Student 1</u>	<u>Student 2</u>	<u>Cue (Teacher)</u>
NAGBASA KA?	DAI. NAG-ADAL AKO.	(SULAT)
NAGSULAT KA?	DAI. NAG_____ AKO.	(_____)
NAG_____ KA?	DAI. NAG_____ AKO.	(_____)
NAG_____ KA?	DAI. NAG_____ AKO.	-etc.-

<u>Teacher</u>	<u>Student</u>
NAG-ANO SI_____?	NAG_____ SIYA.
NAG-ANO SI_____?	NAG_____ SIYA.
NAG-ANO KA?	NAG_____ AKO.
NAG-ANO KA?	NAG_____ AKO.
NAG-ANO SIYA?	NAG_____ SIYA.

Students do the above in a chain drill.

IX. In one column the teacher writes a few MA- forms on the board, in another column a few examples of NAG- forms:

MABASA "will/going to read"	NAGBASA "read"
MA SULAT "will/going to write"	NAGSULAT "wrote"

~~XXXX~~

Addition of new verb roots:

DIGDI (COME)

DUMAN (GO)

BAKAL (BUY)

PLAY (KAWAT)

Teacher

Student

How would you say:

I WILL COME.
YOU WILL COME.
HE WILL COME.
SHE WILL COME.
MIKE WILL COME.

MADIGDI AKO.
MADIGDI KA.
MADIGDI SIYA.
MADIGDI SIYA.
MADIGDI SI MIKE.

I'M GOING TO GO.
YOU'RE GOING TO GO.
HE'S GOING TO GO.
SHE'S GOING TO GO.
MIKE'S GOING TO GO.

MADUMAN AKO.
MADUMAN KA.
MADUMAN SIYA.
MADUMAN SIYA.
MADUMAN SI MIKE.

I'M GOING TO BUY.
YOU'LL BUY..
SHE'S GOING TO BUY.
HE'LL BUY.
MIKE IS GOING TO BUY.

MABAKAL AKO.
MABAKAL KA.
MABAKAL SIYA.
MABAKAL SIYA.
MABAKAL SI MIKE.

I'LL PLAY.
YOU'RE GOING TO PLAY.
SHE'LL PLAY.
HE'S GOING TO PLAY.
MIKE'LL PLAY.

MAKAWAT AKO.
MAKAWAT KA.
MAKAWAT SIYA.
MAKAWAT SIYA.
MAKAWAT SI MIKE.

I CAME.
YOU CAME.
HE CAME.
MIKE CAME.

NAGDÍGDI AKÓ.
NAGDÍGDI KA.
NAGDÍGDI SIYÁ.
NAGDÍGDI SI MIKE.

I WENT.
SHE WENT.
MIKE WENT.
YOU WENT.

NAGDUMÁN AKÓ.
NAGDUMAN SIYA,
NAGDUMAN SI MIKE.
NAGDUMAN KA.

DID YOU PLAY?
DID I PLAY?
DID MIKE PLAY?
DID SHE PLAY?

NAGKAWAT KA?
NAGKAWAT AKO?
NAGKAWAT SI MIKE?
NAGKAWAT SIYA?

Write the following verb roots on the board, along with the English equivalent, and ask students to ask and answer questions using these roots.

LANGÓY (SWIM)

LAKAW (WALK)

DALÁGAN (RUN)

e.g. NAGDALÁGAN KA?

DAÍ. NAGLAKAW AKÓ.

NAG-ANO KA?
NAGLANGÓY KA?

DAÍ. NAGKARÍGOS AKÓ.

MALAKAW KA?

DAÍ. MADALÁGAN AKÓ.

X. Add NA, meaning "now," a new action:

<u>Cue</u>	<u>Student 1</u>	<u>Student 2</u>
(DUMAN) (go)	MADUMAN KA NA? "are you going now? to go now?"	IYO. "Yes."
(KARIGOS)	MAKARIGOS KA NA?	IYO.
(BASA)	MABASA KA NA?	IYO.
(SULAT)	MASULAT KA NA?	IYO.
(TRABAHO)	MATRABAHO KA NA?	IYO.
(ADAL)	MA-ADAL KA NA?	IYO.
(KAKAN)	MAKAKAN KA NA?	IYO.
(INUM)	MA-INUM KA NA?	IYO.

<u>Cue</u>	<u>Student 1</u>	<u>Student 2</u>
(KAWAT)	MAKAWAT KA NA?	DAI. MA _____ AKO.
(LANGOY)	MALANGOY KA NA?	DAI. MA _____ AKO.
(LAKAW)	MALAKAW KA NA?	DAI. MA _____ AKO.
(DALAGAN)	MADALAGAN KA NA?	DAI. MA _____ AKO.
(KARIGOS)	MAKARIGOS KA NA?	DAI. MA _____ AKO.
(TRABAHO)	MATRABAHO KA NA?	DAI. MA _____ AKO.

<u>Teacher</u>	<u>Student</u>
ARE YOU GOING TO GO NOW?	MADUMAN KA NA?
ARE YOU GOING TO EAT NOW?	MAKAKAN KA NA?
ARE YOU GOING TO WORK NOW?	MATRABAHO KA NA?
ARE YOU GOING TO PLAY NOW?	MAKAWAT KA NA?
ARE YOU GOING TO STUDY NOW?	MA-ADAL KA NA?
ARE YOU GOING TO READ NOW?	MABASA KA NA?
ARE YOU GOING TO RUN NOW?	MADALAGAN KA NA?

XI. Add NA, meaning "already."

Example:	<u>Que</u>	<u>Student 1</u>	<u>Student 2</u>
	(<u>ADAL</u>) (study)	NAG- <u>ADAL</u> KA NA? "Did you already study?"	IYO NA. Yes, (I) already (did).
	(<u>DUMAN</u>)	NAG <u>DUMAN</u> KA NA?	IYO NA.
	(<u>SULAT</u>)	NAG <u>SULAT</u> KA NA?	IYO NA.
	(<u>KAWAT</u>)	NAG <u>KAWAT</u> KA NA?	IYO NA.
	(<u>BASA</u>)	NAG <u>BASA</u> KA NA?	IYO NA.
	(<u>KAKAN</u>)	NAG <u>KAKAN</u> KA NA?	IYO NA.
	(<u>KARIGOS</u>)	NAG <u>KARIGOS</u> KA NA?	IYO NA.
	(<u>INUM</u>)	NAG <u>INUM</u> KA NA?	IYO NA.

add: DAI PA, "not yet"

(<u>DALAGAN</u>)	NAG <u>DALAGAN</u> KA NA?	<u>DAI PA</u> .
(<u>LAKAW</u>)	NAG <u>LAKAW</u> KA NA?	<u>DAI PA</u> .
(<u>TRABAHAO</u>)	NAG <u>TRABAHO</u> KA NA?	<u>DAI PA</u> .
(<u>ADAL</u>)	NAG- <u>ADAL</u> KA NA?	<u>DAI PA</u> .
(<u>DUMAN</u>)	NAG <u>DUMAN</u> KA NA?	<u>DAI PA</u> .
(<u>KARIGOS</u>)	NAG <u>KARIGOS</u> KA NA?	<u>DAI PA</u> .
(<u>INUM</u>)	NAG- <u>INUM</u> KA NA?	<u>DAI PA</u> .

XII.	<u>Que</u>	<u>Student 1</u>	<u>Student 2</u>
(DUMAN) (go)	MADUMAN KA? "are you going to go?"	NAGDUMAN NA AKO.* "I already went."	
(INUM)	MA-INUM KA?	NAGINUM NA AKO.	
(KAKAN)	MAKAKAN KA?	NAGKAKAN NA AKO.	
(KAWAT)	MAKAWAT KA?	NAGKAWAT NA AKO.	
(KARIGOS)	MAKARIGOS KA?	NAGKARIGOS NA AKO.	
(DALAGAN)	MADALAGAN KA?	NAGDALAGAN NA AKO.	
(TRABAHO)	MATRABAHO KA?	NAGTRABAHO NA AKO.	
(ADAL)	MA-ADAL KA?	NAG-ADAL NA AKO.	

Teacher asks informal questions with MA-, ~~MA-~~ students answer with NAG_____ NA AKO. Teacher will ask occasionally for a translation of question and answer.

e.g. MADUMAN KA SA LIBRARY?
MA-ADAL KANG BIKOL?
MAKARIGOS KA SA SWIMMING POOL?
MAKAWAT KANG SCRABBLE?
MAKAKAN KANG BREAKFAST?
MALAKAW KA SA ESKUELAHAN?
MA-ADAL KANG HOMEWORK?

Students ask each ~~other~~ questions, such as the above, to the teacher; teacher will first get them to use verbs which will take -NG, then verbs which will take SA ("at/in, etc.")

*NOTE: Word order - KA precedes NA; other pronouns follow.

XIII. Review the two parts of the dialogue and add:

A: SÍSAÝ AN KAIRÍBA MO?

A: WHO DID YOU GO WITH?
(Lit. WHO IS/WAS YOUR
COMPANION?)

B: AKÓ SANA.

B: JUST ME.

After practicing these lines, substitute SI _____ plus a name for AKÓ SANA.

SI is a particle occurring before proper names; it has already been practiced in previous drills.

Student 1

SAÉN KA HALÉ?
SÍSAÝ AN KAIRÍBA MO?

SAÉN KA HALÉ?
SÍSAÝ AN KAIRÍBA MO?

SAÉN KA HALÉ?
SÍSAÝ AN KAIRÍBA MO?

Student 2

SA ESKUELAHAN. (e.g.)
SI ROGER. (e.g.)

SA _____.
SI _____.

SA _____.
SI _____.

XIV. Teacher takes role of JIM in dialogue, students take part of the child greeting him.

After appropriate practice the students take both roles, substituting freely where the can.

To wrap up the dialogue teach:

B: MADUMAN NA AKÓ.

B: I'LL BE GOING NOW.

A: O, SÍGE.

A: ALL RIGHT.

MADUMAN NA AKÓ (the cultural equivalent for "Good-bye;"
it is the common leavetaking expression.)
O, SÍGE ("Okay, all right" is the common reponse to the
above, giving permission for the person to leave)

XV. Students ask the teacher as many questions as they can using the structures and vocabulary presented in this lesson; e.g.

ANÓ AN NGÁRAN MO?

TÁGA SAÉN KA?

O, TÁGA _____ KA PALÁN?

NAGTRABÁHAO KA SA PHILIPPINES?

NAG-ÁDAL KANG ENGLISH?

NAGKAKAN KA NA?

MAKAWAT KANG VOLLEYBALL TONIGHT? *

MADÍGDI KA TOMORROW?

* In using the structures and vocabulary already known, students should not be shy about throwing in English words when they find themselves wanting in vocabulary.

LESSON TWO

I. Pronunciation practice: glottal stops .

MASAEN KA?	MA-INUM KA NA?	DAI KA MADUMAN?
SAEN KA HALE?	MA-ANO KA NA?	DAI KA MA-INUM?
TAGA SAEN KA?	MA-ADAL KA NA?	DAI KA MA-ADAL?

Pronunciation practice: unaspirated (voiceless) stops.

tugang (brother/sister)

tinapay (bread) pili (choose) hanap (look for)

tubig (water)

tatao (know how to)

tukaw (sit down) kakan (eat) dolok (approach)

abot (arrive)

NAGKAKAN NA SIYA?
NAGTUKAW NA SIYA?
NAGPILI NA SIYA?
NAG-ABOT NA SIYA?

DID HE ALREADY EAT?
DID HE ALREADY SIT DOWN?
DID HE ALREADY CHOOSE?
DID HE ALREADY ARRIVE?

Teach the following question and response:

A: TATAO KA NANG BIKOL?

A: DO YOU KNOW HOW TO (SPEAK) BIKOL NOW?

B: KADIKIT SANA. (Naga)
DI-IT SANA. (Legazpi)

B: JUST A LITTLE.

LESSON TWO

II. Translation drills.

Teacher

Are you going to go now?
Are you going to eat now?
Are you going to buy now?
Are you going to take a bath now?
Are you going to study now?
Are you going to sit down now?
Are you going to choose now?
Are you going to read now?

Add: SA AGA (tomorrow)

I'll read tomorrow.
I'll study tomorrow.
I'll go tomorrow.
I'll take a bath tomorrow.
I'll play tomorrow.
I'll come tomorrow.
I'll buy tomorrow.
I'll drink tomorrow.

He already played.
He already took a swim.
He already drank.
He already ate.
He already went.
He already studied.
He already took a shower.
He already chose.

She's going to read now.
Joe's going to take a bath now.
He's going to eat now.
I'm going to go now.
Alicia's going to study now.
He's going to buy now.
I'm going to sit down now.

So you're going to go!
So you're going to eat!
So you're going to take a bath!
So you're going to study!
So you're going to drink!
So you're going to buy!
So you're going to choose!
So you're going to come!

Student

MADUMAN KA NA?
MAKAKAN KA NA?
MABAKAL KA NA?
MAKARIGOS KA NA?
MA-ADAL KA NA?
MATUKAW KA NA?
MAPILI KA NA?
MABASA KA NA?

MABASA AKO SA AGA.
MA-ADAL AKO SA AGA.
MADUMAN AKO SA AGA.
MAKARIGOS AKO SA AGA.
MAKAWAT AKO SA AGA.
MADIGDI AKO SA AGA.
MABAKAL AKO SA AGA.
MA-INUM AKO SA AGA.

NAGKAWAT NA SIYA.
NAGKARIGOS NA SIYA.
NAG-INUM NA SIYA.
NAGKAKAN NA SIYA.
NAGDUMAN NA SIYA.
NAG-ADAL NA SIYA.
NAGKARIGOS NA SIYA.
NAGPILI NA SIYA.

MABASA NA SIYA.
MAKARIGOS NA SI JOE.
MAKAKAN NA SIYA.
MADUMAN NA AKO.
MA-ADAL NA SI ALICIA.
MABAKAL NA SIYA.
MATUKAW NA AKO.

MADUMAN KA PALAN?
MAKAKAN KA PALAN?
MAKARIGOS KA PALAN?
MA-ADAL KA PALAN?
MA-INUM KA PALAN?
MABAKAL KA PALAN?
MAPILI KA PALAN?
MADIGDI KA PALAN?

LESSON TWO

IV. Dialogue.

A: ANÓ AN NGARAN MO?

A: WHAT'S YOUR NAME?

B: JON.

B: JON.

A: HALANGKAWON KA!

A: YOU'RE VERY TALL!

Add: GWAPO (handsome, good-looking)

GWAPA (pretty)

Do the dialogue in a chain drill, substituting GWAPO/GWAPA where HALANGKAWON doesn't apply.

Add to the dialogue:

A: MÍDBID MO SI ROGER ANDERSON?

A: DO YOU KNOW ROGER ANDERSON?

B: SÍSAY SIYA?

B: WHO'S HE?

A: PÍYSKOR SIYA.
IKA, PÍYSKOR KA?

A: HE'S (IN THE) PEACE CORPS.
YOU, ARE YOU (IN THE) PEACE CORPS?

In chain fashion, substitute names for ROGER ANDERSON.

LESSON TWO

- IV. Add more adjectives:
- HARAYÔ (FAR)
 - HARANÍ (CLOSE-BY)
 - MAGAYÓN (BEAUTIFUL)
 - MAKANÓS (UGLY)
 - MA-INÍT (HOT)
 - MALIPÓT (COLD, COOL)

Explain: adjective alone means "It is _____."
HARAYÔ "It's far."

Asks questions that will elicit one of the adjectives (9) presented, then have students ask each other similar questions.
e.g.

<u>Teacher</u>	<u>Student</u>
TÁGA SAÉN KA? CHICAGO, HARAYÔ SA CALIFORNIA?	CHICAGO. IYÓ. HARAYÔ.
HARANÍ AN CHICAGO SA DISNEYLAND?	HARAYÔ.
MAGAYÓN AN CHICAGO?	MAKANÓS.
MA-INÍT DUMAN SA CHICAGO?	MA-INÍT.
MAINÍT SA WINTER?	MALIPÓT.

LESSON TWO

V. Practice BAKÔ ("NO"), which negates adjectives and nouns.

Teacher asks questions which students answer with BAKÔ plus the opposite adjective or a different noun.

After a number of questions, the students ask each other similar questions.

<u>Teacher</u>	<u>Student</u>
MALIPÓT DUMÁN SA PILIPÍNAS?	BAKÔ. MA-INÍT.
MALIPÓT DÍGDI SA _____?	BAKÔ. MA-INÍT.
MA-INÍT DUMÁN SA ALÁSKA, ANÓ?	BAKÔ. MALIPÓT.
GWÁPO SI AKIM TAMAROFF, ANÓ?	BAKÔ. MAKANÓS.
HARANÍ AN PILIPÍNAS, ANÓ?	BAKÔ. HARAYÔ.
-etc.-	
TÁGA CALIFORNIA KA, ANÓ?	BAKÔ. TÁGA NEW JERSEY AKÓ.
AN NGARAN MO SI JOE, ANÓ?	BAKÔ. HAROLD.
IKÁ SI ROGER ANDERSON, ANÓ?	BAKÔ. AKÓ SI _____.
-etc.-	

VI. Add more adjectives:

MAHAL	"expensive"
BARATO	"cheap"
MASIRAM	"delicious"
MARIBOK	"noisy"
MABOOT	"nice, friendly"
MAKARAW	"mischeivous, naughty"
HABABA	"short, low"

Teach -ON "very"; -HON follows a vowel.

Repetition:

MAHALON.	HALANGKAWON.	GWAPOHON.
MASIRAMON.	HABABA-ON.	GWAPAHON.
MARIBOKON.	HARAYO-ON.	BARATOHON.
MAKARAWON.	HARANI-ON.	
MAGAYONON.		
MAKANONON.		
MA-INITON.		
MALIPOTON.		
MABOOTON.		

<u>Teacher</u>	<u>Student</u>
MAsiram.	MASIRAMON.
MAGAYON.	MAGAYONON.
BARATO.	BARATOHON.
HALANGKAW	HALANGKAWON.
MARIBOK	MARIBOKON.
-etc.-	

<u>Teacher</u>	<u>Student</u>
It's very hot.	MA-INITON.
It's very expensive.	MAHALON.
It's very noisy.	MARIBOKON.
It's very far.	HARAYO-ON.
-etc.-	

Teacher asks questions, students either agree (with -ON) or disagree (BAKO. _____ -ON.) Students then ask each other.

e.g.

MA-INIT SA BAGUIO?	BAKŌ.	MALIPOTON.
HARANĪ AN MINDANAO?	BAKŌ.	HARAYO-ON.
MAHAL AN CADILLAC?	IYŌ.	MAHALON.

-etc.-

VII. Teach KAMÍ ("we"), KAMÓ ("you-plural"), SINDÁ ("they").

Students from half of the class make generalizations about students from other half. Other half refutes the generalizations.

e.g. Student 1

MAGAYÓNON KAMÍ.
MAKANÓSON KAMÓ.

MABOÓTON KAMÍ.
MAKARÁWON KAMÓ!

-etc.-

Student 2

BAKÔ! MAKANÓSON KAMÓ.
MAGAYÓNON KAMÍ.

BAKÔ! MAKARÁWON KAMÓ.
MABOÓTON KAMÍ!

Students tell the teacher about other students:

HALANGKAWON SINDÁ.

GWAPO SINDÁ.

MABOÓTON SINDÁ.

-etc.-

VIII. Teach KITA ("We-inclusive"); contrast it with KAMI ("We-exclusive").

Students tell the teacher what they are going to do after class:

- e.g. MAKAKAN KAMI. "We'll eat."
- MASULAT KAMI. "We'll write."
- MA-ADAL KAMI. "We'll study."

-etc.-

ask

Students ~~ask~~ the teacher if he wishes to do certain things by including him in the "we" form (KITA):

- e.g. MAKAWAT KITA? "Shall we (all) play?"
- MATRABAHO KITA? "Shall we (all) park?"
- MADUMAN KITA? "Shall we (all) go?"

-etc.-

Students tell the teacher what they did the day before.

- e.g. NAGDALAGAN KAMI. "We ran"
- NAGBASA KAMI. "We read."
- NAG-ADAL KAMI. "We studied."

-etc.-

Students tell the teacher what they all did the day before.

- e.g. NAG-KAKAN KITA. "We-all ate."
- NAG-INUM KITA. "We-all drank."
- NAGKARIGOS KITA. "We-all took a bath."

-etc.-

Rapid review of the pronouns: Teacher says the English, a student responds immediately with the Bikol; bring attention to Ika (long form, preceding) and ka (short form, following).

<u>Teacher</u>	<u>Student</u>
They	SINDA'
You	IKA'
We-all	KITA'
You-all	KAMO'
She	SIYA'
I	AKO'
We-not-you	KAMI'

Questions: to elicit the seven (7) pronouns.

- MA-ANO KAMO? MA _____ KAMI.
- etc.-

- IX. Add more nouns:
- MAÉSTRO/ MAÉSTRA (teacher)
 - AMERICANO/ AMERICANA (American)
 - FILIPINO/ FILIPINA (Filipino)
 - LALÁKI (boy, man)
 - BABAE (girl, woman)
 - ESKUELA (student, pupil)

Teacher asks questions which will elicit these nouns (& "PIYSKOR") in a natural way.

e.g. Teacher writes on the board "FRANCIS, FRANCES, MARION, MARIAN, PAT, PATTY, JOE, JO, GENE, JEAN."

<u>Teacher</u>	<u>Student</u>
SI FRANCIS, LALÁKI O BABAE?	LALÁKI.
SI MARIAN, LALÁKI O BABAE?	BABAE.
SI JO, LALÁKI ANÓ?	BAKÔ. BABAE.
SI GENE, BABAE ANÓ?	BAKÔ. LALÁKI.
-etc.-	
SÍ SAY SI _____?	ESKUELA. (e.g.)
SÍ SAY SI _____?	AMERICANO. MAÉSTRO. (e.g.)
-etc.-	

Students ask each other similar questions.

- e.g.
- | | |
|---------------------|----------------|
| ESKUELA SI _____? | BAKÔ. PIYSKOR. |
| SI JEAN LALÁKI ANÓ? | BAKÔ. BABAE. |
| -etc.- | |

X. GRAMMAR: Making generalizations about structural patterns.

Write the following on the board:

HE'S VERY TALL.

HALANGKAWON SIYA.

I'M A TEACHER.

MAESTRA AKO.

These sentences are called "equational" sentences, i.e.
MAESTRA = AKO; HALANGKAWON = SIYA.

The class should be able to formulate two statements about major differences between Bikol and English "equational" sentences, one about word order and the other about the verb "to be."

XI. Translation drills

<u>Teacher</u>	<u>Student</u>
Is it very hot?	MA-INTON?
Is she very beautiful?	MAGAYONON SIYA?
Is Roger very tall?	HALANGKAWON SI ROGER?
Are they very pretty?	GWAPAHON SINDA?
Are we-all very noisy?	MARIBOKON KITA'?
Am I very mischeivous?	MAKARAWON AKO?
Is it very far?	HARAYO-ON?
Are they very friendly?	MABOOTON SINDA?
It's still very close-by.	HARANI-ON. PA. (PA = "still")
They're still very noisy.	MARIBOKON PA SINDA.
He's still very short.	HABABA-ON PA SIYA.
I'm still very goof-looking.	GWAPOHON PA AKO.
It's still very hot.	MA-INTON PA.
We (not you)'re still very far.	HARAYO-ON PA KAMI.
Roger's still very tall.	HALANGKAWON PA SI ROGER.
YOU'RE still very beautiful.	MAGAYONON PA SIYA.
She's	
We'll arrive tomorrow.	MA-ABOT KAMI SA AGA.
You-all will arrive tomorrow.	MA-ABOT KAMO SA AGA.
I'll arrive tomorrow.	MA-ABOT AKO SA AGA.
They'll arrive tomorrow.	MA-ABOT SINDA SA AGA.
Roger will arrive tomorrow.	MA-ABOT SI ROGER SA AGA.
We-all will arrive tomorrow.	MA-ABOT KITA SA AGA.
You'll arrive tomorrow.	MA-ABOT KA SA AGA.
He'll arrive tomorrow.	MA-ABOT SIYA SA AGA.
WHO? ME?	SISAY? AKO?
WHO? THEM?	SISAY? SINDA?
WHO? YOU?	SISAY? IKA?
WHO? ROGER?	SISAY? SI ROGER?
WHO? US (ALL)?	SISAY? KITA?
WHO? YOU-ALL?	SISAY? KAMO?
WHO? HER?	SISAY? SIYA?
WHO? WE (NOT YOU)?	SISAY? KAMI?
WHO? HIM?	SISAY? SIYA?

* Teach "PA" ("still") before doing this exercise.

XII. Teacher asks questions to be negated by the students.
DAI for verbs; BAKO for adjectives/ nouns/ pronouns.

e.g.	<u>Teacher</u>	<u>Student</u>
	TÁGA PLÓRIDA KA, ANÓ?	BAKÔ. TÁGA NORTH CAROLINA (e.g.)
	FSKUÉLA KA?	BAKÔ. PÍYSKOR.
	A, PÍYSKOR. MÁDUMAN KAMÓ SA PALÁWAN, ANÓ?	DAÍ. SA BÍKOL.
	NAGDUMÁN KA NA SA BÍKOL?	DAÍ. PA.
	MÁDUMAN KA SA BÍKOL SA ÁGA?	DAÍ.
	MÍTBID MO SI ROGER ANDERSON? TÁGA BÍKOL SIYA.	DAÍ.
	HALANGKÁNON KA!	DAI . BAKÔ. HAPAPA.

-etc.-

Students ask each other similar questions.

e.g.

- XIII. A: MATRABÁHO KA? A: ARE YOU GOING TO WORK?
 B: DAÍ. B: NO.
 A: ANÓ (PÔ)? A: WHAT (SIR/MA'AM)?
 B: DAÍ AKÓ MATRABÁHO. B: I'M NOT GOING TO WORK.

Teacher cues a negative statement by using English.

Teacher

Student

work
 play
 read
 write
 take a bath
 run
 drink

 -etc.-

DAÍ AKÓ MATRABÁHO.
 DAI AKO MAKAWAT.
 DAI AKO MABASA.
 DAI AKO MASULAT.
 DAI AKO MAKARIGOS.
 DAI AKO MADALAGAN.
 DAI AKO MA-inum.
 DAI AKO MA_____.

Teacher cues chain drill by giving Bikol root and pronoun.
e.g.

Teacher

Student

ÁDAL, KAMÓ

A: MA-ÁDAL KAMÓ?
 B: DAÍ.
 A: ANÓ? (ANÓ PÔ?)
 B: DAÍ KAMI MA-ÁDAL.

KAWAT, SI ROGER

A: MAKAWAT SI ROGER?
 B: DAÍ.
 A: ANÓ? (ANÓ PÔ?)
 B: DAÍ SIYA MAKAWAT.

INUM, IKÁ

A: MÁ-INUM KA?
 B: ~~KIKIKIKIKI~~ DAÍ.
 A: ANÓ?
 A: DAÍ AKÓ MÁ-INUM.

-etc.-

XIV. Teacher

(SI ROGER)
DUMAN

(SI _____)
DÍGDI)

*etc.-

Student

A: DAÍ ~~MOON~~ NAGDUMAN SI ROGER.

B: ANÓ PÓ?

A: DAÍ SIYA NAGDUMAN.

A: DAÍ NAGDÍGDI SI _____.

B: ANÓ PÓ?

A: DAÍ SIYA NAGDÍGDI.

Teacher

Roger arrived.
Roger didn't arrive.
He didn't arrive.

Joe ate.
Joe didn't eat.
He didn't eat.

Jon played.
Jon didn't play.
He didn't play.

Steve worked.
Steve didn't work.
He didn't work.

Marsha ran.
Marsha didn't run.
She didn't run.

The man took a bath.
The man didn't take a bath.
He didn't take a bath.

The girl studied.
The girl didn't study.
She didn't study.

The student went.
The student didn't go.
He didn't go.

Student

NAG-ABÓT SI ROGER.
DAI NAG-ABOT SI ROGER.
DAI SIYA NAG-ABOT.

NAGKAKAN SI JOE.
DAI NAGKAKAN SI JOE.
DAI SIYA NAGKAKAN.

NAGKAWAT SI JON.
DAI NAGKAWAT SI JON.
DAI SIYA NAGKAWAT.

NAGTRABAHO SI STEVE.
DAI NAGTRABAHO SI STEVE.
DAI SIYA NAGTRABAHO.

NAGDALAGAN SI MARSHA.
DAI NAGDALAGAN SI MARSHA.
DAI SIYA NAGDALAGAN.

NAGKARÍGOS AN LALÁKI.
DAI NAGKARIGOS AN LALAKI.
DAI SIYA NAGKARIGOS.

NAG-ADAL AN BABAE.
DAI NAG-ADAL AN BABAE.
DAI SIYA NAG-ADAL.

NAGDUMAN AN ESKUELA.
DAI NAGDUMAN AN ESKUELA.
DAI SIYA NAGDUMAN.

IV. Review ANO AN NGARAN MO and add ANO AN APELYIDO MO?
"What's your last name?"

add: SAEN KA NAGEESTAR?
"Where do you live?"
"Where are you staying?"

Conversation using the patterns and vocabulary already presented and practiced. Reverse roles, after practice, so students ask teacher the questions.
Possible questions:

<u>Teacher</u>	<u>Student</u>
ANO AN NGARAN MO?	ROGER.
ANO AN APELYIDO MO?	ANDERSON.
ROGER ANDERSON?	IYO.
HALANGKAWON KA!	IYO.
SAEN KA SA AMERICA?	TEXAS.
O, TAGA TEXAS KA PALAN?	IYO.
SAEN SA TEXAS?	AUSTIN.
AUSTIN, HARANI SA CALIFORNIA?	BAKO. HARAYO-ON.
SAEN KA NAGEESTAR?	SA LEGAZPI.
A, PIYSKOR KA?	IYO.
SISAY AN KAIRIBA MO?	AKO SANÁ.
TATAO KA NANG BIKOL?	KADIKIT (DI-IT) SANÁ. MADUMAN NA AKO.
O, SIGE.	

Other possible questions:

MATRABAHO KA SA LEGAZPI?	BAKO. MATRABAHO AKO SA NAGA.
MASAEN KA?	SA _____.
MA-ANO KA? MA _____?	_____.
MIBID MO SI _____?	IYO/ DAÍ.

LESSON THREE

I. Dialogue.

A: MARHAY NA AGA. ANÓ AN NGARAN MO

A: GOOD MORNING. WHAT'S YOUR NAME?

B: DANÍLO. VILBÁR.

B: DANILO VILBAR.

A: ANÓ?

A: WHAT?

B: DANÍLO.

B: DANILO.

A: NAG-ÁANÓ KA?

A: WHAT'RE YOU DOING?

(DAÍ NAGSIMBÁG)

(NO ANSWER)

DAÍ KA MASÚPOG. NAG-ÁANÓ KA?

DON'T BE SHY. WHAT ARE YOU DOING?

B: DAÍ MAN.

B: NOTHING.

II. Through pictures, the teacher, after several examples, elicits the correct responses to the question NAG-AANO SIYA?
"What's he/she doing?"

e.g.	<u>Teacher</u>	<u>Student</u>
	NAG- <u>A</u> ANÓ SIYÁ?	NAGBABÁSA SIYÁ.
	NAG-AANO SIYA?	NAGSUSÚLAT SIYÁ.
	NAG-AANO SIYA?	NAG- <u>I</u> INUM SIYÁ.

-etc.-

Teacher goes through another series of pictures (photos, clips from magazines) which will elicit:

NAG- _____ SINDÁ.

Students, mixing both sets of pictures, ask each other the questions

NAG-AANO SIYA?	"What's he/she doing?"
NAG-AANO SINDA?	"What're they doing?"

<u>Teacher</u> (with pic.)	<u>Student</u>
NAGBABÁSA SIYÁ, ANÓ? "He's reading, isn't he."	DAÍ SIYÁ NAGBABÁSA. "He isn't reading" NAGSUSULAT SIYÁ. "He's writing."
NAGLÁLAKAW SIYÁ, ANÓ?	DAÍ SIYÁ NAGLÁLAKAW. NAGDADALAGAN SIYÁ.
NAGTATRÁBAHO SIYÁ, ANÓ?	DAÍ SIYÁ NAGTATRABÁHO. NAG-AADAL SIYÁ.

-etc.-

Students, using the pictures, do the same exercise, chain fashion.

add the verbs BAYLI ("dance"), KANTA ("sing"), LUTO ("cook") and, using pictures, have the students question each other with both NAG-AANO SIYA? and NAG _____ SIYA, ANÓ?

III. Add: NGUNYÁN ("now")

ARO-ÁLDAW ("every day")

Ask questions with NGUNYÁN and ARO-ÁLDAW:

- (1) NAG-ÁANÓ SIYÁ NGUNYÁN?
"What is he doing now?"
- (2) NAG-ÁANÓ SIYÁ ARO-ÁLDAW?
"What does he do every day?"

The answers to these questions need not include the adverb.

after appropriate practice, students ask each other similar questions.

Conversation using the new structure After teacher questions the students, students question the teacher. Sample questions:

IKÁ, R____, NAGBABÁYLI KANG _____?

NAG-ÁADAL KANG BÍKOL ARO-ÁLDAW?

NAGDUDUMÁN KA SA EMBASSY CATERIA?

KON NAGFESTAR KA DUMAN SA AMÉRICA,
NAGLULUTÓ KA?

SÍSAY AN NAGLULUTÓ?

SA AMÉRICA, SA WINTER, NAGKAKARÍGOS
KA ARO-ÁLDAW?

NAGKAKÁNTA KA SA SHOWER?

NAGBABÁSA KANG LÍBRO NGUNYÁN?
ANÓ AN NGARAN?

NAGBABÁSA KA ARO-ÁLDAW?

IV. Grammar: forming generalizations about structural patterns.

Write on the board the following three questions and elicit from the class the proper responses for each column using the verbs **BASA**, **ABOT**, and **KAWAT**.

MA-ANO SIYA?

NAG-ANÓ SIYA?

NAG-ANO SIYA?

BASA

ABOT

KAWAT

Students should form generalizations about the three forms:

"past" "present" "future"

How are they formed?

How are they used?

V. Contrast of "present" and "past" forms.

Cues: NGUNYAN, ARO-ALDAW for "present"

KASU-ODMA ("yesterday"), KASU-BANGGI ("last night") for "past"

Teacher

Student

NAGSULAT SIYA.
(NGUNYAN)
(KASU-ODMA)
(ARO-ALDAW)
(KASU-BANGGI)

NAGSÚLAT SIYÁ.
NAGSUSÚLAT SIYA.
NAGSÚLAT SIYA.
NAGSUSÚLAT SIYA.
NAGSÚLAT SIYA.

NAG-IINUM SINDA.
(KASU-BANGGI)
(NGUNYAN)
(KASU-ODMA)

NAG-IÍNŪM SINDÁ.
NAG-INŪM SINDA.
NAG-IÍNŪM SINDA.
NAG-INŪM SINDA.

NAG-AABOT NA SI JOE?
(KASU-ODMA)
(ARO-ALDAW)
(KASU-BANGGI)
(NGUNYAN)

NAG-ÁABŌT NA SI JOE?
NAG-ABŌT NA SI JOE?
NAG-ÁABŌT NA SI JOE?
NAG-ABŌT NA SI JOE?
NAG-ÁABŌT NA SI JOE?

DAI AKO NAGDUMAN.
(ARO-ALDAW)
(KASU-banggi)
(KASU-ODMA)

DAÍ AKÓ NAGDUMÁN.
DAÍ AKO NAGDŪDUMAN.
DAÍ AKO NAGDUMÁN.
DAÍ AKO NAGDUMÁN.

DAI KA NAGLUTO?
(NGUNYAN)
(ARO-ALDAW)
(KASU-BANGGI)
(KASU-ODMA)

DAÍ KA NAGLUTO?
DAÍ KA NAGLULUTO?
DAÍ KA NAGLULUTO?
DAÍ KA NAGLUTO?
DAÍ KA NAGLUTO?

Aren't you studying now? DAÍ KA NAG-AÁDAL NGUNYAN?
Didn't you study yesterday? NAG-ÁDAL KASU-ODMA?
Don't you study every day? NAG-AÁDAL ARO-ALDAW?
Didn't you study last night? NAG-ÁDAL KASU-BANGGI?

Aren't you working now? DAI KA NAGTRABAHO NGUNYAN?
Didn't you work yesterday? NAGTRABAHO KASU-ODMA?
Don't you work every day? NAGTRABAHO ARO-ALDAW?
Didn't you work last night? NAGTRABAHO KASU-BANGGI?

-etc. with "cook," "read",
"go," "write" -

VI. Contrasts: "present," "past," "future."

Cues: NGUNYAN, ARO-ALDAW ("present")

KASU-ODMA, KASU-BANGGI ("past")

SA AGA, SA SARONG SEMANA ("next week") ("future")

The goal of these drills is automatic response. Teacher gives model sentence, student repeats, then teacher gives time cue which changes the sentence.

Teacher

Student

NAG-ABÓT AKÓ.
SA AGA.
KASU-ODMA.
SA SARONG SEMANA.
NGUNYAN.
ARO-ALDAW.

NAG-ABÓT AKO.
MA-ABOT AKO.
NAG-ABÓT AKO.
MA-ABOT AKO.
NAG-ABOT AKO.
NAG-ABOT AKO.

NAGLULUTO SIYA.
SA AGA.
NGUNYAN.
KASU-BANGGI.
ARO-ALDAW.
KASU-ODMA.

NAGLULUTÒ SIYÁ.
MALUTO SIYÁ.
NAGLULUTO SIYÁ.
NAGLUTO SIYÁ.
NAGLULUTÒ SIYÁ.
NAGLUTO SIYÁ.

MAKARIGOS KAMI.
SA AGA.
NGUNYAN.
ARO-ALDAW.
SASARONG SEMANA.
KASU-BANGGI.

MAKARÍGOS KAMÍ.
MAKARIGOS, KAMI.
NAGKAKARIGOS KAMI.
NAGKAKARIGOS KAMI.
MAKARÍGOS KAMÍ.
NAGKARÍGOS KAMÍ.

NAG-ADAL KA?
SA SARONG SEMANA.
KASU-ODMA.
ARO-ALDAW.
KASU-BANGGI.
NGUNYAN.

NAG-ADAL KA?
MA-ADAL KA?
NAG-ADAL KA?
NAG-ADAL KA?
NAG-ADAL KA?
NAG-ADAL KA?

MAKAWAT SINDA.
KASU-BANGGI.
ARO-ALDAW.
SA AGA.
SA SARONG SEMANA.
NGUNYAN.

MAKAWAT SINDÁ.
NAGKAWAT SINDÁ.
NAGKAKAWAT SINDÁ.
MAKAWAT SINDA.
MAKAWAT SINDÁ.
NAGKAKAWAT SINDÁ.

-etcetera

VII. Add: KAYÁ ("so, therefore, thus").

For these drills write an example of what is expected on the board:

NAGDUMÁN AKÓ KASU-ODMÀ, KAYÁ DAÍ AKÓ MÁDUMAN SA ÁGA.
"I went yesterday, so I won't go tomorrow."

NAGBAKÁL AKÓ KASU-ODMÀ, KAYÁ DAÍ AKÓ MÁBAKAL SA ÁGA.
"I bought yesterday, so I won't buy tomorrow."

"Past" vs. "Future"

<u>Teacher</u>	<u>Student</u>
DUMÁN	NAGDUMÁN AKÓ KASU-ODMÀ, KAYÁ DAÍ AKÓ MÁDUMAN SA ÁGA.
BAKÁL	NAGBAKÁL AKÓ KASU-ODMÀ, KAYÁ DAÍ AKÓ MÁBAKAL SA ÁGA.
INUM	NAGINUM AKÓ KASU-ODMÀ, KAYÁ DAÍ AKÓ MÁ-INUM SA ÁGA.
ÁDAL	NAG-ÁDAL AKÓ KASU-ODMÀ, KAYÁ DAÍ AKÓ MÁ-ADAL SA ÁGA.
TRABAHO	NAGTRABAHO AKÓ KASU-ODMÀ, KAYÁ DAÍ AKÓ MÁTRABAHO SA ÁGA.
-etc.-	

(other cues: BAYLI, KAWAT, DIGDI, SULAT, KARIGOS)

Add: PÉRO ("but")

"Present" vs. "Future"

TRABAHO	NAGTRABAHO AKÓ NGUNYÁN, PÉRO DAÍ AKÓ MÁTRABAHO SA ÁGA.
KAKAN	NAGKAKAN AKÓ NGUNYÁN, PÉRO DAÍ AKÓ MÁKAKAN SA ÁGA.
BASA	NAGBABASA AKÓ NGUNYÁN, PÉRO DAÍ AKÓ MÁBASA SA ÁGA.
DALAGAN	NAGDALAGAN AKÓ NGUNYÁN, PÉRO DAÍ AKÓ MÁDALAGAN SA ÁGA.

(other cues: KARIGOS, ÁDAL, LAKAW, LANGÓY, PILI, KAWAT)

VIII. "PRESENT" VS "PAST"

Add: TA ("because")

Write an example on the board to show what kind of response is expected.

<u>Teacher</u>	<u>Student</u>
SÚLAT	NAGSUSÚLAT AKÓ TA DAÍ AKÓ NAGSÚLAT KASU-ODMA. "I'm writing because I didn't write yesterday."
ÁDAL	NAG-ÁDAL AKÓ TA DAÍ AKÓ NAG-ÁDAL KASU-ODMA.
LUTÒ	NAGLULUTÒ AKÓ TA DAÍ AKÓ NAGLUTÒ KASU-ODMA.
KAWAT	NAGKAWAT AKÓ TA DAÍ AKÓ NAGKAWAT KASU-ODMA.
INUM	NAG-IINUM AKÓ TA DAÍ AKÓ NAG-INUM KASU-ODMA.
KARÍGOS	NAGKAKARÍGOS AKÓ TA DAÍ AKÓ NAGKARÍGOS KASU-ODMA.

The reverse of the above drill, using KAYA ("so")

KARÍGOS	DAÍ AKÓ NAGKARÍGOS KASU-ODMA KAYA NAGKAKARÍGOS AKÓ NGUNYAN. "I didn't take a bath yesterday so I'm taking a bath now."
KAKAN	DAÍ AKÓ NAGKAKAN KASU-ODMA KAYA NAGKAKANAKO NGUNYAN.
PILI	DAÍ AKÓ NAGPILI KASU-ODMA KAYA NAGPIPILI AKÓ NGUNYAN.
BAKAL	DAÍ AKÓ NAGBAKAL KASU-ODMA KAYA NAGBABAKAL AKÓ NGUNYAN.
-etc.-	

** Should these responses be too lengthy, have Student 1 respond with first half, Student 2 with second half of utterance.

IX. Review the last dialogue and add the following:

A: MÁSAEN KA?

B: DIMÁN SANÁ.

A: NAG-EESKUELA KA?

B: IYÓ PÔ.

A: SAEN?

B: SA SAN JOSÉ.

A: WHERE ARE YOU GOING?

B: JUST OVER THERE.

A: ARE YOU GOING TO SCHOOL?

B: YES SIR.

A: WHERE?

B: IN SAN JOSE.

X. Practice DÍGDI, DYAN, DUMAN as responses to MÁSAFN KA?

DÍGDI ("where")

DYAN ("there, by you")

DUMAN ("there, far from us")

Practice DÍGDI, DYAN (DIAN), DUMAN with the verbal affixes already presented.

Teacher

Student

I went yesterday.
She came today.
We'll go tomorrow.
They'll go next week.

NAGDUMAN AKÓ, KASU-ODMA.
NAGDIGDI SIYA NGUNYAN.
MADUMAN KAMI/KITA SA AGA.
MADUMAN SINDA SA SARONG SEMANA.

Where are they going?
Just here.
Just there (by you)
Just over there.

MÁSAFN SINDA?
DÍGDI SANA.
DYAN SANA,
DUMAN SANA.

II. Review the two portions of dialogue presented and add:

A: NÁSA ANÓNG GRADE KA?

A: WHAT GRADE ARE YOU IN?

B: GRADE THREE.

B: GRADE THREE.

A: SÍSAY AN MAÉSTRA MO?

A: WHO'S YOUR TEACHER?

B: SI MRS. PÁBULAR.

B: MRS. FABULAR.

A: SÍGE, MADUMAN NA AKÓ.

A: OKAY, I'LL BE GOING NOW.

XI. SITUATION: Starting a conversation with a little boy on his way to school. The responses of the little boy (the instructor's role) will be brief.

Sample questions:

Students

MARHAY NA ÁGA.
MÁSAPN KA?

MÁSAPN KA?

ANÓ AN NGARAN MO?

DOMÍNGGO?

NAG-FESKUÉLA KA?

SA.....?

MÁ-ANO KA DUMAN?

SÍSAY AN KAIRIBA MO?

NÁSA ANONG GRADE KA?

SAÉN KA NAGFESTAR?

HARAYÔ?

SÍSAY AN MAÉSTRA MO?

SAÉN AN DÁGAT TA MAKARÍ-
GOS AKO.

MAKARÍGOS KA SA DÁGAT SA
AGA?

O, SÍGE, MADUMAN NA AKO.

Teacher

(DAÍ NAGSIMBÁG)

SA FESKUÉLAHAN.

DOMÍNGGO VILLARUÉL.

IYÓ. PÔ.

IYÓ PÔ.

SA SAN JOSÉ.

MAKAWAT.

AKO SANÁ.

GRADE TWO.

SA SAN JOSÉ.

BAKÓ. HARANÍ-ON.

SI. MRS. PÁBULAR.

DUMAN SANÁ.

IYÓ PÔ.

GOOD-BYE SIR!

XII. SITUATION: A group of curious children, courageous because of their numbers, beset a newly arrived American who does not know much Bikol. In their eagerness to ask the new American questions, many of the children repeat questions which have already been answered.

The part of the new arrival is played by the teacher, the children (MGÁ AKÍ) by the class.

Sample questions:

<u>Children</u>	<u>New arrival</u>
MÁSAEN KA, SIR?	ANÓ?
MÁSAEN KA?	DUMÁN SANÁ.
ANÓ AN NGARAN MO SIR?	DON.
ANÓ AN APFLYÍDO MO SIR?	BRYAN.
DON BRAYAN?	IYÓ.
SAÉN KA NAGFFSTAR?	DUMÁN.
PÍYSKOR KA?	IYÓ.
MÍDBID MO SI ROGER ANDERSON?	SÍSAY SIYÁ?
PÍYSKOR.	
TATAÓ KA NANG BÍKOL SIR?	KADIKÍT SANÁ.
SI ROGER, SIR, TATAÓ SIYANG BÍKOL.	
SÍSAY AN KAIRIBA MO?	AKÓ SANÁ.
SIR, SAÉN KA NAGFFSTAR?	DUMÁN.
ANÓ AN APFLYÍDO MO SIR?	BRYAN.
BRAYAN?	IYÓ.
MADUMAN NA KAMI, SIR.	O, SÍGE.

LESSON FOUR

- I. A: MAMIRÁ INÍNG MGÁ SIRÁ?
 B: DYÍS SANÁ.
 PIRÁ AN GÚSTO MO?
 A: MAHALON MAN.
 B: ITÓNG MGÁ SARADÍT, CÍNCO SANÁ.
 A: SADÍTON MAN; AN GÚSTO KO
 SI DARAKULÀ.
- A: HOW MUCH EACH ARE THESE FISH?
 B: JUST TEN CENTS.
 HOW MANY DO YOU WANT?
 A: IT'S VERY EXPENSIVE.
 B: THOSE SMALL ONES ARE JUST FIVE ¢ .
 A: THEY'RE VERY SMALL; I WANT THE
 BIG ONES.
-

II. Add names of common marketed foods:

Substitute the names of these countable foods into the first line of the dialogue.

Teach: INÍ "This"

IYÁN "That, near you"

ITÓ "That, far from us"

(using pics) Teacher

Student

ANÓ INÍ?

SIRÂ IYÁN.

ANÓ IYÁN?

_____ INÍ.

ANÓ ITÓ?

_____ ITÓ.

-etc.-

Teach: -NG linker (NA following diphthong and consonant)

Add: PIRA ("How much" - re: price)

Teacher

Student Vender

IYÁN NA SIRÂ, PIRÁ IYÁN?

INÍNG SIRÂ, CÍNCO SANÁ.

INÍNG _____, PIRÁ INÍ?

IYÁN NA _____, CÍNCO SANÁ.

ITÓNG _____, PIRÁ ITÓ?

ITÓNG _____, CÍNCO SANÁ?

-etc.-

Students ask each other questions using the pattern practiced in the previous drill.

III. Teach: MGA (MANGA), the plural noun marker.

<u>Teacher</u>	<u>Student</u>
LALÁKI	MGA LALÁKI
BABÁE	MGA BABÁE
SIRÁ	MGA SIRÁ
	-etc.-
boys	MGA LALÁKI
girls	MGA BABÁE
fish (pl)	MGA SIRÁ
Pupils	MGA ESKUFLA
	-etc.
student	ESKUFLA
girls	MGA BABÁE
man	LALÁKI
pl-fish	MGA SIRÁ
	-etc.-

around the class: (each student changes the noun)

NAGBAKÁL AKÓNG MGA _____ . "I bought some _____ s."

NAG-ABÓT SI MGA _____ . "The _____ s arrived."

NAG-PILÍ AKÓNG MGA _____ . "I picked out some _____ s."

NAGDALÁGAN SI MGA _____ . "The _____ s ran."

- IV. Compare SADÍT (small one) to SARADÍT (small ones)
DAKULÀ (large one) DARAKULÀ (large ones)

Question the students, using the common - though optional- plural verb marker - RV- (-R plus first vowel of root), and try to elicit this -RV- in their response.

e.g. MAKARÁWAT NA KAMÓ, ANÓ?
 NAGDARALÁGAN KAMÓ KASU-ODMÀ, ANÓ?

Through appropriate practice, see if the students can respond correctly without an explanation first of how to form the new (optional) structure.

Practice this structure briefly as an introduction to its existence; the students need not master it at this point.

<u>Teacher</u>	<u>Student</u>
NAGBÁSA SINDÁ. NAGSULAT SINDÁ. NAGDALÁGAN SINDÁ. etc.-	NAGBARÁSA SINDÁ. NAGSURULAT SINDÁ. NAGDARALÁGAN SINDÁ.
NAG-AANO KAMO? (BASA) NAG-AANO KAMO? (SULAT) -etc,-	NAGBABARÁSA KAMI. NAGSUSURULAT KAMI.

* Note: NAGRALAKAW, NAGRALANGOY, NAGRULUTÒ, ETC. (roots beginning with L)

Should this structure prove difficult, make this a lesson in inductive analysis; write a few past verbs on the board and ask for the optional plural equivalent (plural in this case meaning more than two).

V. Add to the previous dialogue:

B: GURÂNO AN GÚSTO MO?

B: HOW MUCH DO YOU WANT (TO GIVE)?

A: SISÉNTA AN SAMPULÓ.

A: SIXTY CENTS FOR THE TEN.

B: DAÍ PUÉDE! PIÉRDE MAN AKÓ!

B: CAN'T DO IT. I'LL LOSE.

A: O, SÍGE.

A: OH, ALL RIGHT.

B: ANÓ PA?

B: WHAT ELSE?

A: DAÍ NA.

A: NOTHING ELSE.

VI. Teach the Bikol numbers one through ten:

SARÔ (1) DUWÁ (2) TOLÓ (3) APAT (4) LIMÁ (5)
ANÓM (6) PITÓ (7) WALÓ (8) SIYAM (9) SAMPULÓ (10)

Substitute the numbers for SAMPULO:

Chain drill: B: GURANO AN GUSTO MO?

A: SISENTA AN _____.

Teach: PIRÁ AN _____ SAKÁ _____? "How much is _____ and _____?"

ASK: PIRÁ AN _____ SAKÁ _____?

PIRÁ AN SARÔ SAKÁ SARÔ? _____.
PIRÁ AN DUWÁ SAKÁ DUWÁ? _____.
PIRÁ AN SARÔ SAKÁ DUWÁ? _____.

-etc,-

VII. Add: TAMA (right, correct)
SALA (wrong, incorrect,

Demonstrate: how children eagerly - when they know the answer - raise their arm and shout "AKO SIR, AKO SIR" or "AKO MAM, AKO MAM!"

SITUATION: An American teacher is conducting a review class for second grade children. The addition questions, being easy for the children, draw quite eager response and participation, although not all of the anxious answers are correct.

The instructor first demonstrates how this situation might go, and then has various students play the role of the teacher.

e.g.

<u>Teacher</u>	<u>Children</u>
PIRÁ AN DUWA SAKA DUWA?	AKO SIR, AKO SIR! LIMA!
TAMA IYAN?	SALA! SALA!
PIRÁ AN DUWA SAKA DUWA?	AKO SIR! APAT!
TAMA IYAN?	TAMA SIR!
PIRÁ AN _____ SAKA _____?	_____!

Students should imitate the enthusiasm of second grade children participating in an easy review exercise.

VIII. Teach SARONG BANGGI

SARÓNG BANGGÍ

SARÓNG BANGGÍ, SA HIGDAÁN,
NAKADANGÓG AKÓ NIN HUNI NIN
SARÓNG GAMGAM.

SA LÚBA KO KATOROGAN,
BAKÔ KUNDÍ SÎMONG VÓCES IYÓ PALÁN.
DÁGOS AKÓ BANGON SI SAKÚYANG
MATÁ IMINULAT.

KAIDTÓNG KADIKLUMAN AKO NAGALAGKALAG.
KASU IHILING KO SI SAKUYANG MATA
SA ITAAS
SIMONG LAWOG NAHILING KO MALINAWAG.

ONE NIGHT

One night in bed
I heard the sound of
A bird.
I thought it was a dream,
It was not: it was your voice!
I arose and opened
My eyes.
In the darkness I looked around.
When I looked up
I saw your beaming face.

LESSON FIVE

I. Review the two parts of the dialogue from LESSON ONE.
Add on:

A: MÁ-ITÓM KA.	A: YOU'LL GET DARK (BLACK).
B: GÚSTO KONG MAGITÓM.	B: I WANT TO GET DARK (BLACK).

Substitute for MAGITOM:

Teacher

ITÓM
INÓM
BASA
SÚLAT
KAWAT
DUMAN
BAKAL
PILI
TRABAHO

Student

GÚSTO KONG MAGITÓM.
GUSTO KONG MAG-INUM.
GUSTO KONG MAGBASA.
GUSTO KONG MAGSULAT.
GUSTO KONG MAGKAWAT.
GUSTO KONG MAGDUMAN.
GUSTO KONG MAGBAKAL.
GUSTO KONG MAGPILI.
GUSTO KONG MAGTRABAHO.

Teacher

I want to read.
I want to go.
I want to sing.
I want to dance.
I want to walk.
I WANT TO sit down.
I want to study.

Student

GÚSTO KONG MAGBASA.
GUSTO KONG MAGDUMAN.
GUSTO KONG MAGKANTA.
GUSTO KONG MAGBAYLI.
GUSTO KONG MAGLAKAW.
GUSTO KONG MAGTUKAW.
GUSTO KONG MAG-ADAL.

Teacher

ANÓ AN GÚSTO MO?
ANO AN GUSTO MO?
ANO AN GUSTO MO?
-etc.-

Student

GÚSTO KONG _____.
GUSTO KONG _____.
GUSTO KONG _____.

Student 1

ANÓ AN GÚSTO MO?
ANO AN GUSTO MO?

Student 2

GÚSTO KONG _____.
GUSTO KONG _____.

-etc.-

II. Practice the pattern "GUSTO _____ -NG MAG _____" with pronouns:

Teacher

Student

GUSTO KONG MAGDUMAN.
"I want to go."

SIYA
IKA
KAMO
SINDA
KITA
SIYA

GUSTO KONG MAGDUMAN.

GUSTO SIYANG MAGDUMAN.
GUSTO KANG MAGDUMAN.
GUSTO KAMONG MAGDUMAN.
GUSTO SINDANG MAGDUMAN.
GUSTO KITANG MAGDUMAN.
GUSTO SIYANG MAGDUMAN.

GUSTO KAMONG MAGBAYLI.

AKO
IKA
SIYA
SINDA
KAMI
KAMO

GUSTO KAMONG MAGBAYLI.

GUSTO KONG MAGBAYLI.
GUSTO KANG MAGBAYLI.
GUSTO SIYANG MAGBAYLI.
GUSTO SINDANG MAGBAYLI.
GUSTO KAMING MAGBAYLI.
GUSTO KAMONG MAGBAYLI.

GUSTO KANG MAGKARIGOS?

SIYA
KAMO
SINDA
KITA
IKA

GUSTO KANG MAGKARIGOS?
GUSTO SIYANG MAGKARIGOS?
GUSTO KAMONG MAGKARIGOS?
GUSTO SINDANG MAGKARIGOS?
GUSTO KITANG MAGKARIGOS?
GUSTO KANG MAGKARIGOS?

She wants to get dark.
They want to get dark.
I want to get dark.
We (not you) want to....
You want to get dark.
He wants to get dark.

GUSTO SIYANG MAGITOM.
GUSTO SINDANG MAGITOM.
GUSTO KONG MAGITOM.
GUSTO KAMING MAGITOM.
GUSTO KANG MAGITOM.
GUSTO SIYANG MAGITOM.

Do we-all want to drink?
Do they want to drink?
Does he want to drink?
Do you-all want to drink?
Does she want to drink?
Do you want to drink?

GUSTO KITANG MAGINOM?
GUSTO SINDANG MAGINOM?
GUSTO SIYANG MAGINOM.
GUSTO KAMONG MAGINOM?
GUSTO SIYANG MAGINOM?
GUSTO KANG MAGINOM?

-etc.-

III. Add: HABÔ (don't want to/ don't like to)

Chain drill: Student 1 Student 2

Teacher's cue:

ÁDAL	GÚSTO KANG MAG-ÁDAL?	HABÔ. ("I don't want to.")
BASA	GUSTO KANG MAGBASA?	HABÔ.
KAWAT	GUSTO KANG MAGKAWAT?	HABÔ.
LAKAW	GUSTO KANG MAGLAKAW?	HABÔ.
TUKAW	GUSTO KANG MAGTUKAW?	HABÔ.
DUMAN	GUSTO KANG MAGDUMAN?	HABÔ.
LANGÓY	GUSTO KANG MAGLANGÓY?	HABÔ.

Cue

PILI A: GÚSTO KANG MAGPILI? "Do you want to choose (something)?"
 B: HABÔ. "No, I don't want to."
 A: ANO PÓ? "Pardon?" ("What?")
 B: HABÔ KONG MAGPILI. "I don't want to choose (anything)."

KARIGOS A: GÚSTO KANG MAGKARIGOS? "Do you want to take a swim (bath)?"
 B: HABÔ. "No, I don't want to."
 A: ANO PÓ? "Pardon?"
 B: HABÔ KONG MAGKARIGOS. "I don't want to take a swim (bath)."

other cues:

BÁYLI, KAKÁN, DALÁGAN, LAKÁN, DUMAN.

IV. Add: **TATAÓ** ("know how to")

Teacher asks questions which students answer by IYO, DAI .
When ready, students ask each other similar questions.

Sample questions:

TATAÓ KANG MAGLANGÓY?

TATAÓ KANG MAGLUTÒ?

TATAÓ KANG MAGBASA NIN BÍKOL?

TATAÓ KANG MAGBAYLI NIN TANGO?

TATAÓ KANG MAGKAWAT NIN "BRIDGE?"

TATAÓ KANG MAGKAWAT NIN "CHINESE CHECKERS?"

TATAÓ KANG MAGKANTA NIN SARÓNG BANGGI?

TATAÓ KANG MAGSULAT NIN BIKOL?

TATAÓ KANG MAGLANGÓY NIN "BACKSTROKE?"

Further questions (based on responses to the above):

SI _____, TATAÓ SIYANG MAGLANGÓY?

SI _____, TATAÓ SIYANG MAGLUTÒ?

SI _____, TATAÓ SIYANG MAG _____ NIN _____?

-etc,-

V. Add: MOS NÁ ("Let's go.")

MAG _____ KITÁ. ("Let's ____.")

Write an example of the following on the board for students to follow.
Have students substitute in the verb slot.

Cue: KARIGOS

A: MOS NÁ. MAGKARÍGOS KITÁ.

A: Let's go. Let's take a swim (bath).

B: HABÔ.

B: I don't want to.

A: ANO PÔ?

A: Pardon?

B: HABÔ KONG MAGKARÍGOS.

B: I don't want to take a swim (bath).

Cue: KAWAT ~~XXXXXXXXXX~~

A: MOS NÁ. MAGKAWAT KITÁ.

B: HABÔ.

A: ANO PÔ?

B: HABÔ KONG MAGKAWAT.

CUE: KAKAN*

A: MOS NÁ. MAGKAKAN KITÁ.

B: HABÔ.

A: ANO PÔ?

B: HABÔ KONG MAGKAKAN.

Other cues: INUM, TRABAHO, ADAL, DUMAN, BAYLI.

* Add: KAON (KA-ON) - "eat" - the form used in Legazpi and other areas.
Practice KAON in natural utterances using the affixes already
presented: MA-, NAG-, NAG/cv-, MAG-

VI.

<u>Teacher</u>	<u>Student</u>
Let's read.	MAGBASA KITA.
I want to read.	GUSTO KONG MAGBASA.
I don't want to read.	HABO KONG MAGBASA.
I don't like to read.	HABO KONG MAGBASA.
I know how to read.	TATAO AKONG MAGBASA.
Let's dance.	MAGBAYLI KITA.
I want to dance.	GUSTO KONG MAGBAYLI.
I don't want to dance.	HABO KONG MAGBAYLI.
I don't like to dance.	HABO KONG MAGBAYLI.
I know how to dance.	TATAO AKONG MAGBAYLI.
Let's study.	MAG-ADAL KITA.
I want to study.	GUSTO KONG MAG-ADAL.
I don't want to study.	HABO KONG MAG-ADAL.
I don't like to study.	HABO KONG MAG-ADAL.
I know how to study.	TATAO AKONG MAG-ADAL.
Let's read.	MAGBASA KITA.
Let's write.	MAGSULAT KITA.
Let's take a swim.	MAGKARIGOS KITA.
Let's eat.	MAGKAKAN/MAGKAON KITA.
Let's drink.	MAGINUM KITA.
Let's work.	MAGTRABAHO KITA.
Let's go.	MOS NA. (MAGDUMAN KITA)
Does she want to sing?	GUSTO SIYANG MAGKANTA?
Does she like to sing?	GUSTO SIYANG MAGKANTA?
Doesn't she want to sing?	HABO SIYANG MAGKANTA?
Doesn't she like to sing?	HABO SIYANG MAGKANTA.
Do they want to buy?	GUSTO SINDANG MAGBAKAL?
Do they like to buy?	GUSTO SINDANG MAGBAKAL?
Don't they want to buy?	HABO SINDANG MAGBAKAL?
Don't they like to buy?	HABO SINDANG MAGBAKAL?
Do you want to get dark?	GUSTO KANG MAGITOM?
Do you like to get dark?	GUSTO KANG MAGITOM?
Don't you want to get dark?	HABO KANG MAGITOM?
Don't you like to get dark?	HABO KANG MAGITOM?
Do you know how to play?	TATAO KANG MAGKAWAT?
Do you know how to swim?	TATAO KANG MAGLANGOY?
Do you know how to cook?	TATAO KANG MAGLUTO?
Do you know how to dance?	TATAO KANG MAGBAYLI.
Do you know how to speak Bikol?	TATAO KANG MAGBIKOL?

VII. Present and practice numbers of Spanish origin, from 5 to 95.

5 : SÍNCO	55: SINKWENTA Y SÍNCO
10: DYES	60: SESENTA
15: KÍNSE	65: SESENTA y SINCO
20: BEYNTE	70; SETENTA
25: BEYNTE Y SINCO	75: SETENTA Y SÍNCO
30: TREYNTA	80: OCHENTA
35: TREYNTA Y SINCO	85: OCHENTA Y SÍNCO.
40: KWARENTA	90: NOBENTA
45: KWARENTA Y SINCO	95: NOBENTA Y SÍNCO
50: SINKWENTA	(100: SANGATÓS)

Practice 10, 20, 30, 40, 50 etc. first.

It is not intended that the class will master these numbers during class.

VIII. Using pictures or objects, teacher asks class to add the price of known commodities, e.g.

INING MGA SIRA DYES SANÁ.
INING MGA MANGGA, BEYNTE.
PIRÁ AN BAYAD?

"These fish are just ten (centabos).
"These mangoes are twenty."
"How much is the cost?"

TRFYNTA.

ITONG MGA _____, BEYNTE.
ITONG MGA _____, SINCO.
PIRÁ AN BAYAD?

BEYNTE Y SINCO.

-etc.-

Students ask each other to add up the prices of two items, one or both in the singular (INING MGA _____ etc.) or plural (INING MGA _____, etc.).

IX. SITUATION:^{*} A radio broadcaster, armed only with a small, portable tape-recorder and plug-in microphone, interviews a group of ___ recently arrived Peace Corps Volunteers. The tape is to be done entirely in Bikol, since it is hoped that many barrio people unfamiliar with either English or the Peace Corps will listen in to the locally broadcast program.

The teacher takes the part of the radio interviewer, asks the Volunteers specific questions about their training, some autobiographical questions, what their mission is, etc.

The "interviewer" will supply necessary vocabulary (e.g. TABANG "help") as the need arises. As a finale, the Volunteers might be asked to sing a song ("Sarong Banggi") for the listening audience.

- * It would be effective to tape-record this situation and play it back for the participants.

X. Negative commands.

Teacher

Student

DAI KA MAG-INUM.
"Don't drink."

DAI KA MAG-INUM.

BASA
SULAT
KAKAN
DUMAN
KARIGOS
BAKAL
TRABAHO

DAI KA MAGBASA.
DAI KA MAGSULAT.
DAI KA MAGKAKAN.
DAI KA MAGDUMAN.
DAI KA MAGKARIGOS.
DAI KA MAGBAKAL.
DAI KA MAGTRABAHO.

Add: -PARA-, as in - DAI KA MAGPARAKAKAN. "Don't eat so much!"
DAI KA MAGPARAINUM. "Don't drink so much!"
NAGPARAKAKAN AKO. "I ate too much."
NAGPARAINUM AKO. "I drank too much."

Teacher

Student

NAGPARAKAKAN AKO.
"I ate too much."

DAI KA MAGPARAKAKAN!
"Don't eat so much!"

NAGPARA-INUM AKO.

DAI KA MAGPARA-INUM!

NAGPARA-ADAL AKO.

DAI KA MAGPARA-ADAL!

NAGPARATRABAHO AKO.

DAI KA MAGPARATRABAHO!

NAGPARABASA AKO.

DAI KA MAGPARABASA!

NAGPARA_____AKO.

DAI KA MAGPARA_____!

X₁. Situation: A small and mischeivous child (played by the instructor) is doing to excess a number of things his visiting relatives (the class) wish he would stop. The child informs them of what he is doing ("I'm eating a lot of candy," e.g.) and the protective relatives try to curb his indulgant behavior ("Don't eat so much" e.g.).

LESSON SIX: Review

Review dialogues, vocabulary, and structural patterns presented in the first five lessons.

Introduce and practice additional uses of the MAG- verbs (MA-, NAG-, NAG/cv-, MAG-) not yet practiced. E.g.:

NAG/cv - meaning "was _____ing"
"used to _____"
"would _____ (habitually)"

Where patterns are weakly grasped, devise additional question-answer drills, then initiate conversation focused on the particular pattern.

E.G. A: TATAO KANG MAGBAYLI? "Do you know how to dance?"
 B: IYO. NAGBAYLI AKO KASU-BANGGI. "Yes, I danced last night."

A: TATAO KANG MAGKANTA?
B: IYO. NAGKANTA AKO KASU-BANGGI.

-etc.-

A: MAGTRABAHO KA. "Work!"
B: NAGTATRABAHO NA AKO. "I'm already working."

A: MAG-ADAL KA.
B: NAG-AADAL NA AKO.

-etc.-

A: MADUMAN SI _____? "Is _____ going to go?"
B: DAI. HABO SIYANG MAGDUMAN. "No, he doesn't want to go."

A: MAKARIGOS SI _____?
B: DAI. HABO SIYANG MAGKARIGOS.

-etc.-

I'm going to work.	MATRABAHO AKO.
I'm working.	NAGTATRABAHO AKO.
I work.	NAGTATRABAHO AKO.
I was working.	NAGTATRABAHO AKO.
I worked.	NAGTRABAHO AKO.

She's going to sing.
She'll sing.
She sang.
She sings.
She's singing.
She was singing.
She used to sing.

MAKANTA SIYA.
MAKANTA SIYA.
NAGKANTA SIYA.
NAGKANTA SIYA.
NAGKANTA SIYA.
NAGKANTA SIYA.
NAGKANTA SIYA.
NAGKANTA SIYA.

We're going to read.
We'll read.
We read. (past)
We read (present)
We're reading.
We were reading.
We used to read.

MABASA KAMI.
MABASA KAMI.
NAGBASA KAMI.
NAGBABASA KAMI.
NAGBABASA KAMI.
NAGBABASA KAMI.
NAGBABASA KAMI.
NAGBABASA KAMI.

Is he going to dance?
Will he dance?
Does he dance?
Is he dancing?
Was he dancing?
Did he used to dance?
Did he dance?

MABAYLI SIYA?
MABAYLI SIYA?
NAGBABAYLI SIYA?
NAGBABAYLI SIYA?
NAGBABAYLI SIYA?
NAGBABAYLI SIYA?
NAGBABAYLI SIYA?
NAGBABAYLI SIYA?

etc.

LESSON SEVEN

I.

A: MASAEN KA?

A: WHERE'RE YOU GOING?

B: SA SÂDAN.

B: TO THE MARKET.

A: MAANO KA?

A: WHAT'RE YOU GOING TO DO?

B: MABAKAL AKONG SIRÂ.

B: I'M GOING TO BUY SOME FISH.

Teacher

Student

MABAKAL AKONG SIRÂ.
SIYÂ
IKÂ,
KAMI
KAMO
KITA
SINDÂ
AKO

MABAKAL AKONG SIRÂ.
MABAKAL SIYANG SIRÂ.
MABAKAL KANG SIRÂ.
MABAKAL KAMING SIRÂ.
MABAKAL KAMONG SIRÂ.
MABAKAL KITANG SIRÂ.
MABAKAL SINDANG SIRÂ.
MABAKAL AKONG SIRÂ.

Chain drill: Student A substitutes pronouns in MASAEN KA? and Student B makes appropriate changes in his responses.

Cues: KAMO, IKÂ, SIYÂ, SINDÂ, SI _____,
SI MGA BABAE, SI MGA LALAKI.

II. Substitute for B's responses, e.g.:

A: MASA'N KA?

A: WHERE'RE YOU GOING?

B: SA KUSINA.

B: TO THE KITCHEN.

A: MAANO KA?

A: WHAT'RE YOU GOING TO DO?

B: MALUTO AKONG SIRÁ.

B: I'M GOING TO COOK SOME FISH.

Add: KUNYAN ("whatchamacallit", a filler word that fills a space when the right word cannot be thought of)

Student B substitutes for SADAN, KUSINA and then responds to MAANO KA? with an appropriate verb and object, e.g. SA LIBRARY - MABASA AKONG LIBRO; SA DINING ROOM - MAKAKAN AKONG SANDWICH. Where vocabulary is missing allow an English word or KUNYAN.

III.

Teacher

Student

ANO AN BABAKALON MO?
"What are you going to buy?"

MABAKAL AKONG _____.
"I'm going to buy a/some _____."

ANO AN BABAKALON MO?

MABAKAL AKONG _____.
MABAKAL AKONG _____.
MABAKAL AKONG _____.

etc.

ANO AN LULUTOON MO?
"What are you going to cook?"

MALUTO AKONG _____.
"I'm going to cook a/some _____."

ANO AN LULUTOON MO?

MALUTO AKONG _____.
MALUTO AKONG _____.
MALUTO AKONG _____.

etc.

ANO AN HAHANAPON MO?
"What are you going to look for?"

MAHANAP AKONG _____.
"I'll look for a/some _____."

ANO AN HAHANAPON MO?

MAHANAP AKONG _____.
MAHANAP AKONG _____.
MAHANAP AKONG _____.

etc/.

ANO AN IINUMON MO?

MAINUM AKONG _____.

ANO AN KAKAKANON MO?

MAKAKAN AKONG _____.

ANO AN AADALON MO?

MAADAL AKONG _____.

ANO AN BABASAHON MO?

MAE ASA AKONG _____.

ANO AN KAKAWATON MO?

MAKAWAT AKONG _____.

ANO AN PIPILION MO?

MAPILI AKONG _____.

etc.

IV.

A: SAEN KA HALF?	A: WHERE 'VE YOU BFFN?
B: SA SADAN.	B: TO THE MARKET.
A: NAG*ANO KA?	A: WHAT DID YOU DO?
B: NAGBAKAL AKONG SIRA.	B: I BOUGHT SOME/A FISH.

Teacher

Student

NAGBAKAL AKONG SIRA.	NAGBAKAL AKONG SIRA.
SIYA	NAGBAKAL SIYANG SIRA.
KAMO	NAGBAKAL KAMONG SIRA.
IKA	NAGBAKAL KANG SIRA.
SINDA	NAGBAKAL SINDANG SIRA.
KAMI	NAGBAKAL KAMING SIRA.
AKO	NAGBAKAL AKONG SIRA.
KITA	NAGBAKAL KITANG SIRA.
SIYA	NAGBAKAL SIYANG SIRA.

Substitute for SADAN, changing NAGBAKAL to an appropriate verb.
e.g.

A: SAEN KA HALF?
B: SA ESKEULAHAN.
A: NAG-ANO KA?
B: NAG-ADAL AKONG BIKOL.

V.

Teacher

Student

I bought a book.
I bought some books.

NAGBAKAL AKONG LIBRO.
NAGBAKAL AKONG MGA LIBRO.

She bought a flower.
She bought some flowers.

NAGBAKAL SIYANG BURAK.
NAGBAKAL SIYANG MGA BURAK.

He bought a fish.
He bought some fish.

NAGBAKAL SIYANG SIRA.
NAGBAKAL SIYANG (MGA) SIRA.

We drank a coke.
We drank some coke.
We drank a beer.
We drank some beer.
We drank a Pepsi.
We drank some Pepsi.

NAGINUM KAMING COKE.
NAGINUM KAMING COKE.
NAGINUM KAMING BIR.
NAGINUM KAMING BIR.
NAGINUM KAMING PEPSI.
NAGINUM KAMING PEPSI.

*

They bought pork.
They bought some pork.
They bought a pig.
They bought some pigs.

NAGBAKAL SINDANG ORIG.
NAGBAKAL SINDANG ORIG.
NAGBAKAL SINDANG ORIG.
NAGBAKAL SINDANG MGA ORIG.

Let's cook some fish.
Let's read a book.
Let's study Bikol.
Let's play Scrabble.
Let's eat some whatchamacallit.
Let's pick out a fish.

MAGLUTO KITANG (MGA) SIRA.
MAGBASA KITANG LIBRO.
MAGADAL KITANG BIKOL.
MAGKAWAT KITANG SCRABBLE.
MAGKAKAN KITANG KUNYAN.
MAGPILI KITANG SIRA.

Buy a beer.
Cook some fish.
Play Scrabble.
Choose a book.
Study Bikol.

MAGBAKAL KANG BIR.
MAGLUTO KANG SIRA.
MAGKAWAT KANG SCRABBLE.
MAGPILI KANG LIBRO.
MAGADAL KANG BIKOL.

He doesn't want to read a book.
They don't want to cook fish.
We don't want to drink beer.
I don't want to play Scrabble.

HABO SIYANG MAGBASANG LIBRO.
HABO SINDANG MAGLUTONG SIRA.

She doesn't like to study English.

HABO KAMING MAGINUM NIN BIR. **
HABO KONG MAGKAWAT NIN SCRABBLE.
HABO SIYANG MAGADAL NIN ENGLISH.

* Pig, pork = ORIG

** NIN serves the same function as -NG; try to elicit from students when NIN is used.

VI. Grammar: elicit from the students what the function of -NG/NIN is in exercise V, when each is used (i.e. following what kinds of sounds).

Change affirmative statements with -NG into negative statements with NIN. F.g.

<u>Teacher</u>	<u>Student</u>
MAKAWAT KANG BFYSBOL? "Will you play baseball?"	DAI KA MAKAWAT NIN BFYSBOL? "Won't you play baseball?"
MAKAWAT KANG SCRABBLE?	DAI KA MAKAWAT NIN SCRABBLE?
MAKAWAT KANG POKER?	DAI KA MAKAWAT NIN POKER?
-etc.-	
NAGBAKAL AKONG SIRA. "I bought a/some fish."	DAI AKO NAGBAKAL NIN SIRA. "I didn't buy a/eny fish."
NAGBAKAL SIYANG SIRA.	DAI SIYA NAGBAKAL NIN SIRA.
NAGBAKAL KANG _____.	DAI KA NAGBAKAL NIN _____.
-etc.-	

- VII.
- | | | | |
|----|--|----|---|
| A: | O, MAKAKADUMAN KA SA PARTI
NI ROGER? | A: | OH, WILL YOU BE ABLE TO GO TO
ROGER'S PARTY? |
| B: | DAI. IGWA AKONG MGA BISITA
NGUNYAN NA BANGGI. | B: | NO. I'M HAVING VISITORS
TONIGHT. |
| A: | AY SAYANG! | A: | OH TOO BAD. |
| B: | SIGE, MA-INOT NA AKO. | B: | WELL, I'LL GO ON AHEAD NOW. |

VIII. Substitute for PARTI: SÍNI (movies)
FÍSTA (fiesta)
BAYLI (dance)
MERIÉNDÁ (afternoon snack)
HARÓNG NI _____ (_____ 's house)

Substitute for NGUNYAN NA BANGGI: NGUNYÁN NA ÁGA (this morning)
NGUNYÁN NA HAPON (this afternoon)
SA ÁGANG ÁGA (tomorrow morning)
SA ÁGANG HAPON (tomorrow afternoon)
SA ÁGANG BANGGÍ (tomorrow evening)

IX. Practice the MAKÁKA- form:

Cue: DUMAN BASA SULAT ADAL TRABAHO INUM BAKAL DIGDI	R_esponse: MAKÁKADUMAN MAKÁKABASA MAKÁKASULAT MAKÁKA-ADAL MAKÁKATRABAHO MAKÁKA-INUM MAKÁKABAKAL MAKÁKADIGDI
---	---

Teacher

Student

MADUMAN KA? "Are you going to go?"	DAI AKO MAKÁKADUMAN. "I won't be able to go."
MATRABAHO KA?	DAI AKO MAKÁKATRABAHO.
MABAKAL KA?	DAI AKO MAKÁKABAKAL.
MALUTO KA?	DAI AKO MAKÁKALUTO.
MADIGDI KA?	DAI AKO MAKÁKADIGDI.

-etc.-

add: NU-ARIN ("when" - future)

Cue:

Student 1

Student 2

ADAL	NU-ARIN KA MAKÁKA-ADAL? "When will you be able to study?"	SA AGA. "Tomorrow."
TRABAHO	NU-ARIN KA MAKÁKATRABAHO?	SA AGA.
DUMAN	NU-ARIN KA MAKÁKADUMAN?	SA AGA.
INUM	NU-ARIN KA MAKÁKAINUM?	SA AGA.
ABOT		
PILI		
LANGOY		
KAWAT		
DIGDI		

X.

Teacher

Student

NAKÁKABÁYLI KANG TANGO?
"Can you dance the Tango?"

DAI, PERO NAKÁKABÁYLI AKONG CHA-CHA.
"No, but I can dance Cha-Cha."

NAKÁKALUTÒ KANG ADOBO?

DAI, PERO NAKÁKALUTÒ AKONG _____.

NAKÁKAKAWAT KANG _____?

DAI, PERO NAKÁKAKAWAT AKONG _____.

NAKÁKAKANTA KANG _____?

DAI, PERO NAKÁKAKANTA AKONG _____.

NAKÁKABASA KANG _____?

DAI, PERO NAKÁKABASA AKONG _____.

-etc.-

Practice the above exercise, conversationally, with SIYA,

KAMO,

SINDA,

SI _____.

XI. Add: DAÁ (DA-Á) : "they say, it is said" (reporting what others have said)
said) he says"

<u>Que</u>	<u>Student 1</u>	<u>Student 2</u>	<u>Student 3</u>
TRABÁHO "work"	NAKÁKATRABÁHO NA AKÓ. "I can work now." "I'm able to work now."	ANO PÔ? "Pardon?"	NAKÁKATRABÁHO NA DAÁ SIYÁ. "He can work now, he says."
DUMAN	NAKÁKADUMAN NA AKÓ.	ANO PÔ?	NAKÁKADUMAN NA DAÁ SIYÁ.
DIGDI	NAKÁKADÍGDI NA AKÓ.	ANO PÔ?	NAKÁKADÍGDI NA DAÁ SIYÁ.
BAKAL	NAKÁKABAKAL NA AKÓ.	ANO PÔ?	NAKÁKABAKAL NA DAÁ SIYÁ.
PILI	NAKÁKAPILI NA AKÓ,	ANO PÔ?	NAKÁKAPILI NA DAÁ SIYÁ.
LUTO	NAKÁKALUTO NA AKÓ.	ANO PÔ?	NAKÁKALUTO NA DAÁ SIYÁ.
ADAL	NAKÁKA-ÁDAL NA AKÓ.	ANO PÔ?	NAKÁKAÁDAL NA DAÁ SIYÁ.
BIKOL	NAKÁKABÍKOL NA AKÓ.	ANO PÔ?	NAKÁKABÍKOL NA DAÁ SIYÁ.
LANGOY	NAKÁKALANGÓY NA AKÓ.	ANO PÔ?	NAKÁKALANGÓY NA DAÁ SIYÁ.

XII.

<u>Teacher</u>	<u>Student</u>
NAKANAMIT KANG ____? "Have you tasted ____?"	IYO/ DAI. "Yes/No."
NAKANAMIT KANG ____?	IYO/DAI.
NAKA-INUM KANG ____?	IYO/DAI.
NAKADUMAN KA SA ____?	IYO/DAI.
NAKAKAWAT KANG ____?	IYO/DAI.
NAKALUTO KANG ____?	IYO/DAI.

Teacher asks each student a question with NAKANAMIT, then NAKA-INUM, etc. After students get idea of the new structure, they ask each other questions.

<u>Cue</u>	<u>Student 1</u>	<u>Student 2</u>
ADAL "study"	NAKA-ADAL KA NA? "Have you already studied?"	IYO NA/ DAI PA. "Yes, (I) already (have)/ Not yet."
DUMAN	NAKADUMAN KA SA ____?	IYO NA/ DAI PA.
BAKAL	NAKABAKAL KA NA?	IYO NA/ DAI PA.
KAKAN	NAKAKAKAN KA NA?	IYO NA/ DAI PA.

-etc.-

- XIII. "NAKA- _____" (1) "HAVE _____ FD."
- (2) "WAS ABLE TO _____."
- (3) "HAPPENED TO _____,"
"ACCIDENTLY _____ FD"

She has written. NAKASÚLAT SIYA.

She was able to write. NAKASÚLAT SIYA.

She happened to write. NAKASÚLAT SIYA.

Teacher

Student

I have arrived.
I was able to arrive.
I happened to arrive.

NAKA-ABÓT AKO.
NAKA-ABOT AKO.
NAKA-ABOT AKO.

They have gone ahead.
They were able to go ahead.
They happened to go ahead.

NAKA-INOT SINDA.
NAKA-INOT SINDA.
NAKA-INOT SINDA.

Have you tasted whatchamacallit? NAKANAMIT KANG KUNYAN?
Were you able to taste whatchamacallit? NAKANAMIT KANG KUNYAN?
Did you happen to taste whatchamacallit? NAKANAMIT KANG KUNYAN?

We've bought some fish. NAKABAKAL KAMING SIRA.
We were able to buy some fish. NAKABAKAL KAMING SIRA.
We happened to buy some fish. NAKABAKAL KAMING SIRA.

-etc.-

XIV.

Teacher

Student

NAKASULAT NA SI _____, ANO?

DAI PA DAA SIYA NAKASULAT.

"_____ has already written,
hasn't he?"

"He hasn't written yet they say."

NAKADUMAN NA SI _____, ANO?

DAI PA DAA SIYA NAKADUMAN.

NAKA _____ NA SI _____, ANO?

DAI PA DAA SIYA NAKA _____.

NAKA _____ NA SI _____, ANO?

DAI PA DAA SIYA NAKA _____.

-etc.-

Students question each other as above.

XV. Add more verbs: DARÁ (bring, take, carry)

GÍBO (do, make)

KUÁ (KI-Á get)

TARÁM (speak)

HILÍNG (see; look at)

1

NAKÁDARÁ KANG _____?
"Have you brought a _____?"

NAKÁDARÁ KANG _____?

NAKAGÍBO KANG _____?

NAKAKUÁ KANG _____?

NAKÁTARÁM KANG _____?

NAKAHILÍNG KANG _____?
"Have you seen a _____?"

2

DAI, PERO NAKÁDARÁ AKONG _____.
"No, but I was able to bring a _____."

DAI, PERO NAKÁDARÁ AKONG _____.

DAI, PERO NAKAGÍBO AKONG _____.

DAI, PERO NAKAGÍBO AKONG _____.

DAI, PERO NAKÁTARÁM AKONG _____.

DAI, PERO NAKAHILÍNG AKONG _____.
No, but I happened to see a _____."

Teacher takes part of questioner - 1 - until students are able to do this. Each verb may be practiced a number of times by substituting for the noun objects.

XVI. SITUATION: It's Saturday morning and a small group of fourth-year high school students has decided on a picnic and exploration party in a cave located atop Mt. _____, about five kilometers from barrio _____, in the town of _____, Camarines Sur. Now inside the cave, exhausted and hungry, they find out that many of their plans have not been carried out, e.g. the person who was to have brought the sandwiches has not brought them, the person who was to have brought water has not come at all, and, in short, all food has been left behind.

Decisions must be made on looking for food, cooking it, fetching water, and making a fire.

As much as is natural MAKA- forms should be used. The situation might go something like this, e.g. (the teacher assumes the controlling part):

O, NAKÁ-ABÓT NA KITÁ.

Oh, we've arrived.

SAÉN SI _____?

Where's _____?

DAÍ SIYÁ NAKADÍGDI.

He wasn't able to come.

PERO, MAKÁKADÍGDI DAÁ SIYÁ!

But, he said he'd be able to come!

HOY, _____, NAKÁDARÁ KANG MGA SANDWICH, ANÓ?

Hey, _____, you've brought some sandwiches, haven't you?

DAÍ AKÓ NAKÁDARÁNG MGA SANDWICH TA "VERY HEAVY" AN BASKIT.

I wasn't able to bring any sandwiches because the basket was very heavy.

IKÁ, _____, DAÍ KA NAKÁDARÁNG MGA SNACKS?

You, _____, haven't you brought any snacks?

DAÍ AKÓ NAKÁKUÁNG MGA SNACKS SA SÁDAN, KAYÁ NAKÁDARÁ AKÓNG MGA NAPKINS SAKÁ MATCHES.

I wasn't able to get any snacks at the market, so I've brought along some napkins and matches.

ANÓ, HABÓ KAMÓNG MAGKAKÁN?

What, don't you want to eat?!

GUSTO! MAKÁKALUTO KAMÍNG MGA "YOUNG BAMBOO SHOOTS" SAKÁ MAKÁKAHANAP KAMÍNG MGA "EDIBLE ROOT."

Yes! We can cook young bamboo shoots and we can look for edible roots.

SÍSAY AN MAKÁKAHANAP NIN TUBIG?

Who'll be able to look for water?

LESSON EIGHT

I. Add: KASU-ARIN ("when?" - past time)
KASU-BAGO ("a short while ago")

1

NU-ARIN KA MAKAKADUMAN?

O, KASU-ARIN KA NAKADUMAN?

"When can you go?"

"Oh, when were you able to go?"

2

NAKADUMAN NA AKO.

KASU-BAGO.

"I've already gone."

"A short while ago."

NU-ARIN KA MAKAKA_____?

O, KASU-ARIN KA NAKA_____?

NAKA_____ NA AKO.

KASU-BAGO.

-etc.-

II. He has worked.
He can work.
He'll be able to work.

Roger has bought some fish.
Roger can buy fish.
Roger'll be able to buy fish.

Have they brought any flowers?
Were they able to bring any flowers?
Will they be able to bring flowers?

Can they walk?
Will they be able to walk?
Have they been able to walk?

You haven't run, have you?
You won't be able to run, will you?
You aren't able to run, are you?

We'll be able to choose, they say.
We were able to choose, they say.
We have chosen, they say.

-etc.-

NAKATRABAHO SIYA.
NAKAKATRABAHO SIYA.
MAKAKATRABAHO SIYA.

NAKABAKAL SI ROGER NIN SIRA.
NAKAKABAKAL SI ROGER NIN SIRA.
MAKAKABAKAL SI ROGER NIN SIRA.

NAKADARA SINDANG MGA BURAK?
NAKADARA SINDANG MGA BURAK?
MAKADARA SINDANG MGA BURAK?

NAKAKALAKAW SINDA?
MAKAKALAKAW SINDA?
NAKALAKAW SINDA?

DAI KA NAKADALAGAN, ANO?
DAI KA MAKAKADALAGAN, ANO?
DAI KA NAKAKADALAGAN, ANO?

MAKAKAPILI DAA KAMI.
NAKAPILI DAA KAMI.
NAKAPILI DAA KAMI.

III.

1

2

NAKÁKALANGÓY KA?
"Can you swim?"

DAI. GUSTO KONG MAKALANGÓY.
"No. I want to be able to swim."

NAKÁKALUTO KA?

DAI. GUSTO KONG MAKALUTO.

NAKÁKABÍKOL KA?

DAI. GUSTO KONG MAKABÍKOL.

NAKÁKATARAM KANG BIKOL?

DAI. GUSTO KONG MAKATARAM.

NAKÁKABÁYLI KA?

DAI. GUSTO KONG MAKABAYLI.

NAKÁKANTA KA?

-etc.-

Add: TÁNO? ("Why?"; NGATÁ? "Why?")

GUSTO KONG MAKABÁYLI. TÁNO? (NGATÁ?)
TA DAI AKO TATAONG MAGBAYLI.

"I want to be able to dance." "Why?"
"Because I don't know how to dance."

GUSTO KONG MAKABÍKOL. TÁNO?(NGATÁ?)
TA DAI AKO TATAONG MAGBÍKOL.

GUSTO KONG MAKÁ____. TÁNO? (NGATÁ?)
TA DAI AKO TATAONG MAG____.

-etc.-

IV.	Roger Anderson will come along (IBA).	MA-IBA SI ROGER ANDERSON.
	Roger Anderson will be able to come along.	MAKAKA-IBA SI ROGER ANDERSON.
	He'll bring some beer.	MADARA SIYANG BIR.
	He'll be able to bring some beer.	MAKAKADARA SIYANG BIR.
	She'll get some fish.	MAKUA SIYANG SIRA.
	She'll be able to get some fish.	MAKAKAKUA SIYANG SIRA.
	We'll look for a bus.	MAHANAP KAMING BUS.
	We can (will be able to) look for a bus.	MAKAKAHANAP KAMING BUS.
	The girls come here every day.	NAGDIGDI AN MGA BABAY (ARO-ALDAN).
	The girls are able to come here every day.	NAKAKADIGDI AN MGA BABAY ARO-ALDAN.
	Are the children swimming?	NAGLALANGOY AN MGA AKI?
	Can the children swim?	NAKAKALANGOY AN MGA AKI?
	So the boys are walking now?	NAGLALAKAW NA PALAN AN MGA ...?
	So the boys can walk now?	NAKAKALAKAW NA PALAN AN MGA LALAKI?
	I went.	NAGDUMAN AKO.
	I happened to go.	NAKADUMAN AKO.
	Roger spoke.	NAGTARAM SI ROGER.
	Roger happened to speak.	NAKATARAM SI ROGER.
	Roger has already spoken.	NAKATARAM NA SI ROGER.
	Whatshisname came along (IBA).	NAG-IBA SI KUNYAN.
	Whatshisname happened to come along.	NAKA-IBA SI KUNYAN.
	She picked some flowers. (KUA)	NAGKUA SIYANG MGA BURAK.
	She was able to pick some flowers.	NAKAKUA SIYANG MGA BURAK.
	She has already picked some flowers.	NAKAKUA NA SIYANG MGA BURAK.

-etc.-

V.

Teacher

Student

I have visitors.
You
She
He
We-all
We-not-you
You-all
They

IGWÁ AKÓNG MGA BISITA.
IGWÁ KANG MGA BISITA.
IGWÁ SIYANG MGA BISITA.
IGWÁ SIYANG MGA BISITA.
IGWÁ KITANG MGA BISITA.
IGWÁ KAMING MGA BISITA.
IGWÁ KAMONG MGA BISITA.
IGWÁ SINDANG MGA BISITA.

The teacher, as a Bicol Sari-Sari store owner, answers the students questions "IGWA KANG _____?" ("DO YOU HAVE _____?")
Students use English where vocabulary fails them, e.g.

IGWÁ KANG ONIONS? "Do you have onions?"

IGWÁ KANG DR. PEPPER? "Do you have Dr. Pepper?"

Teacher responds IGWÁ or MAYÒ (DAÍ)

VI. Add: **IGWA** ("There is/are/was/were/will be, etc.")

IGWANG MGA _____ SA PILIPINAS? IGWA: Yes, there are.
"are there _____s in the Philippines? MAYO. No, there aren't.
(DAI)

"IGWANG MGA PILIPINO DUMAN SA RHODE ISLAND?"

"IGWANG "WATER PROBLEM" SA MANILA?"

"IGWANG _____ SA _____?"

Teacher, students continue to ask each other questions with **IGWA**, responding with **IGWA** (affirmative) or **MAYO (DAI)** (negative.).

VII. SITUATION: A group of young Bicolanos wish to play volleyball, although they are not sure if each member of the group knows how to play; nor are they sure they have the equipment to play with. In the normal course of events difficulties crop up.

E.G.

HOY, ROGER, GÚSTO KANG MAGKÁWAT?

Hey, Roger, do you want to play?

FRISBY?

Frisby?

BAKÓ. NAKÁKAVOLLEYBALL KA?

No, Can you play volleyball?

TATAÓ. IGWÁ KANG VOLLEYBALL?

Yes, I know how. Do you have a v-ball?

MAYÒ. IKÁ, IGWÁ KANG BALL?

No. You, do you have a ball?

MAYÒ. IGWÁNG VOLLEYBALL SI STEVE, ANÓ?

No. Steve has a ball, doesn't he?

IGWÁ, PERÓ, "VERY SOFT" DAÁ.

He has, but it's very soft, they say.

IGWÁ SIYANG NET?

Does he have a net?

IGWÁ. MAGKUA KANG NET SA HARONG NI STEVE, OKAY?

Yes, he has. Get a net from Steve's house, okay?

SÍGE. PERO DAÍ AKÓ MAKÁKAKAWAT NGUNYÁN.

Okay. But I can't play now.

GÚSTO KANG MAGKÁWAT NIN BADMINTON?

Do you want to play badminton?

IYÓ.

Yes.

MAKÁKADARÁ KANG SARÓNG RACKET?

Can you bring a racket?

-etc.-

VIII.

SITUATION: Some people are planning a surprise birthday party for a neighbor child who will be eight. Although the party is to begin in a matter of hours, things are still confused, and questions of money and expenditures ("Do you have money? How much is pork? Tomatoes? Onions? Does _____ have onions? Does _____ have _____?") are still cropping up, as well as questions about who will be able to bring what (napkins, ice, cokes, fruit, plates, glasses, etc.) to the party, who can/will come to the party, who can't...

LESSON NINE

I. A: MAM, MASAOD NA PÔ AKÓ.

B: NAGKAÍPO KANG KWARTA?

A: IYÓ PÔ. MABAKAL AKÓNG SIRÁ.

B: SÍGE. BAKALÓN MO SI
DAKULANG SIRÁ.

A: MA'AM, I'M GOING TO THE MARKET
NOW.

B: DO YOU NEED ANY MONEY?

A: YES MA'AM. I'LL BUY SOME FISH.

B: ALL RIGHT. BUY THE
BIG FISH.

II. BAKALON MO SI SIRA.

"Buy the fish"

Teacher

Student

Buy the fish.
Buy the ____/
Buy the ____/
Buy the ____.

BAKALÓN MO SI SIRÁ.
BAKALON MO SI ____.
BAKALON MO SI ____.
BAKALON MO SI ____.

-etc.-

BUY THE FISH.
LOOK FOR THE FISH.
COOK THE FISH.
PICK OUT THE FISH.
EAT THE FISH.
BRING THE FISH.

BAKALÓN MO SI SIRÁ.
HANAPON MO SI SIRA.
LUTOÓN MO SI SIRA.
PILIÓN MO SI SIRA.
KAKANÓN MO SI SIRA.
DARAHÓN* MO SI SIRA.

Chain drill:
(each student uses
a different noun
before the verb is
changed)

BAKALÓN MO SI ____.	"Buy the ____."
HANAPON MO SI ____.	"Look for the ____."
LUTOÓN MO SI ____.	"Cook the ____."
PILIÓN MO SI ____.	"Choose the ____."
KAKANÓN MO SI ____.	"Eat the ____."
DARAHÓN MO SI ____.	"Bring the ____."
INUMÓN MO SI ____.	"Drink the ____."

*-HON when root ends in a vowel

III. Reading practice.

A: MAM, MÁSAOD NA PÔ AKÓ.

B: NAGKAÍPO KANG KWÁRTA?

A: IYÓ PÔ. MÁBAKAL AKÓNG SIRÁ.

B: SÍGF. BAKALÓN MO SI DAKÚLANG SIRÁ.

A: OPÒ.

B: IGWÁ PA KITÁNG KAIPÓHAN?

A: MAYÒ NA KITÁNG CAFÉ.

B: O SÍGF, MAGBAKÁL KANG SARÓNG BOTÍLYANG CAFÉ.

A: SADÍT O DAKULÀ?

B: BAHALÀ KA NA.

A: KÚLANG NA AN TINAPAY.

B: DÍ, MAGBAKÁL KA. GURÁNO NA GABÓS?

A: MALA PÔ SAÍMO.

B: UNÍ AN DOS PÉSOS. TAMÀ INÍ PARA NGUNYÁN NA ÁLDAW?

A: TAMÀ NA.

A: MA'AM, I'M GOING TO THE MARKET NOW.

B: DO YOU NEED ANY MONEY?

A: YES MA'AM. I'LL BUY SOME FISH.

B: OKAY. BUY THE BIG FISH.

A: YES'M.

B: IS THERE ANYTHING ELSE WE NEED?

A: WE DON'T HAVE ANYMORE COFFEE.

B: OH, ALL RIGHT, BUY A JAR OF COFFEE.

A: SMALL OR LARGE?

B: IT'S UP TO YOU.

A: WE'RE SHORT ON BREAD. (THE BREAD IS LACKING)

B: THEN BUY SOME. HOW MUCH FOR EVERY* THING?

A: IT'S UP TO YOU, MA'AM.

B: HERE'S TWO PFSOS. IS THIS ENOUGH FOR TODAY?

A: IT'S ENOUGH.

IV. Add: DAW (command softener)

Teacher

COOK IT.

BUY IT.

EAT IT.

DRINK IT.

CHOOSE IT.

BRING IT.

MAKE IT.

LOOK FOR IT.

-etc.-

Student

LUTO-ON MO DAW.

BAKALON MO DAW.

KAKANON MO DAW.

INUMON MO DAW.

PILI-ON MO DAW.

DARAHON MO DAW.

GIBOHON MO DAW.

HANAPON MO DAW.

Teacher

SI SIRÁ?

SI MGA BÁSO?

SI _____?

SI _____?

SI _____?

Student

LUTO-ON MO DAW (e.g.)

DARAHON MO DAW. (e.g.)

_____ON MO DAW.

_____ON MO DAW.

_____ON MO DAW.

V.

1

I'LL BUY THE FISH.
 I'LL CHOOSE THE FISH.
 I'LL COOK THE FISH.
 I'LL LOOK FOR THE FISH.
 I'LL BRING THE FISH.
 I'LL FAT THE FISH.
 I'LL BUY THE FISH.

2

BABAKALÓN KO SI SIRÁ.
 PIPILÍ-ON KO SI SIRÁ.
 LULUTÓ-ON KO SI SIRÁ.
 HAHANAPON KO SI SIRÁ.
 DADARAHÓN KO SI SIRÁ.
 KAKAKANÓN KO SI SIRÁ.
 BABAKALÓN KO SI SIRÁ.

Que

1

BAKAL BABAKALON MO SI SIRÁ?
 "buy" "are you going to buy the fish?"
 PILI PIPILI-ON MO SI SIRÁ?
 LUTO LULUTO-ON MO SI SIRÁ?
 HANAP HAHANAPON MO SI SIRÁ?
 DARA DADARAHON MO SI SIRÁ?
 KAKAN KAKAKANON MO SI SIRÁ?
 BAKAL BABAKALON MO SI SIRÁ?

2

DAI. BABAKALÓN KO SI ORIG.
 "No. I'm going to buy the pork."
 DAI. PIPILÍ-ON KO SI ORIG.
 DAI. LULUTÓ-ON KO SI ORIG.
 DAI. HAHANAPON KO SI ORIG.
 DAI. DADARAHÓN KO SI ORIG.
 DAI. KAKAKANÓN KO SI ORIG.
 DAI. BABAKALÓN KO SI ORIG.

VI.

I'll buy it.
 I'll read it.
 I'll write it.
 I'll study it.
 I'll eat it.
 I'll drink it.
 I'll buy it.
 I'll choose it.
 I'll cook it.
 I'll bring it.
 I'll make it.
 I'll look for it.
 I'll get it.

BABAKALON KO.
 BABASAHON KO.
 SUSULATON KO.
 AADALON KO.
 KAKAKANON KO.
 IINUMON KO.
 BABAKALON KO.
 PIPILION KO.
 LULUTOON KO.
 DADARAHON KO.
 GIGIBOHON KO.
 HAHANAPON KO.
 KUKWA-ON KO.

You'll buy it.
 You'll read it.
 You'll write it.
 You'll study it.
 You'll eat it.
 You'll drink it.
 You'll choose it.
 You'll cook it.
 You'll bring it.
 You'll make it.
 You'll look for it.
 You'll get it.

BABAKALON MO.
 BABASAHON MO.
 SUSULATON MO.
 A-ADALON MO.
 KAKAKANON MO.
 I-INUMON MO.
 PIPILI-ON MO.
 LULUTO-ON MO.
 DADARAHON MO.
 GIGIBOHON MO.
 HAHANAPON MO.
 KUKWA-ON MO.

Will you bring it? No.
 Bring it.

DADARAHON MO? DAI.
 DARAHON MO DAW.

Will you buy it? No.
 Buy it.

BABAKALON MO? DAI.
 BAKALON MO DAW.

Will you drink it? No.
 Drink it.

I-INUMON MO? DAI.
 INUMON MO DAW.

Are you going to read it? No.
 Read it.

BABASAHON MO? DAI.
 BASAHON MO DAW.

Are you going to cook it? No.
 Cook it.

LULUTO-ON MO? DAI.
 LUTO-ON MO DAW.

-etc.-

VII. SITUATION : A shy child (teacher), vaguely spoiled and refusing to eat supper, is besieged by members of the family to taste all the good things before him (salad, pork, fish, etc.).

F.g.

A: DAÍ KA NAKÁ-INÚM NIN MILK. INUMÓN MO DAW.

B: HABÔ!

C: KAKNÓN MO SI SIRÁ. MASIRÁMON, ANÓ?

B: BAKÓ! HABÔ KONG MAGKAKÁN.

D: PÉRO DAÍ KA NAKANÁMIT NIN SIRÁ. SÍGE!

B: HABÔ!

VIII. SITUATION : A fiesta dinner is being prepared by the Peace Corps Volunteers living in _____, a town of 12,400 in Camarines Sur. About ninety people are expected to show up, most of them teachers from the Central School. The menu has been decided on:

Green bean-tomato-onion salad
Sweet and Sour Lapu-Lapu
Lechon
Mixed fruit (mango, banana, pineapple, orange, etc.)
White rice
Beer, coca cola

The cook (the instructor) is being briefed on what to get at the market, how much, what to use in the salads, what things to bring from _____'s house (glasses, plates, etc.).

The "cook" will ask certain clarifying questions, e.g.

SAFIN AKO MABAKAL NIN LAPU-LAPU?

NU-ARIN LULUTO-ON AN LECHON?

ANO AN BABAKALON KO PARA SA FRUIT SALAD?

IGWA PA KITANG KAIPOHAN?

KULANG NA AN TINAPAY. BABAKALON KO?

ANO AN DADARAHON KO SA HARONG NI STEVE?

IX. SITUATION : It's early Sunday morning and a group of friends, having decided on an outing at the beach - with a picnic barbecue - discusses who will be responsible for the buying, getting, cooking, bringing, of the various foodstuffs, etc.

The ring-leader (the instructor) makes sure things are well organized by asking questions. E.g.

BABAKALÓN KO AN CHICKEN PARA SA BARBECUP.
_____, ANO AN BABAKALON MO?

BABAKALÓN KO AN _____.

IKA, _____, DADARAHÓN MO AN _____, ANO?

DAI. DADARAHÓN KO AN _____.

MAANO KITA NGŪNA ("first")? MAKARIGOS KITA?

MAGKAKAN KITA NGŪNA.

I. SITUATION : An aged and senile man, suddenly interested in what each of his servants is preparing for his merienda, quizzes each of them about their duties in the preparation of his afternoon snack, which, in this case, happens to be uncommonly elaborate. The old man (or woman), who is nearly deaf, constantly asks to have things repeated.

Add: NIYÁ ("he/she" when verb is of the -ON type)

c.g. A: MA-ANO KA, _____?

B: LULUTÓ-ON KO SI MGA _____.

A: ANO?

C: LULUTÓ-ON DAA NIYÁ SI MGA _____.

A: PERO IKA, ANO AN GIGIBÓHON MO?

C: GIGIBÓHON KO AN _____.

A: ANO?

D: GIGIBÓHON DAA NIYÁ AN _____.

-etc.-

XI. SITUATION : A small boy (girl), aged nine and a half, although extremely bright, is equally lazy, and in addition is quite cranky and rebellious at the moment. He refuses to do the things he is supposed to do, and his elder brothers and sisters command him to do productive things.

e.g. (instructor playing the child):

A: MADUMAN NA AKO TA DAI KO A-ADALON AN ENGLISH LESSON.

B: HOY, ADALON MO NA!

A: HABÔ!

B: SULATON MO DAW AN LESSON.

A: O SIGF, PERO DAI KO BABASAHON SI LIBRO.

C: BASAHON MO DAW SI LIBRO!

B: HABÔ!

-etc.-

LESSON TEN

I.

I'll buy it.	BABAKALÓN KO.
You'll buy it.	BABAKALON MO.
He'll buy it.	BABAKALON NIYA.
We-all'll buy it.	BABAKALON TA.
We (not you)'ll buy it.	BABAKALON MI.
You(all)'ll buy it.	BABAKALON NINDO.
They'll buy it.	BABAKALON NINDA.
Roger'll buy it.	BABAKALON NI ROGER.

You'll cook it.	LULUTOÓN MO.
I	LULUTOON KO.
She	LULUTOON NIYA.
We-all	LULUTOON TA.
They	LULUTOON NINDA.
You-all	LULUTOON NINDO.
We-not-you	LULUTOON MI.
Roger	LULUTOON NI ROGER.

They're going to bring it.	DADARAHÓN NINDA.
I	DADARAHON KO.
We-all	DADARAHON TA.
You	DADARAHON MO.
He	DADARAHON NIYA.
Roger	DADARAHON NI ROGER.

I'm going to make it.	GIGIBÓHON KO.
He	GIGIBOHON NIYA.
You	GIGIBOHON MO.
Roger	GIGIBOHON NI ROGER.
She	GIGIBOHON NIYA.
We-not-you	GIGIBOHON MI.

-etc.-

add: INDA ("don't know")

II.

1

2

SISAY AN MALUTO?
"Who's going to cook?"

INDA. ANO AN LULUTOON?
"I don't know. What's going to be cooked?"

SISAY AN MABAKAL?

INDA. ANO AN BABAKALON?

SISAY AN MADARA?

INDA. ANO AN DADARAHON?

SISAY AN MAGIBO?

INDA. ANO AN GIGIBOHON?

SISAY AN MAPILI?

INDA. ANO AN PIPILION?

SISAY AN MA-INUM?

INDA. ANO AN IINUMON?

SISAY AN MAKAKAN?

INDA. ANO AN KAKAKANON?

SISAY AN MABASA?

INDA. ANO AN BABASAHON?

SISAY AN MASULAT?

INDA. ANO AN SUSULATON?

Cue

LUTO SISAY AN MALUTO?
~~ANO AN LULUTOON NIYA?~~

SI JOE.
INDA.

BAKAL SISAY AN MABAKAL?
ANO AN BABAKALON NIYA?

SI JOE.
INDA.

DARA SISAY AN MADARA?
ANO AN DADARAHON NIYA?

SI JOE.
INDA.

GIBO SISAY AN MAGIBO?
ANO AN GIGIBOHON MIYA?

SI JOE.
INDA.

PILI

INUM

KAKAN

BASA

SULAT

III. Add: OTRÓ (do again)
SIMBÁG (answer)
BÍLANG (count)
ÁBRI (open)

Practice: BILANGON MO DAW SI MGA _____.

"Count the _____s."

SIMBAGON MO DAW.

"Answer it."

ABRIHON NINDO SI (MGA) LIBRO _____.

"Open your books."

OTROHON MO/NINDO DAW. "Repeat it/ do it again."

SITUATION : For a review arithmetic lesson in Grade Two, the teacher asks students to count various objects (students in the class, books, girls, boys, etc.), asking some uncertain students to repeat what they've said, asking some shy students to answer, etc.

e.g.

BILANGON MO DAW SI MGA PASKUELA. IKA, _____.

SARO, DUWA, TOLO, LIMA, APAT...

SALA. OTROHON MO DAW.

SARO, DUWA, TOLO, APAT, LIMA.

TAMA. MARHAY-RAYON. ("Very good")

_____, HILINGO MO AKO.

ABRIHON NINDO SI MGA LIBRO. _____, BILANGON MO DAW
SI MGA LIBRO.

SIMBAGON MO DAW. DAI KA MASUPOG.

SARO, DUHA, WALO, ...

SALA. OTROHON MO DAW.

-etc.-

IV. Reading

- A: A, ANIÓ KA PALÁN! NAGPARAHÁLAT AKÓ SAÍMO. A: OH, YOU'RE HERE! I'VE BEEN WAITING AND WAITING.
- B: HALÓY KA NA? B: (WAITING) A LONG TIME?
- A: NAKATARAM NA AKÓNG KADIKIT NA BIKOL. KUN MAGTARAM KANG LUWAY-LUWAY, MAKAKASABÓT AKÓ. A: I SPEAK LITTLE BIKOL. IF YOU SPEAK SLOWLY I CAN UNDERSTAND.
- B: SÍGF, SASABIHON KONG LUWAY-LUWAY. NAKASABÓT KA? B: OKAY, I'LL SAY (THINGS) SLOWLY. DID YOU UNDERSTAND?
- A: IYÓ. GÚSTO KONG MAKATARAM "WHAT DO WE NEED?" A: YES. I WANT TO (BE ABLE TO) SAY "WHAT DO WE NEED?"
- B: A, FÁCIL IYÁN, AROG KA-INÍ, "ANO AN KAIPOHAN TA?" B: OH, THAT'S EASY, LIKE THIS: "ANO AN KAIPOHAN TA?"
- A: OTROHÓN MO DAW. A: AGAIN, PLEASE.
- B: "ANO AN KAIPOHAN TA?" ANÓ AN SISIMBAGON MO? B: "ANO AN KAIPOHAN TA?" WHAT WILL YOU ANSWER?
- A: SISIMBAGÓN KO "AN ...ANÓ... KAIPOHAN TA...ANÓ..." A: I'LL ANSWER " WE...UH... NEED...UH..."

V. Introduce and practice ANION

YANON

TÓON

* VI. Introduce and practice -PARA- adding the meaning "too much, so much, do X continually"

NAGPARAKAKAN AKO. "I ate too much."

I drank too much.
I bought too much.
I talked too much.
I swam too much.
I walked too much.

NAGPARAINUM AKO.
NAGPARABAKAL AKO.
NAGPARATARAM AKO.
NAGPARALANGÓY AKO.
NAGPARALAKAW AKO.

1

2

NAGPARAINUM AKO.
"I'm drinking too much."

DAI KA MAGPARAINUM.
"Don't drink so much."

NAGPARATARAM AKO.

DAI KA MAGPARATARAM.

NAGPARA _____ AKO.

DAI KA MAGPARA _____.

NAGPARA _____ AKO.

DAI KA MAGPARA _____.

-etc.-

*Note: -PARA- has already been introduced and practiced in Lesson Five (p.60). Merely review it here.

VII. CUE

	1	2
INUM	INUMON MO.	DAI MO PAGINUMON.
BASA	"Drink it." BASAON MO.	"Don't drink it." DAI MO PAGBASAON.
SULAT	SULATON MO.	DAI MO PAGESULATON.
BAKAL	BAKALON MO.	DAI MO PAGBAKALON.
PILI	PILION MO.	DAI MO PAGPILION.
LUTO	LUTOON MO.	DAI MO PAGLUTOON.
DARA	DARAHON MO.	DAI MO PAGDARAHON.
KAKAN	KAKANON MO.	DAI MO PAGKAKANON.

CUE

	1	2
GIBO	NU-ARIN MO GIGIBOHON? "When are you going to do/make it?"	DAI KO GIGIBOHON. GIGIBOHON NI JOE. "I'm not going to Joe'll do it." do/make it.
DARA	NU-ARIN MO DADARAHON?	DAI KO DADARAHON. DADARAHON NI JOE.
BAKAL	NU-ARIN MO BABAKALON?	DAI KO BABAKALON. BABAKALON NI JOE.
LUTO		
KUA		
INUM		
PILI		
BILANG		
OTRO		
ABRI		
SIMBAG		
HILING		

VIII. Add: MAN ("too/also")
SANA ("just/only")

CUE	1	2
SIMBÁG	SISIMBAGON KO. "I'm going to answer it."	SISIMBAGON MAN NI JOE. "Joe'll answer it too."
OTRÓ	OOTROHON KO.	OOTROHON MAN NI JOE.
BÍLANG	BIBILANGON KO.	BIBILANGON MAN NI JOE.
BAKÁL		
HILÍNG		
KUÁ		
DARÁ		
Just cook it.		LUTOON MO SANA.
Just buy it.		BAKALON MO SANA.
Just choose it.		PILION MO SANA.
Just do it again.		OTROHON MO SANA.
Just answer it.		SIMBAGON MO SANA.
Just open it.		ABRIHON MO SANA.
Just make it.		GIBOHON MO SANA.
LULUTOON KO? "Shall I cook it?"		IYO. LUTOON MO SANA. "Yes, Just cook it."
SISIMBAGON KO?		IYO. SIMBAGON MO SANA.
OOTROHON KO?		IYO. OTRON MO SANA.

-etc.-

IX. TÂNO (NGATA) TA DAI MO DAI KO OOTROHON TA HABO.
OOTROHON? "Why won't you repeat it?" "I won't repeat it because
I don't want to."

CUE TÂNO (NGATA) TA DAI MO DAI KO DADARAHON TA HABO.
DARA DADARAHON?

SIMBAG

HILING

KUA

BILANG

KAKAN

INUM

GIBO

SULAT

BASA

INUM DAI NIYA IINUMON KAYÂ IINUMON KO SANA.
"He's not going to drink it, so I'll just drink it."

BASA DAI NIYA BABASAHON KAYÂ BABASAHON KO SANA.
"He's not going to read it so I'll just read it."

SIMBAG

KUA

GIBO

SULAT

DARA

BAKAL

LUTO DAI KO LULUTOON TA LULUTOON NIYA.
"I'm not going to cook it because he'll cook it."

GIBO

BASA -etc.-

LESSON ELEVEN

I.

A: SIR, SI LAVENDERA ANION.
PIGDARA NIYA SI MGÁ KUNYAN MO.

B: TALAGA? SIGE, TARAMAN MO
SIYANG DIMAGOS.

A: Sir, the laundrywoman's here.
She brought your whatchamacallits.

B: Really? All right, tell
her to come in.

II. If TARAMÁN MO SIYÁ means "Tell her/tell it to her"
DARAHÁN MO SIYÁ means "Take it to her"

how would the following be said:

Student

Write (it) to her.	SULATÁN MO SIYÁ.
Read (it) to her.	BASAHÁN MO SIYÁ.
Say it to her.	SABIHAN MO SIYÁ.
Pay (it to) her. (<u>BAYAD</u>)	BAYADAN MO SIYÁ.

If TATARAMÁN KO SIYÁ means "I'll tell (it to) her."

then:

I'll take it to her.	DADARAHÁN KO SIYÁ.
I'll write to her.	_____.
I'll read to her.	_____.
I'll say it to her.	_____.
I'll pay (it to) her.	_____.

If BAKALÁN MO SIYÁ means "Buy (X) from him"

then:

Get it from him.	_____.
Borrow from him. (<u>SUBLI</u>)	_____.
Drink from this.	_____.
Eat from this.	_____.
I'll buy from him.	_____.
I'll get (it) from him.	_____.
I'll borrow from him.	_____.
I'll drink from this.	_____.
I'll eat from this.	_____.

III.

QUE

1

2

BAKAL

BAKALÓN MO!
"Buy it."

PERO BAKALÁN MO SIYA.
"But buy it from her."

SULAT

SULÁTON MO.
"Write it."

PERO SULÁTAN MO SIYA.
"But write (it) to her."

DARA

KUA

BAYAD

BASA

SUBLI

1

BAKAL

SIGE, BABAKALÁN KO SIYA.
"Okay, I'll buy from her."

SULAT

DARA

KUA

BAYAD

BASA

SUBLI

IV.

WRITE HER.
WRITE ME.
WRITE THEM.
WRITE US.
WRITE ROGER.

SULATAN MO SIYA.
SULATAN MO AKO.
SULATAN MO SINDA.
SULATAN MO KAMI.
SULATAN MO SI ROGER.

BUY FROM ME.
HER
THEM
US
GLORIA
HIM

BAKALAN MO AKO.
BAKALAN MO SIYA.
BAKALAN MO SINDA.
BAKALAN MO KAMI.
BAKALAN MO SI GLORIA.
BAKALAN MO SIYA.

TALL HER.
ME
US
THEM
HIM
LITA

TARAMAN MO SIYA.
TARAMAN MO AKO.
TARAMAN MO KAMI.
TARAMAN MO SINDA.
TARAMAN MO SIYA.
TARAMAN MO SI LITA.

-etc.-

V. Add: TA KA ("I...YOU")

CUE

1

2

SULAT

MASÚLAT KA? IYÓ. SUSULÁTAN TA KA.
"Will you write?" "Yes, I'll write you."

BAKÉ

BAYAD

SUBLI

TARAM

KUA

BASA

SULAT

VI.

Teacher

Student

DAI NA KITANG CAFF. IGWANG
CAFF DIMAN SA SARI-SARI NI
JOSE. (BAKAL)

DÎ, BABAKALAN KO SIYÁ.

"ANGRY" SI JOSE TA DAI KA
DAA MADIMAN SA HARONG NIYA
NGUNYAN NA BANGGI.
(TARAM)

DÎ, TATARAMAN KO SIYÁ.

DAI NA KITANG KWARTA.
IGWANG KWARTA SI STEVE.
(SUBLI)

DÎ, SUSUBLI-AN KO SIYÁ.

"LONELY" SI GIRLFRIEND MO.
DAI KA DAA nakesulet.
(SULAT)

DÎ, SUSULATAN KO SIYÁ.

- etc. -

DAI KA DAA NAKA-ADAL NIN
BIKOL, SAKA IGWANG TEST SA AGA.
(ADAL)

A-ADALON KO SANA.

INING SIRA, WALCY NA DIGDI SA
KESINA, ANO? (LUTO)

LULUTO-ON KO SANA.

HAFN AN LIERO KO? GUSTO KONG
BASAON. (HANAP)

HAHANAPON KO SANA.

MOS NA, MAGDUMAN NA KITA SA
DAGAT. PERO DAI ANO MAKAKADARA
NIN NGA BASKIT. (DARA)

DADARAHON KO SANA.

- etc. -

VII. "HOUSEHOLD" VERBS TAKING -AN AFFIXES:

HUGAS (wash)	PLATO (plate)
TRAPO (wipe, dust)	LAMFSA (table)
SAMHUD (sweep)	SALOG (floor)
PAHID (wipe)	PINTO (door)
LAMPASO (scrub)	BINTANA (window)
SIRA (close)	
ABRI (open)	

Teacher

Student

HUGAS/ PLATO	HUGASAN MO DAW AN MGA PLATO.
TRAPO/ LAMFSA	TRAPOHAN MO DAW AN LAMFSA.
SAMHUD/ SALOG	SAMHUDAN MO DAW AN SALOG.
PAHID/ LAMFSA	PAHIDAN MO DAW AN LAMFSA.
LAMPASO/ SALOG	LAMPASOHAN MO DAW AN SALOG..
SIRA/ PINTO	SIRAHAN MO DAW AN PINTO.
ABRI/ BINTANA	ABRIHAN MO DAW AN BINTANA.

SITUATION : A number of Americans, living together in a small home by a dusty road, are feeling in an imperative mood. They ask their houseboy to do various things, but, the Americans being also in a contrary mood, cancel each other's orders and try to have each's personal concern taken care of first.

E.G.

- A: HUGASAN MO DAW AN MGA PLATO, _____.
- B: DAI MO PAGHUGASAN AN MGA PLATO.
TRAPOHAN MO DAW AN LAMFSA.
- C: DAI MO PAGTRAPOHAN AN LAMFSA.
LAMPASOHAN MO SANA AN SALOG.
- D: DAI MO PAGLAMPASOHAN AN SALOG...

-etc.-

VIII. SITUATION : You (all) are assigned in a small town in the east of Albay province, where you have been only three weeks. During these three weeks you have heard of some petty thefts in the neighborhood. A large box of miscellaneous items - books, tools, sports equipment, glasses, utensils, games, a nearly complete set of Chira - a relic of an early Peace Corps groups, has been discovered and is being aired out in front of the house.

A terribly shy little child of nine or ten is handling some of the items in the open crate. The Americans call his attention, and, when they see his extreme shyness and fear, they try to bring him out by talking to the child in Bikol, trying to hit upon something that will make the child more comfortable, more talkative, less afraid.

The part of the shy child is played by the instructor.

IX.	<u>CUE</u>	1	2
	BASA	BABASÁHON MO AN LÍBRO? "Are you going to read the book?"	PIGBÁSA KO NA. "I already read it."
	LUTO	LULUTÓ-ON MO AN _____? "Are you going to cook the _____?"	FIGLUTÒ KO NA. "I already cooked it."
	GIBO	GIGIBÓHON MO AN _____?	PIGGÍBO KO NA.
	BAKAL		
	DARA		
	SULAT		
	INUM		

	SULAT	SUSULÁTAN MO SIYÁ? "Are you going to write her?"	PIGSULÁTAN KO NA SIYÁ. "I already wrote her."
	BAYAD	BABAYÁDAN MO SIYÁ?	PIGBAYÁDAN KO NA SIYÁ.
	SUBLI	SUSUBLÍ-AN MO SIYÁ?	PIGSUBLÍ-AN KO NA SIYÁ.
	TARAM		
	DARA I		
	BASA		
	BAKAL		

X.

CUE

1

2

SULAT

PIGSULAT MO NA?
"Did you already
write it?"

PIGSUSULAT KO PA.
"I'm still writing it."

BASA

PIGBASA MO NA?

PIGBASA KO PA.

INUM

LUTO

SIMBAG

GIBO

ADAL

SULAT

PIGSULATAN MO NA SIYA?
"Did you already
write her?"

PIGSUSULATAN KO PA SIYA.
"I'm still writing her."

BAYAD

PIGBAYADAN MO NA SIYA?

PIGBAYADAN KO PA SIYA.

SUBLI

TARAM

DARA

BAKAL

LESSON TWELVE

This lesson is to be a review - the length of a normal lesson - covering the structures and vocabulary presented in the last eleven lessons. The review, designed by the instructor, will focus on limited conversation, simple questions and answers, and role-playing (with appropriate new vocabulary).