



FILIPINO BASIC COURSE SEMESTER I LESSONS 11 - 15

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ACKNOWLEDGMENT

The grammar points in this syllabus were based largely on the old grammar syllabus written by Mrs. Linda Seldow. Mrs. Seldow compiled her syllabus from notes garnered in consultation with Mrs. Susana Felizardo of the Foreign Service Institute. I wrote a new syllabus to provide students with a more thorough explanation of grammar and to include a more comprehensive source of vocabulary, examples, and exercises. I wish to acknowledge also the suggestions of colleagues and students who provided significant feedback as we discussed the lessons in class. Any errors-grammatical, structural, typographical, and otherwise are totally mine.

Luzviminda T. Ganzon
Chief, Filipino Branch
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PREFACE

This syllabus satisfies the basic course in Filipino. A serious study and application of this syllabus will enable students to attain a proficiency level of 2+ to 3 in reading, writing, and listening, by the time they finish the course.

The following are the expected outcomes at the end of each semester.

Skill	Semester I	Semester II	Semester III
Speaking	1	1+ - 2	2 - 2+
Listening	1	1+ - 2	2 - 2+ -3
Reading	1	1+ - 2	2 - 2+ -3

One should consider the type of students in the course. Given the same syllabus, some students will do well but others will not. We are hoping that all students will do very well in the course.

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Lesson 11

Adjectives

1. List of Adjectives

Some adjectives pertaining to people have been introduced in Lesson 3. Numbers, which are also classified under adjectives, were discussed in Lesson 9. More adjectives in different forms will be discussed in this lesson. Below is a list of adjectives. Note that the majority of adjectives are prefixed with **ma**. We call these **ma-adjectives**.

adjective	meaning	antonym	meaning
malayo	far	malapit	close/near
malambot	soft	matigas	hard
mahirap	difficult	madali	easy
mahirap/maralita	poor	mayaman/maykaya	rich
malamig/maginaw	cold/cool	mainit	hot
manipis	thin	makapal	thick
malakas	strong	mahina	weak
mabigat	heavy	magaan	light
masipag	industrious	tamad	lazy
magaling	skillful/good	hindi magaling	not skillful
magaling	well (health)	hindi magaling/maysakit	ill/not well
mahusay	good (health & skill)	hindi mahusay	not well/good
masakit	painful	hindi masakit	not painful
makipot	tight/narrow	maluwag/maluwang	wide/spacious
masikip	tight	maluwag/maluwang	loose/roomy
matalino/marunong	intelligent/smart	bobo/hindi matalino	not intelligent
matanda	old (people)	bata	young
luma	old (objects)	bago	new
malinis	clean	marumi	dirty
masarap	delicious	hindi masarap	not delicious
mabait	nice/kind (people only)	hindi mabait/salbahe	naughty/bad
maganda	pretty (people & objects)	pangit (people & objects)	ugly
mapilit	insistent	hindi mapilit	not insistent
pino/makinis	smooth	maligasgas/magaspang	rough (object)
mahinhin/mabini	modest	magaspang	uncouth

List of adjectives continued

adjective	meaning	antonym	meaning
magalang	polite/courteous	bastos	impolite/rude
mabango	fragrant	mabaho	stinky
mababaw	shallow	malalim	deep
mataba	fat	payat	thin/skinny
maliit	small/tiny	malaki	large/big
matangkad	tall (people)	pandak	short (people)
mataas	tall (object)	mababa	low (objects)
malinaw	clear	malabo	unclear/murky
maliwanag	bright/clear	madilim	dark
magastos	expensive	matipid	economical/thrifty
gastador(a)	spendthrift/extravagant	kuripot	miserly/tightwad
bukas-palad	generous	maramot	stingy
mabilis/matulin	fast	mabagal/makupad	slow
mura	inexpensive	mahal	expensive/dear
hilaw	raw/unripe/uncooked	hinog	ripe
matulis	pointed	hindi matulis	not pointed
matalim/matalas	sharp (knife)	mapurol	blunt/dull
matibay	durable	marupok	not durable
masaya	happy	malungkot	sad
mahaba	long (objects)	maigsi/maiksi/maikli	short (objects)
matagal	long (time)	madali	short (time)
marami	many/a lot	kaunti/konti	a few
maayos	neat/orderly	magulo	messy/disorderly
madulas	slippery	hindi madulas	not slippery
malabnaw	thin (liquid)	malapot	thick (liquid)
mahigpit	tight (object)	maluwag	loose (object)
mahigpit	strict	maluwag	lenient
matamis	sweet	maasim	sour
maalat	salty	matabang	not salty
maanghang	spicy	hindi maanghang	not spicy
sakitin	sickly	malusog	healthy
matapang	brave	duwag	coward

List of Adjectives continued

adjective	meaning	adjective	meaning
mahiyain	shy	alisto	alert/active
malupit	cruel	bingi	deaf
bulag	blind	pilay	sprained/lame
baldado	disabled/crippled	paralitiko/lumpo	paralyzed
pipi	mute	sariwa	fresh
lila	lavender	pula/mapula	red
puti/maputi	white	berde lumot	moss green
dilaw	yellow	kulay kape/kulay tsokolate	brown
itim	black	berde/luntian	green
granate	garnet	kulay ubi	purple
rosas	pink	kulay abo	gray
orens	orange	kulay balat	tan/beige
kayumanggi	brown skin	moreno/morena	brown skin
maputi	light skin	asul/bughaw	blue

2. Degrees of Adjectives

We use the comparative and superlative degrees of adjectives when we want to compare and contrast the attributes or characteristics of people and things. In English we use the suffix *er* and the word *more* to indicate the comparative degree. The suffix *est* and the word *most* are used to indicate the superlative degree. In Filipino, we use the word **mas** before the adjective for the comparative degree and the prefix **pinaka** for the superlative degree.

Positive Degree	Comparative Degree	Superlative Degree
maganda	mas maganda	pinakamaganda
beautiful	more beautiful	most beautiful
malayo	mas malayo	pinakamalayo
far	farther	farthest
payat	mas payat	pinakapayat
thin	thinner	thinnest

Sentence pattern for the comparative degree:

comparison word	adjective	marker	person/object being described	comparison word	marker	basis of comparison
1. Mas	matangkad	si	Lina	kaysa	kay	Lulu.
2. Mas	malakas	si	Tito	kaysa	sa	sarhento.
3. Mas	mahal	ang	Camry	kaysa	sa	Tercel.
4. Mas	matanda	si	Pedro	kaysa	sa	iyo.
5. Mas	payat		siya	kaysa	sa	akin.
6. Mas	magaan		ito	kaysa		diyan.

English equivalents of the above:

1. Lina is taller than Lulu.
2. Lito is stronger than the sergeant.
3. The Camry is more expensive than the Tercel.
4. Pedro is older than you.
5. She is thinner than I am.
6. This is lighter than that.

Sentence pattern for the superlative degree:

adjective	marker	person described	marker	rest of sentence
1. Pinakamatalino	si	Carlos	sa	klase.
2. Pinakamalinis	ang	kuwartong ito	sa	gusaling ito.
3. Pinakamahirap	ang	test na ito	sa	lahat.
4. Pinakamasakit daw	ang	kanser sa utak	sa	lahat ng sakit.
5. Pinakamahinhin		siya	sa	lahat ng guro.
6. Pinakamatulin		ito	sa	lahat ng kotse.
7. Pinakamatanda		ako	sa	aming magkakapatid.
8. Pinakamahusay		kayo.		

English equivalents of the sentences in the box from the previous page:

1. Carlos is the most intelligent in class.
2. This room is the cleanest in this building.
3. This test is the most difficult of all.
4. They say that brain cancer is the most painful of all diseases.
5. She is the most modest among all the teachers.
6. This is the fastest of all cars.
7. I am the oldest among us siblings.
8. You are the best.

More examples

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|--|--|
| 1. Mas hilaw ang mansanas na ito kaysa sa mansanas na iyon. | This apple is more unripe than that apple. |
| 2. Mas mahigpit ang tatay ko kaysa sa tatay mo, ano? | My father is stricter than your father, isn't he? |
| 3. Mas berde ang kulay nito kaysa diyan. | The color of this (object) is greener than that (object). |
| 4. Mas maputi ang mga damit kung gumagamit ka ng Chlorox. | Clothes are whiter if you use Chlorox. |
| 7. Mas maanghang ang luto ng mga Thai kaysa sa luto ng mga Pilipino. | Thai cooking/cuisine is spicier than Filipino cooking/cuisine. |
| 8. Mas malapot ang langis kaysa sa tubig. | Oil is thicker than water. |
| 9. Mas mahiyain si Mely kaysa kay Fe. | Mely is shier/shyer than Fe. |
| 10. Mas malambot ang mga ito kaysa sa mga iyan. | These are softer than those. |
| 11. Mas madilim dito kaysa diyan. | It is darker here than it is there. |
| 12. Mas magaling si Pedro kaysa sa kuya niya. | Pedro is better than his older brother. |

More examples

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|-----|--|--|
| 13. | Sino ang pinakamagalang sa mga estudyante? | Who is the most courteous among the students? |
| 14. | Para sa akin, pinakamabait si Dante sa kanilang lahat. | For me, Dante is the nicest of them all. |
| 15. | Pinakamabango na yata ang bulaklak ng sampagita sa lahat ng mga bulaklak ng Pilipinas. | It seems that the sampagita flower is the most fragrant of all Philippine flowers. |
| 16. | Pinakamalinaw magpaliwanag ng grammar si Mr. Santos. | Mr. Santos explains grammar the clearest. |
| 17. | Pinakabastos ang lalaking iyon sa lahat ng mga lalaking nakilala ko. | That man is the rudest among all the men that I have met. |
| 18. | Kaninong kotse ang pinakamabagal tumakbo sa karera kahapon? | Whose car ran the slowest in the car race yesterday? |
| 19. | Sa palagay ng asawa niya, si Carla ang pinakamasarap magluto. | In her husband's opinion, Carla is the one who cooks best/the most delicious food. |
| 20. | Pinakatamad raw si Edna sa kanilang magpipinsan. | They say that Edna is the laziest among the cousins. |
| 21. | Pumili ka ng pinakabagong computer. | Choose the newest computer. |
| 22. | Alin ang pinakamainit na buwan sa Pilipinas? | Which is the hottest month in the Philippines? |
| 23. | Totoo bang pinakamarunong si Robert sa klase nila? | Is it true that Robert is the most intelligent in their class? |
| 24. | Sigurado ka bang ito ang pinakamadaling daan papunta sa bahay nina Badong? | Are you sure that this is the easiest way/road going to Badong's house? |
| 25. | Pinakagastadora ang asawa niya sa buong mundo. | His wife is the most extravagant in the whole world. |

3. Intensified Adjectives

Adjectives in Filipino are intensified by repeating the adjective, with a linker joining the two words, and by prefixing **napaka** to the root word.

Sentence pattern using repetition

intensified adjective	Set I marker	person/object described	rest of the sentence
1. Magandang-maganda	si	Elena.	
2. Payat na payat	ang	aso	ni Poldo.
3. Malusog na malusog		siya,	hindi ba?
4. Matuling-matulin		ito.	
5. Mainit na mainit		dito.	

Sentence pattern using **napaka**

intensified adjective	Set II marker	person/object described	rest of the sentence
1. Napakaganda	ni	Elena.	
2. Napakapayat	ng	aso	ni Poldo.
3. Napakalusog		niya,	hindi ba?
4. Napakatulin		nito.	
5. Napakainit		dito.	

English equivalents of the sentences in both boxes.

1. Elena is very pretty / beautiful.
2. Poldo's dog is very thin.
3. She is very healthy, isn't she?
4. This is very fast.
5. It is very hot here.

When adjectives are used, the markers used for the person or object described are mostly Set I markers with two exceptions--intensified adjectives prefixed by **napaka**, and **exclamatory adjectives**. These two forms of adjectives take Set II markers, Set II pronouns, and demonstratives. **Napaka**, **ang**, and **kay** take the root of **ma-adjectives**, and in the case of **non ma-adjectives** (also called unaffixed adjectives), the whole word is used.

4. Exclamatory Adjectives

To express English adjectival phrases like *how strong*, *so easy* and the like, Filipinos use the words **ang** and **kay** before the adjective, i.e., **ang lakas**, **kay dali/ke dali**. The following examples will illustrate this. Sometimes, the object or person being described is not mentioned in the sentence, as when two people are looking at the same thing and one exclaims, *how pretty!* This happens in both English and Filipino settings.

exclamatory adjective	Set II marker	person / object described	rest of sentence
1. Ang hirap or: Kay hirap	ng	test	natin!
2. Ang ganda or: Kay ganda	ni	Rosario!	
3. Ang bata or: Kay bata	ng	titser	nila!
4. Ang luma or: Kay luma	ng	gusaling	ito!
5. Ang bigat or: Ke bigat		nito!	
6. Ang tamad or: Ke tamad		niya!	

English equivalents of the sentences above:

1. How difficult our test is!
2. How pretty Rosario is!
3. How young their teacher is!
4. How old this building is!
5. How heavy this is!
6. How lazy s/he is!

5. Moderative expressions

If the quality expressed by an adjective is of a moderate degree, certain changes occur in the adjective either by reduplication of some syllables or by adding other words to the adjective, as you will see in this lesson. English uses adjectival phrases like *rather pretty*, *sort of ugly*, *kind of tall*, *somewhat dirty*, and the like, to denote this moderate degree. Study the tables below:

a. Medyo + adjective

moderative	adjective	marker	person/object described
1. Medyo	matalino	si	Andoy.
2. Medyo	masipag	ang	babae.
3. Medyo	mahaba		ito.

b. Adjective + nang kaunti

adjective	moderative	marker	person/object described
1. Matalino	nang kaunti	si	Andoy.
2. Masipag	nang kaunti	ang	babae.
3. Mahaba	nang kaunti		ito.

c. Reduplicated syllables for ma-adjectives

Ma-prefix	reduplicated syllable	root	marker	person/object described
1. Ma	tali	talino	si	Andoy.
2. Ma	sipag	sipag	ang	babae.
3. Ma	haba	haba		ito.

d. Reduplicated syllables for non-ma-adjectives or unaffixed adjectives

reduplicated syllables	root	marker	person/object described
1. Sari	sariwa	ang	prutas na ito.
2. Mura	mura	ang	bigas ngayon.
3. Bata	bata	si	Maria.

English equivalents for the sentences in tables *a*, *b*, and *c*.

1. Andoy is sort of/rather intelligent.
2. The woman is kind of/somewhat industrious.
3. This is sort of/somewhat long.

English equivalents for the sentences in *d*.

1. This fruit is rather/somewhat fresh.
2. Rice is rather cheap these days/nowadays.
3. Maria is rather young.

The same moderative expressions in the previous page can be used to compare one person or thing with another by adding **kaysa kay** or **kaysa sa**. **Kaysa kay** is also written and pronounced as **kesa ke**. **Sa** is optional when common nouns are used, but is always omitted when demonstratives are used for the last column. See how the sentences in tables *a*, *b*, and *c* take these comparisons. Note too how the adjectives change in the sentences. It must also be noted here that these forms are seldom, if ever, used in English, but they are very common in Filipino.

a.

moderative	adjective	marker	person/thing described	comparison word	person/object compared
1. Medyo	matalino	si	Andoy	kaysa kay	Osping.
2. Medyo	masipag	ang	babae	kaysa (sa)	kuya niya.
3. Medyo	mahaba		ito	kaysa	diyan.

b.

adjective	moderative	marker	person/thing described	comparison word	person/object compared
1. Matalino	nang kaunti	si	Andoy	kesa ke	Osping.
2. Masipag	nang kaunti	ang	babae	kaysa (sa)	kuya niya.
3. Mahaba	nang kaunti		ito	kaysa	diyan.

c.

Ma-prefix	reduplication	root	marker	person/thing described	comparison word	person/object compared
1. Ma	tali	talino	si	Andoy	kaysa kay	Osping.
2. Ma	sipag	sipag	ang	babae	kesa (sa)	kuya niya.
3. Ma	haba	haba		ito	kesa	diyan.

d.

reduplication	root	marker	person/thing described	comparison word	person/object compared
1. Sari	sariwa	ang	prutas na ito	kaysa	diyan.
2. Mura	mura	ang	bigas ngayon	kesa	noong isang taon.
3. Bata	bata	si	Maria	kesa ke	Inday.

English equivalents of sentences in *a*, *b*, and *c*.

1. Andoy is rather more intelligent than Osping.
2. The woman is somewhat more industrious than her older brother.
3. This is sort of longer than that.

English equivalents of sentences in table d.

1. This fruit is rather fresher than that.
2. Rice is somewhat cheaper these days than last year.
3. Maria is somewhat younger than Inday.

More examples

- | | |
|---|---|
| 1. Medyo matulin ang kotse ni Jose kaysa sa kotse ko. | Jose's car is rather faster than my car. |
| 2. Medyo malusog ka yata ngayon kaysa noong isang taon. | It seems that you are somewhat healthier now than last year. |
| 3. Mahirap-hirap raw ang mga test ni Mr. Reyes kaysa sa mga test mo. | They say that Mr. Reyes' tests are rather more difficult than your tests. |
| 4. Luma nang kaunti ang bahay namin kaysa sa bahay ninyo. | Our house is sort of smaller than your house. |
| 5. Mabigat nang kaunti ang paketeng ito kaysa sa paketeng iyan. | This package is rather heavier than that package. |
| 6. Pagud-pagod ako nang kaunti ngayon./Medyo pagud-pagod ako ngayon.
but not: Pagud-pagod ako ngayon.
(an exception) | I am somewhat tired today/now/ these days. |
| 7. Tahi-tahimik na sa Gitnang Silangan ngayon. | It is rather quiet in the Middle East these days. |
| 8. Bumili sila ng bahay, pero luma-luma na ito. | They bought a house, but it (this) is rather old. |
| 9. Basa-basa pa ang mga damit na ito. Ibalik mo nga sa dryer. | These clothes are somewhat wet. Please put them back in the dryer. |
| 10. Medyo mahigpit ang mga magulang ni Lino. | Lino's parents are rather strict. |
| 11. Manamis-namis ang mangga.
(from: matamis-tamis) | The mango is rather sweet. |
| 12. Medyo mapurol ang kutsilyong ito. | This knife is rather dull. |

6. Pluralization of adjectives

Most adjectives, other than numbers, can be pluralized by placing the plural marker **mga** in front of the adjective. Most **ma-adjectives** can also be pluralized by duplicating the first syllable of the root word. **Non-ma-adjectives** cannot be pluralized by the second method. These two ways of pluralizing adjectives can be combined as follows:

1. Mga matatalinong estudyante ang mga estudyante ng Filipino.
2. Mga matalinong estudyante ang mga estudyante ng Filipino.
3. Matatalinong estudyante ang mga estudyante ng Filipino.
4. Matatalinong mga estudyante ang mga estudyante ng Filipino.
5. Matalinong mga estudyante ang mga estudyante ng Filipino.

English equivalent of all the sentences above:
The students of Filipino are intelligent students.

Plural formation:

singular	meaning	plural with mga	plural with duplication
malayo	far	mga malayo	malalayo
malambot	soft	mga malambot	malalambot
mahirap	poor/difficult	mga mahirap	mahihirap
maliit	small	mga maliit	maliliit
matapang	brave	mga matapang	matatapang
mataba	fat	mga mataba	matataba
manipis	thin (objects)	mga manipis	maninipis
luma	old (objects)	mga luma	no duplication
payat	thin (people)	mga payat	no duplication
gastador	extravagant	mga gastador	no duplication
hilaw	unripe/raw	mga hilaw	no duplication
mura	inexpensive/unripe/ tender (vegetables)	mga mura	no duplication

Examples:

- | | |
|---|--|
| 1. Malalakas ang mga sundalong nag-aaral ng scuba-diving. | The soldiers who are scuba-diving are strong. |
| 2. Mas matutulin ang mga kotse ngayon kaysa mga kotse noong nakaraang taon. | Cars now are faster than cars last year. |
| 3. Sino ang mas mahuhusay, ang mga babae o ang mga lalaki? | Who are more skillful, the women or the men? |
| 4. Mga payat ang mga anak ni Hermie. | Hermie's children are thin/skinny. |
| 5. Madudulas ang mga daan kung umuulan. | Roads are slippery when it rains. |
| 6. Ayaw niya ng mga matatamis na pagkain. | S/he doesn't like foods that are sweet. |
| 7. Maraming mahihirap na mamamayan ang binigyan ng lote ng pamahalaan. | A lot of poor people were given lots by the government. |
| 8. Makakapal at mabibigat ang mga libro namin ngayong taong ito. | Our books this year are thick and heavy. |
| 9. Pagkatapos ng isang buwang pagsasanay namin sa kagubatan, umuwi kaming marurumi at pagud na pagod. | After our one-month training in the jungle, we went home dirty and very tired. |
| 10. Masasakit ang mga binti ko pagkatapos kong mag-ehersisyo ng dalawang oras. | My legs hurt/are hurting after I exercised for two hours. |
| 11. Naku! 'Sira na naman ang diet ko. Masasarap lahat ang pagkaing dala natin. | My! My diet is ruined again. All the food that we brought are delicious. |
| 12. Salamat sa Diyos at umalis na ang mga salbahe sa ating lugar. Magiging tahimik na ngayon dito. | Thank God the bad people in our area have left. It will now be peaceful here. |

7. Comparison of equality

English expressions denoting equality by using the “as + *adjective* + as,” “*equally* + *adjective*,” or “*all equally* + *adjective*” construction are rendered in Tagalog with the use of **kasing**, **magkasing**, **magkakasing** and their variants. Sometimes the **ng** ending, underlined in the sentence above, is changed to **n** or **m** following the rules of assimilation as follows:

- with root words starting with the letters *d*, *l*, *r*, *s*, or *t*, **ng** changes to **n**
- with root words starting with the letters *b* or *p*, **ng** changes to **m**
- ng** remains **ng** with root words starting with *vowels* and the consonants *k*, *g*, *h*, *y*, and *w*.

The rules of assimilation are used with many other prefixes as you will see later in the course. It must be noted here that these rules are not always followed strictly, therefore, the foreign student is excused if s/he forgets about them sometimes.

Occasionally, some speakers use **sing** instead of **kasing**, and **magsing** in place of **magkasing**. **Magkakasing** does not lend itself to this variant. **Sing** and **magsing** are associated more with poetic language than with everyday speech.

It must also be noted here that not all adjectives take these prefixes to denote equality. Some examples are: **maykaya** (rich), **mapilit** (insistent), **magaling** (in the sense of being well), but **magaling** as skillful can take these prefixes.

Sentence pattern for **kasing**.

	adjective	marker	basis of comparison	marker	person/object being compared
1.	Kasingyabang	ni	Ano	si	Mario.
2.	Kasinghirap	ng	Calculus	ang	Chemistry.
3.	Kasimpangit		nito		iyan.
4.	Kasimbait		niya		siya.
5.	Kasinlaki	ng	bahay ninyo	ang	bahay nila.

English equivalents:

- Mario is as boastful as Ano.
- Chemistry is as difficult as Calculus.
- That is as ugly as this.
- S/he is as nice as s/he.
- Their house is as big as your house.

Sentence pattern for **magkasing**

	adjective	marker	people/objects being compared (3or more)
1.	Magkasingyaman	sina	Pedro at Pablo.
2.	Magkasinlinis	ang mga	kuwarto natin.
3.	Magkasimpino	ang mga	kutis nina Nita at Pilar.

Magkasing is used only for two persons or objects.

English equivalents:

1. Pedro and Pablo are equally rich.
2. Our rooms are equally clean.
3. The complexions/skins of Nita and Pilar are equally fine/smooth.

Sentence pattern for **magkakasing**

	adjective	marker	people/objects being compared
1.	Magkakasinluma	ang mga	bahay sa lugar namin.
2.	Magkakasimbigat	sina	Kiko, Manoling, at Oscar.
3.	Magkakasinghirap	sina	Hilda, Fe, Yoly, at Hilario.

Magkakasing is used for more than two people or objects.

English equivalents:

1. Houses in our area are all equally old.
2. Kiko, Manoling, and Oscar are all equally heavy.
3. Hilda, Fe, Yoly, and Hilario are all equally poor.

More examples:

- | | | |
|----|--|--|
| 1. | “Singganda ka ng mga bituin sa langit,” sabi ng poeta sa kanyang kasintahan. | “You are as beautiful as the stars in the sky,” said the poet to his sweetheart. |
| 2. | Kasimbago ba ng kotse mo ang kotse ni Aida? | Is Aida’s car as new as your car? |
| 3. | Kasintamad nga raw ba ni Juan si Pedro? | Is it true that Juan is as lazy as Pedro? |

More examples:

- | | |
|--|--|
| 4. Magkasinlayo ba ang Carmel at Marina mula sa Monterey? | Are Carmel and Marina equal in distance/equally far from DLI? |
| 5. Magkasinggaan kayo ni Jose. | You and Jose are equally light. |
| 6. Sa palagay ko, magkasinsalbahe sina Armando at Herminio. | In my opinion, Armando and Herminio are equally naughty. |
| 7. Magkakasingkapal ang mga dyaket natin. | Our jackets are all equally thick. |
| 8. Magkakasimbobo sina Baldo, Pedring, at Gorio. | Baldo, Pedring, and Gorio are all equally stupid. |
| 9. Magkakasinghina sa wika sina Dina, Melanie, at Feliciano. | Dina, Melanie, and Feliciano are all equally weak in language. |

8. Comparisons of inequality

a. Comparisons of inequality can be expressed by placing the negative word **hindi** before the prefixes **sing**, **magsing**, **kasing**, **magkasing**, and **magkakasing**.

Examples:

- | | |
|---|--|
| 1. Hindi kasinlambot ng buhok ng mga Amerikano ang buhok ng mga Pilipino. | The hair of Filipinos is not as soft as the hair of Americans. |
| 2. Hindi kasingkipot ng mga kalye dito and mga kalye doon. | The streets there are not as narrow as the streets here. |
| 3. Hindi kasinsakit ng sakit sa ngipin ang sakit sa ulo. | A headache is not as painful as a toothache. |
| 4. Hindi magkasintalino ang magkapatid. | The siblings are not equally intelligent. |
| 5. Hindi niya alam na hindi magkasinghaba ang milya at ang kilometro. | S/he didn't know that a kilometer and a mile are not equally long. |

- | | |
|--|---|
| 6. Hindi magkakasingnipis ang mga telang ito. | These clothing materials are not all equally thin. |
| 7. Hindi magkakasinlupit ang mga mananakop noong unang panahon. | The conquerors in the past were not all equally cruel. |
| 8. Hindi magkakasimberde ang mga ang blusa, palda, at sinturon mo. | Your blouse, skirt, and belt are not all equally green/do not have the same shade of green. |
| 9. Hindi magkakasimputi ang mga magkakapatid. | The siblings are not all equally fair/fair-skinned. |

b. Another way of expressing inequality is by using the words **mas**, **lalo** plus the linker **ng**, and **higit** plus the linker **na**, with adjectives. They all express the idea of *more + adjective* or *adjectives* ending in *er* in English. **Mas** is used in the comparative degree of adjectives as discussed earlier in this lesson. **Lalo + ng**, **higit na**, and **mas** are all interchangeable, but **mas** is the most commonly used, and **higit na** is the least used. Often, statements using **lalo + ng** and **higit na** are prompted by statements made by another person earlier. You will see this in the examples below.

Examples:

- | | |
|---|--|
| 1. Sp. 1: Mas maganda si Vernie kaysa kay Cecilia.
Sp. 2: Para sa akin, lalong maganda si Cecilia kaysa kay Vernie.
Sp. 3: Oo nga. Higit na maganda si Cecilia kaysa kay Vernie. | Vernie is prettier than Cecilia.

As for me, Cecilia is prettier than Vernie.
That's right. Cecilia is prettier than Vernie. |
| 2. Sp. 1: Mas matalino si Pepita kaysa sa ate niya, ano?
Sp. 2: Hindi. Lalong matalino ang ate niya kaysa sa kanya.
Sp. 3: Tama ka. Higit na matalino ang ate niya kaysa sa kanya. | Pepita is more intelligent than her older sister, isn't she?
No. Her older sister is more intelligent than she.
You're right. Her older sister is more intelligent than she. |
| 3. Sp. 1: Mas mahal ang mga biling ngayon kaysa noong isang taon.
Sp. 2: Para ngang lalong mahal ang mga biling ngayon.
Sp. 2: Iyon din ang palagay ko. Higit na mahal ang mga biling ngayon. | Goods these days are more expensive than last year's.
It does seem that goods these days are more expensive.
That's what I think, too. Goods these days are more expensive. |

9. Comparison expressing similarity

Tagalog speakers use the **gaya-construction** to express English phrases denoting general similarities of people and objects with the use of the word “like.” If the speaker wants to be specific about the point of similarity, he tacks the adjective on to the end of the sentence parenthetically. **Kagaya** is the variant for **gaya**, but it is less used than **gaya**. When **gaya** is used with the demonstratives **nito**, **niyan**, and **niyon/noon**, it is changed to **ganito**, **ganyan**, and **ganoon** (**but not ganyon**). **Kagaya** does not assume this form, thus there is **no kaganito**, **kaganyan**, nor **kaganoon**. The basis of comparison in sentences that contain these words takes Set II markers and demonstratives.

Sentence pattern:

gaya	marker	basis of comparison	marker	person/object compared	tacked-on adjective
1. Gaya	ni	Tonio	si	Edgar.	
2. Gaya	ng	nanay ko	ang	nanay mo—	mabait.
3. Gaya	ng	boksingero	ang	kuya ko—	malakas.
*4. Gaya		mo		siya—	magalang.
5. Gaya		nila		sila.	
6. Gaya		ninyo	ang mga	pinsan ninyo.	

English equivalents:

1. Edgar is like Tonio.
2. Your mother is like my mother—kind/nice.
3. My brother is like a boxer—strong.
4. S/he is like you—courteous/polite.
5. They are like them.
6. Your cousins are like you.

*When combination pronouns are used, the monosyllabic pronoun comes before the longer pronoun. Thus, if one wants to say: *You are like him/her*, in Filipino, you have to say it this way: **Gaya ka niya**. The basis of comparison is **niya**, but it is mentioned after **mo**. Another example would be: **Gaya ka ng kaibigan ko**, which means: *You are like my friend*. The basis of comparison in this case is **ng kaibigan ko**, meaning: *my friend*.

Examples:

- | | |
|---|---|
| 1. Gaya/kagaya ni Aning si Miling. | Miling is like Aning. |
| 2. Gaya/kagaya ng tatay mo ang tatay niya —mabait at masipag. | His/her father is like your father—nice and industrious. |
| 3. Gaya/kagaya ng kuwarto ninyo ang kuwarto namin—marumi at magulo. | Our room is like your room—dirty and messy. |
| 4. Gaya/kagaya mo si Amalia —maganda na at matalino pa. | Amalia is like you—not only is she pretty, but she is also intelligent. |
| 5. Gaya/kagaya ka ng kuya ko—mahilig sa basketbol. | You are like my older brother—fond of basketball. |

To express inequality or dissimilarity, negate the sentences with **gaya** by using the negative word, **hindi**, before **gaya**. The sentences above can be negated thus: Note the rearrangement of words when pronouns are used. (Sentences 4 & 5).

- | | |
|---|---|
| 1. Hindi gaya/kagaya ni Aning si Miling. | Miling is not like Aning. |
| 2. Hindi gaya/kagaya ng tatay mo ang tatay niya —mabait at masipag. | His/her father is not like your father—nice and industrious. |
| 3. Hindi gaya/kagaya ng kuwarto ninyo ang kuwarto namin—marumi at magulo. | Our room is not like your room—dirty and messy. |
| 4. Hindi mo gaya/kagaya si Amalia —maganda na at matalino pa. | Amalia is not like you—not only is she pretty, but she is also intelligent. |
| 5. Hindi ka gaya/kagaya ng kuya ko—mahilig sa basketbol. | You are not like my older brother—fond of basketball. |

10. Adjectives expressing extreme conditions

At the beginning of this lesson, you learned that the superlative degree of adjectives is formed by prefixing **pinaka** to the adjective, i.e., **pinakamaganda**, *most beautiful*; **pinakapayat**, *thinnest*. Another way to express the superlative degree in Filipino is to use the **ka---an/han/nan** affixes with the root of **ma-adjectives**. For unaffixed adjectives (**non-ma-adjectives**), use the complete adjective.

Formation

simple adjective	prefix ka	reduplicated syllables	suffixes an/han/nan
maganda	ka	ganda-ganda	han
matalino	ka	tali-talinu	han
banal	ka	banal-banal	an
pangit	ka	pangit-pangit	an
*una	ka	una-una	han
*huli	ka	huli-huli	han

*In terms of ranking, only **una** and **huli** are used with these affixes. There are no words like **kapanga-pangalawahan**, **kalima-limahan**, etc.

Sentence pattern

adjective	marker	person/object being described	rest of sentence
1. Kauna-unahan	si	Kanor	sa linya sa kapeterya.
2. Kahuli-hulihan	ang	kaibigan niya	sa mga nag-asawa ngayong taong ito.
3. Kabanal-banalan	ang	ate nila	sa kanilang magkakapatid.
4. Kamura-murahan	ang mga	ito	sa lahat ng mga damit na naka-sale sa Macy's.
5. Kaluma-lumaan	ang	bahay namin	sa aming lugar.

English equivalents:

1. Kanor is the very first in line in the cafeteria.
2. His/her friend is the very last among those who got married this year.
3. Their older sister is the most virtuous among the siblings.
4. These are the cheapest among all the clothes that are on sale at Macy's.
5. Our house is the oldest in our area.

It must be noted here that not all adjectives take the affixes **ka - an/han/nan**. Some adjectives that take these affixes are: (This is not a complete list)

adjective	meaning
kalayu-layuan	farthest
kahirap-hirapan	most difficult
kanipis-nipisan	thinnest
kalakas-lakasan	strongest
kabigat-bigatan	heaviest
kasipag-sipagan	most industrious
kagaling-galingan	best/most skillful
kaluma-lumaan	oldest (objects)
katanda-tandaan	oldest (people and objects, occasionally)
kaila-ilaliman	deepest
katigas-tigasan	hardest
kainit-initan	hottest
kahina-hinaan	weakest
katamad-tamayan	laziest
karumi-rumihan	dirtiest
kagalang-galangan	most honorable/most respected
kataba-tabaan	fattest
kaliit-liitan	smallest/tiniest
kahaba-habaan	longest
kahigpit-higpitan	most strict
katamis-tamisan	sweetest
kasarap-sarapan	most delicious

More examples

As in other examples in this syllabus, there are variations on the structure of sentences using these forms of adjectives. You will see these in the examples below:

- | | |
|--|---|
| 1. Ipinadadala sa Olympics ng maraming bayan ang mga kagaling-galingan na mga manlalaro nila. | Many countries send their best athletes to the Olympics. |
| 2. Ang mga isla ng Batanes ang kahilahilagaan sa mga isla ng Pilipinas. | The Batanes Islands are the northernmost islands of the Philippines. |
| 3. Nasa katimug-timugan ng Pilipinas ang isla ng Tawi-Tawi. | The island of Tawi-Tawi is located in the southernmost part of the Philippines. |
| 4. Kabigat-bigatan na yata sa lahat ng mga wrestler na Pilipino si Kiko. | It seems that Kiko is the heaviest among all the Filipino wrestlers. |
| 5. Kainit-initan ang buwan ng Mayo sa Pilipinas. | May is the hottest month in the Philippines. |
| 6. Si Dindo ang katanda-tandaan sa mga magkaka-opisina. | Dindo is the oldest among all the officemates. |
| 7. Bakit naman ang kaliit-liitang piraso ng cake ang ibinigay mo sa akin? | Why did you give me the smallest piece of cake? (mild reproach signaled by the word "naman.") |
| 8. Sp. 1: Ano ang ibig sabihin ng KKK?
Sp. 2: Kataas-taasan, Kagalang-galangang Katipunan ng Mga Anak ng Bayan. Ito ang kauna-unahang kapisanang lumaban sa mga Kastila.
Sp. 1: Naku! Ang dami mo palang alam tungkol sa kasaysayan. | Sp. 1: What does KKK mean?
Sp. 2: The highest, most honorable Association of the Sons of the Country. This was the very first association which fought against the Spaniards.
Sp. 1: Wow! (The speaker is surprised) You know so much about history./I didn't know that you knew so much history. |

Note:

There are other types of adjectives in Filipino and these will be discussed in future lessons.

Classroom Exercises

Exercise A

Change the following sentences according to instructions.

For numbers 1-5, change the intensified adjective to the **napaka**-form and give the English equivalent of the sentences.

1. Maanghang na maanghang ang pagkain ng mga Bicolano.
2. Hinog na hinog na ang mangga.
3. Malayung-malayo ang New York mula rito.
4. Matalinung-matalino nga ba si Kulas?
5. Ayoko ng bahay na lumang-luma.

For numbers 6-10, change the moderate adjectives to either one of the alternate forms and translate your sentences into English.

6. Medyo matibay ang kotseng ito kaysa diyan.
7. Maliit-liit ang blusang iyan para sa iyo.
8. Bata-bata pa ang naging asawa ni Elmer.
9. Mahaba nang kaunti ang pantalon mo.
10. Medyo mahigpit ang tatay niya kesa sa tatay ko.

Exercise B

- a) Write sentences 1-5 in Filipino.
- b) Change your sentences into the plural form. Use one form for two of the sentences and use the other form for three of the sentences.

1. Her sister is pretty and intelligent.

a)

b)

2. Your friend is tall.

a)

b)

3. That tree is tall.

a)

b)

4. Their house is old.

a)

b)

5. My leg hurts.

a)

b)

Exercise C

Write the following sentences in Filipino.

1. Mila is as extravagant as Pilar.
2. Filipino is not as hard as Korean.
3. Her car is as fast as yours.
4. Pedro, Pablo, and Jaime are all equally skillful in basketball.
5. His father is like your father — tall and handsome.
6. Mely's older sister is not like your older sister.
7. Who is the most intelligent in class?
8. He is the very last one to give his term paper to Mrs. Cruz.
9. You are too late for class.
10. How thin Andrea is!
11. Rosy is more industrious than Lita.
12. Which is heavier, this or that?
13. The patient is not well yet.
14. Jose is the naughtiest among the siblings.
15. Tropical storm Viring is the strongest one this year.

Glossary

alisto	alert/active
asul/bughaw	blue
bago	new
baldado	disabled
bastos	impolite/rude
bata	young
berde/luntian	green
berde lumot	moss green
bingi	deaf
bobo/hindi matalino	not intelligent
bukas-palad	generous
bulag	blind
dilaw	yellow
duwag	coward
gastador(a)	spendthrift/extravagant
granate	garnet
hilaw	raw/unripe/uncooked
hinog	ripe
itim	black
kabigat-bigatan	heaviest
kagalang-galangan	most honorable/most respected
kagaling-galingan	best/most skillful
kahaba-habaan	longest
kahigpit-higpitan	most strict
kahila-hilagaan	northernmost part
kahina-hinaan	weakest
kahirap-hirapan	most difficult
kainit-initan	hottest
kalakas-lakasan	strongest
kalayu-layuan	farthest
kaliit-liitan	smallest/tiniest
kaluma-lumaan	oldest (objects)
kanipis-nipisan	thinnest
karumi-rumihan	dirtiest
kasarap-sarapan	most delicious
kasipag-sipagan	most industrious
katimug-timugan	southernmost part
kataba-tabaan	fattest
katamad-tamagan	laziest
katamis-tamisan	sweetest
katanda-tandaan	oldest (people and objects, occasionally)
katigas-tigasan	hardest
kaunti/konti	a few

kayumanggi
 kulay abo
 kulay balat
 kulay kape/kulay tsokolate
 kulay ubi
 kuripot
 lila
 luma
 maalat
 maanghang
 maasim
 maayos
 mababa
 mababaw
 mabagal/makupad
 mabaho
 mabait
 mabango
 mabigat
 mabilis/matulin
 madali
 madali
 madilim
 madulas
 magaan
 magalang
 magaling
 magaling
 maganda
 magaspang
 magastos
 magulo
 mahaba
 mahal
 mahigpit
 mahigpit
 mahina
 mahinhin/mabini
 mahirap
 mahirap/maralita
 mahiyain
 mahusay
 maigsi/maiksi/maikli
 mainit
 makapal

brown skin
 gray
 tan/beige
 brown
 purple
 miserly/tightwad
 lavender
 old (objects)
 salty
 spicy
 sour
 neat/orderly
 low (objects)
 shallow
 slow
 stinky
 nice/kind (people only)
 fragrant
 heavy
 fast
 easy
 short (time)
 dark
 slippery
 light
 polite/courteous
 skillful/good
 well (health)
 pretty (people & objects)
 uncouth (people)/rough (objects)
 expensive
 messy/disorderly
 long (objects)
 expensive/dear
 tight (object)
 strict
 weak
 modest
 difficult
 poor
 shy
 good (health & skill)
 short (objects)
 hot
 thick

makipot	tight/narrow
malabnaw	thin (liquid)
malabo	unclear/murky
malakas	strong
malaki	large/big
malalim	deep
malambot	soft
malamig/maginaw	cold/cool
malapit	close/near
malapot	thick (liquid)
malayo	far
maligasgas/magaspang	rough (object)
maliit	small/tiny
malinaw	clear
malinis	clean
maliwanag	bright/clear
malungkot	sad
malupit	cruel
malusog	healthy
maluwag	loose (object)
maluwag	lenient
maluwag/maluwang	wide/spacious/loose/roomy
manipis	thin
mapilit	insistent
mapurol	blunt/dull
maputi	light skin
marami	many/a lot
maramot	stingy
marumi	dirty
marupok	not durable
masakit	painful
masarap	delicious
masaya	happy
masikip	tight
masipag	industrious
mataas	tall (object)
mataba	fat
matabang	not salty
matagal	long (time)
matalim/matalas	sharp (knife)
matalino/marunong	intelligent/smart
matamis	sweet
matanda	old (people)
matangkad	tall (people)
matapang	brave

matibay
matigas
matipid
matulis
mayaman/maykaya
moreno/morena
mura
orens
pandak
pangit
paralitiko/lumpo
payat
pilay
pino/makinis
pipi
pula/mapula
puti/maputi
rosas
sakitin
sariwa
tamad

durable
hard
economical/thrifty
pointed
rich
brown skin
inexpensive
orange
short (people)
ugly
paralyzed
thin/skinny
sprained/lame
smooth
mute
red
white
pink
sickly
fresh
lazy

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Lesson 12

In/hin/nin-verbs

Lessons 8 and 10 dealt with two forms of verbs in Filipino, the **mag-verbs** and the **um-verbs**. We learned that these verbs were doer-focus verbs. In this lesson, we will learn one of the many forms of verbs focusing on the object or goal of the sentence, the **in/hin/nin - verbs**. **In/hin/nin** are used as suffixes of the infinitive forms of these verbs. The object focused on maybe a person or an object. **In/hin/nin-verbs** are also called object-focus verbs or goal-focus verbs. The sound of the last syllable of the root determine whether that root will take an **in**, a **hin**, or a **nin** suffix. We will not discuss the rules governing this determination but we will give you the final form of the **in/hin/nin-verbs** in a list. As discussed earlier in the course, the focus of a sentence is always definite, thus it takes Set I markers when proper names and common nouns are used as objects. When the object is a pronoun or a demonstrative, Set I pronouns and demonstratives must be used. Markers, pronouns and demonstratives for the doer of the sentence must come from Set II.

1. Inflection pattern of in/hin/nin-verbs:

root	infinitive	past	present	future
isip	isipin	inisip	iniisip	iisipin
alis	alisin	inalis	inaalis	aalisin
inom	inumín	inínom	iniínom	iinumin
luto	lutuín	niluto	niluluto	lulutuín
yakap	yakapin	niyakap	niyayakap	yayakapin
basa	basahin	binasa	binabasa	babasahin
bili	bilhin	binili	binibili	bibilhin
dala	dalhin	dinala	dinadala	dadalhin
kuha	kunin	kinuha	kinukuha	kukunin

Inflection pattern of in/hin/nin-verbs continued

To form the past and present aspects of verbs whose roots begin with a vowel, prefix **in** to the root, as in **inumin** in the chart. For root words beginning with a consonant, infix **in**, as in **binasa**, **dinala**. For root words beginning with **l**, **y**, and **r**, prefix **ni** instead of **in**, as in **niluto**, **niluluto** and **niyakap**, **niyayakap**. This makes pronunciation easier. Note also that "o" was changed into "u" in the infinitive and future forms of the verbs. This is a common occurrence in Tagalog. You will see more of this in some adjective and noun formation, for example, **magulung-magulo** (the simple adjective is **magulo**) and **kabundukan** from **bundok**. The last three verbs in the table above are irregular in formation. The "i" and the "a" from **bili** and **dala** are dropped and replaced by **hin** in the infinitive and future forms of the verbs. The last verb drops **ha** and is replaced by **nin** in the infinitive and future forms. These should be your models for other similar verbs.

2. Sentence pattern for in/hin/nin-verbs

verb	Set II marker/ pronoun/ demonstrative for doer	doer (Set II pronoun/ demonstrative)	Set I marker	object/goal (Set I pronoun/ demonstrative)	rest of sentence
1. Binili	ni	Lulu	ang	libro	ni Tom Clancy.
2. Kinuha	ng	sarhento	ang	ulat	sa himpilan.
3. Dadalhin		ko	ang	radyo	sa piknik.
4. Bibilangin		nito	ang	armas	sa bodega.
5. Aalisin		nila		siya	dito.
6. Bibilhin		nito		ito	sa PX.

English equivalent of the sentences above:

1. Lulu bought Tom Clancy's book.
2. The sergeant took the report from the headquarters.
3. I will take the radio to the picnic.
4. This person will count the arms in the warehouse.
5. They will take him out of here. or They will remove him from here/this place.
6. This person will buy this from the PX.

3. List of in/hin/nin verbs

root	infinitive	meaning
abala	abalahin	to bother or disturb someone
abot	abutin	to reach for something
agaw	agawin	to grab or take something by force
ahit	ahitin	to shave beard/hair
ako	akuin	to assume the responsibilities or duties of another
akyat	akyatin	to climb up a tree/to go upstairs to see someone
alaala	alalahanin	to remember or consider something
alis	alisin	to remove something
almusal	almusalin	to eat something for breakfast
amin	aminin	to admit something, especially wrongdoing
ani	anihin	to harvest crops
arkila	arkilahin	to rent something, i.e., video tapes, vehicles
aresto	arestuhin	to arrest someone
ayos	ayusin	to put something in order
balak	balakin	to make plans
balanse	balansihin	to balance something
bangga	banggain	to bump into people or things
baon	baunin	to carry as provision/brown bag
baril	barilin	to shoot people or animals
basa	basain	to wet people or things
basa	basahin	to read something
bawi	bawiin	to get back a thing given to another
bilang	bilangin	to count people or things
bili	bilhin	to buy something
biro	biruin	to joke at/make fun of someone
bisita	bisitahin	to visit someone
buhat	buhatin	to lift people or things
buwag	buwagin	to demolish, i.e., wall/building/an establishment
dakip	dakpin	to catch people or animals
dala	dalhin	to bring
dalaw	dalawin	to visit someone
daluhong	daluhungin	to attack another person suddenly
dasal	dasalin	to pray something (i.e., "The Lord's Prayer")
gamit	gamitin	to use something
ganap	ganapin	to play a role
gawa	gawin	to do/make something
gising	gisingin	to wake someone up
hanap	hanapin	to look for people/places/things
hatak	hatakin	to pull people or things towards self
hila	hilahin	to pull people or things towards self
hiling	hilingin	to request for people or things/ask a favor
hingi	hingin	to ask for something

List continued

root	infinitive	meaning
hiram	hiramin	to borrow something
hiwa	hiwain	to slice something
hubad	hubarin	to take off clothing/apparel
huli	hulihin	to catch people or animals
ibig	ibigin	to love someone (people only)
imbita	imbitahin	to invite someone
inom	inum	to drink/take liquid or medicine
ipon	ipunin	to gather or collect something
isip	isipin	to think of something
kaibigan	kaibiganin	to make friends with someone
kain	kanin/kainin	to eat something
kidnap	kidnapin	to kidnap someone
kuha	kunin	to take/get something
lakad	lakaran	to walk a place or certain distance
ligpit	ligpitin	to gather and put together in a safe place
linis	linisin	to clean something
litson	litsunin	to roast something
lulon	lulunin	to swallow something
lundag	lundagin	to attack by jumping suddenly at someone/to jump over something
lusob	lusubin	to attack/invoke/assault a group of people or a place
luto	lutuin	to cook something
mahal	mahalin	to love someone or one's country/job
miryenda	miryendahin	to eat something for a snack
mura	murahin	to cuss someone
nakaw	nakawin	to steal something
panhik	panhikin	to go up the stairs to see someone
pasok	pasukin	to go into a room/to see someone in a room
patay	patayin	to kill people or animals
pigil	pigilin	to stop something or someone from doing something
pili	piliin	to choose someone or something
pitaa	pitasin	to pick flowers/vegetables/fruits
plantsa	plantsahin	to iron clothes
pukol	pukulin	to throw objects (especially stones) at someone
puno	punuin	to fill up a container
sabi	sabiin	to say something to someone
saksak	saksakin	to stab someone
sagot	sagutin	to answer someone's question
salakay	salakayin	to attack someone raid a place
salubong	salubungin	to meet someone coming from the opposite direction
salungat	salungatin	to oppose or go against someone
samsam	samsamin	to confiscate or seize something from someone

List continued

root	infinitive	meaning
sanay	sanayin	to practice something
sansala	sansalain	to prevent or stop someone from doing something
sawat	sawatain	to stop someone from doing something
saway	sawayin	to stop someone from doing something
sayaw	sayawin	to dance a certain dance
sepilyo	sepilyuhin	to brush one's teeth or hair
sipol	sipulin	to whistle a certain tune
sisi	sisihin	to blame someone
suklay	suklayin	to comb hair
sulat	sulatin	to write something
sundo	sunduin	to fetch or pick someone up
sunog	sunugin	to burn something intentionally
suntok	suntukin	to punch someone
tawag	tawagin	to call someone (voice call, not on the phone)
tawid	tawirin	to cross a street or body of water
tipid	tipirin	to economize on something
tipon	tipunin	to gather people or collect something
trabaho	trabahuin	to work on something
tugtog	tugtugin	to play a certain song or music
ubos	ubusin	to consume something
utang	utangin	to borrow money
yaya	yayain	to invite someone to come along to a certain place or to do something

4. Tagalized in/hin/nin - verbs

English	infinitive	meaning	past	present	future
check	tsekin	to check	tsinek	tsinetsek	tsetsekin
correct	korekin	to correct	kinorek	kinikorek	kokorekin
rape	rapin/reypin	to rape	nirape	nirerape	rerapin
hold up	holdapin	to hold up	hinoldap	hinoholdap	hoholdapin
attack	atakihin	to attack	inatake	inaatake	aatakihin
insult	insultuhin	to insult	ininsulto	iniinsulto	iinsultuhin
fire	firin/fayrin	to fire	finire	finafire	fafirin
abuse	abusuhin	to abuse	inabuso	inaabuso	aabusuhin
hire	hirin/hayrin	to hire	hinire	hinahire	hahirin
type	typin	to type	tinype	tinatype	tatypin

Some Tagalized words express the idea more accurately than the authentic Tagalog word as in the first two words in the list. **Tsekin** and **korekin** are used here for marking or grading test papers. **Wastuin** means to make things right so it does not always accurately convey the idea of checking test papers. On the next page are some authentic Tagalog verbs for the words above.

4. Tagalized in/hin/nin - verbs continued

to rape	gahasain
to hold up	harangin
to attack	lusubin/salakayin/daluhungin (in the military sense)
to have a heart attack	atakin sa puso/sumpungin
to insult	laitin/alipustain/hamakin
to fire (from a job)	sisantihin/sesantihin
to abuse	pagmalupitan/saktan (no in/hin/nin form for these)
to hire	bigyan ng trabaho/upahan (no in/hin/in form)

Below are sample sentences using **in/hin/nin** verbs. The underlined words are the objects of the verbs.

5. Declarative sentences

- | | |
|--|---|
| <p>1. Sa kuwentong ito, inako ng ina ang <u>kasalanan</u> ng anak niya kaya <u>siya</u> tuloy ang hinuli ng pulis.</p> | <p>In this story, the mother took responsibility for her daughter's sins and as a result, she was the one arrested by the police.</p> |
| <p>2. Nasa itaas si Flora. Sige akyatin mo na <u>siya</u> nang malaman niyang nandito ka na.</p> | <p>Flora is upstairs. Go ahead, go upstairs so she will know that you are already here.</p> |
| <p>3. Palaging inaalmusal ni Shawn ang <u>bagel at cream cheese</u>.</p> | <p>Shawn often eats bagel and cream cheese for breakfast.</p> |

6. Negative Sentences with Hindi

- | | |
|--|---|
| <p>1. Hindi niya ginanap ang <u>papel</u> ni Don Quixote kasi masyado raw siyang mataba para doon.</p> | <p>He didn't play the role of Don Quixote because he said that he is too fat for that (role).</p> |
| <p>2. Hindi binuhat ni Ramon ang <u>kahon</u> dahil sa ayaw niyang sumakit ang likod niya.</p> | <p>Ramon did not lift the box because he doesn't want his back to hurt.</p> |
| <p>3. Hindi <u>kita</u> (from ko and <u>ikaw</u>) ginising dahil sa alam kong puyat ka.</p> | <p>I didn't wake you up because I knew that you did not have enough sleep.</p> |

7. Command Form

- | | |
|--|--|
| 1. Bilangin mo ang mga <u>sundalo</u> sa pormasyon at magreport ka sa akin pagkatapos. | Count the soldiers on formation and report to me afterwards. |
| 2. Hulihin ninyo nang buhay sina <u>Ka Dadong at Ka Enteng</u> . | Catch/take Ka Dadong and Ka Enteng alive. |
| 3. Hiramín mo ang mga <u>librong</u> iyon sa library bago sila magsara. | Borrow those books from the library before they close. |

8. Negative Command

- | | |
|--|---|
| 1. Huwag mong salungatin ang <u>nanay</u> mo kung ayaw mong bawiin niya ang <u>kotse</u> mo. | Don't oppose your mother if you don't want her to take your car back. |
| 2. Huwag muna ninyong salakayin ang <u>kutang</u> iyon hangga't hindi kompleto ang inyong impormasyon. | Don't raid that camp yet until your information is complete. |
| 3. Huwag mo nang kanin <u>iyán</u> at parang masama na ang lasa. | Don't eat that anymore because it seems that it tastes bad already. |

9. With "let's . . . " (Schachter and Otones call this "hortative construction")

- | | |
|--|--|
| 1. Samsamin natin ang mga <u>dokumentong</u> ito at baka mahalaga ang nilalaman. | Let's seize these documents for/ because the contents might be important/valuable. |
| 2. Sayawin natin uli ang <u>tinikling</u> sa Asian Ball. | Let's dance the tinikling again at the Asian Ball. |
| 3. Ubusin na natin <u>ito</u> nang hindi na natin kanin uli bukas. | Let's finish/consume this now so we won't eat it (the left-over) again tomorrow. |
| 4. Sunduin natin si <u>Victor</u> sa kanyang tanggapan at yayain natin <u>siyang</u> manood ng sine. | Let's pick Victor up at his office and invite/ask him to watch a movie (with us). |

10. With "let's not . . ."

- | | |
|---|---|
| 1. Huwag nating abalahin ang <u>nanay</u> kasi pagod na pagod siya. | Let's not disturb mother for she is very tired. |
| 2. Huwag nating biruin <u>iyang</u> at napakapikon niya. | Let's not kid that one for he is so easily offended/provoked. |
| 3. Huwag muna nating sunugin ang mga <u>papeles</u> na iyan at baka kailanganin pa natin. | Let's not burn those papers yet for we might still need them. |

11. With interrogatives

- | | |
|--|--|
| 1. <u>Ano</u> ang susulatin mo para sa project mo? | What will you write for your project? |
| 2. Kailan paplantsahin ni Paz ang <u>pantalón</u> ko? | When will Paz iron my pants? |
| 3. <u>Sino</u> ang pinili nilang maging balediktoryan? | Who did they choose to be the valedictorian? |
| 4. Saan mo binili ang mga <u>kuwadrong</u> iyan. | Where did you buy those frames? |
| 5. Kanino mo sinabi ang <u>lihim/sekreto</u> ko? | To whom did you tell my secret? |
| 6. Bakit kaya ginawa ni Salvador <u>iyon</u> ? | Wonder why Salvador did that? |
| 7. Nasaan ang mga <u>taong</u> inimbata mo? | Where are the people that you invited? |
| 8. Ilang <u>video tapes</u> ang aarkilahin natin? | How many video tapes are we going to rent? |
| 9. Alin <u>dito</u> ang babaunin natin? | Which of these are we going to bring as provision/brown bag? |
| 10. Magkano (+ ng <u>pera</u>) ang uutangin mo sa bangko? | How much (money) will you borrow from the bank? |

12. With "ang construction"

- | | |
|--|---|
| 1. Si <u>Tiago</u> ang binaril ng mga NPA kahapon. | It was Tiago who was shot by the NPA yesterday. |
| 2. Siyamnapu't limang kaban lang ng <u>palay</u> ang inani nila ngayong taong ito. | Only 95 cavans of palay were harvested by them this year. |
| 3. <u>Ito</u> ang inumin mo, huwag iyon. | Drink this, not that.
(Literal: This is the one you should drink, not that one.) |
| 4. <u>Jazz</u> ang tinutugtog niya ngayon. | It is jazz he is playing now. |

Some sentences can be expressed using either the doer-focus verbs or object-focus verbs, (often times, there is a change in meaning) but others can only be expressed in one form. The meaning of the verb itself is a guide to the proper use of focus, i.e., **sumulat** (in general, a person does the writing), and **sinulat**, (usually, a thing is written). Sentences with the interrogatives **ano**, **ilan**, and **alin** almost always use object-focus verbs. (See examples on the previous page). You must have noticed that some verb roots that take the **um** and **mag** affixes take the **in/hin/nin** affixes also. It must be noted here that verb roots take only certain affixes. You will be given these verbs as we go through the course.

13. Comparison of doer-focus and object focus sentences

In the following sentences, the doer of the sentence is underlined and the direct object, indirect object, and object of the preposition is in bold letters. Note the change in markers, pronouns, and demonstratives as the sentence changes focus.

- | | |
|---|--|
| 1. <u>Sino</u> ang sumagot sa iyong ?
cf: Sino ang sinagot <u>mo</u> ? | Who answered you?
Who did you answer? |
| 2. <u>Sino</u> ang bumangga sa iyong ?
cf: Sino ang binangga <u>mo</u> ? | Who bumped into you?
Who did you bump? |
| 3. <u>Sino</u> ang umaaresto kay Ding ?
Cf: Sino ang inaaresto ni <u>Ding</u> ? | Who is arresting Ding?
Who is being arrested by Ding? |
| 4. <u>Sino</u> ang lumusob sa mga kalaban ?
cf: Sino ang nilusob ng mga <u>kalaban</u> ? | Who invaded the enemy?
Who did the enemy invade? |

Comparison of doer-focus and object focus sentences continued

- | | |
|--|---|
| 5. Gumamit <u>ako</u> ng plais para diyan.
cf: Ginamit <u>ko</u> ang plais para diyan. | I used pliers for that.
I used <i>the</i> pliers for that. |
| 6. Nag-imbata si <u>Petra</u> kay Lito.
cf: Inimbata ni <u>Petra</u> si Lito.
(The second sentence is preferred.) | Petra invited Lito.
Petra invited Lito. (Literally: Lito was invited by Petra) |
| 7. Nag-almusal <u>siya</u> ng kanin at itlog .
cf: Inalmusal <u>niya</u> ang kanin at itlog .
(The first sentence is preferred.) | He ate rice and eggs for breakfast.
He ate rice and eggs for breakfast. |
| 8. Naghintay <u>ito</u> ng bus nang isang oras.

Hinintay <u>nito</u> ang bus nang isang oras. | This person waited for a bus for one hour.
This person waited for <i>the</i> bus for one hour. |
| 9. Nag-aabot ng pagkain si Gorio kay Kikay.
cf: Inaabot ni Gorio ang pagkain.
(We cannot have another person mentioned in the second sentence because we have to use another verb form to be able to do that.) | Gorio is handing food over/
passing food to Kikay.
Gorio is reaching out for the food. |
| 10. Bumisita <u>ako</u> kay Binay .
cf: Binisita <u>ko</u> si Binay .
(The second sentence is preferred.) | I visited Binay.
I visited Binay. |

Classroom Exercises for Lesson 12

Exercise A

1. Write the Tagalized forms of these English words using the **in/hin/nin** suffixes and show the infinitive, past, present, and future forms of the verbs. Words in parentheses are the Tagalog equivalents.

- a. to dust , i. e., furniture (punasan, magpunas)
- b. to counsel a person (payuhan, magpayo)
- c. to dismiss a person (paalisin)
- d. to fake something (manghuwad)
- e. to adopt a person (ampunin)

2. Write these short dialogues in English:

Dialogue 1

Speaker 1: Nag-agahan ka na ba?

Speaker 2: Hindi pa nga, e. E, ikaw?

Speaker 1: Hindi pa rin. Ano ang gusto mong almusalin?

Speaker 2: Itlog at sinangag lang. Madaling lutuin ang mga iyan.

Speaker 1: Ano'ng gusto mo sa itlog, pinirito o nilaga?

Dialogue 1 continued

Speaker 2: Mas gusto ko ang pinirito.

Speaker 1: Naku, ang daming calories niyan!

Speaker 2: Okey lang. Mas masarap kasi ang pinirito.

Dialogue 2

Speaker 1: Narinig mo ba ang nangyari kay Doro?

Speaker 2: Ano'ng nangyari sa kanya?

Speaker 1: Pinatay raw siya ng mga hindi kilalang tao.

Speaker 2: Paano siyang pinatay, binaril ba siya, o ano?

Speaker 1: Sinaksak siya sa tiyan. Patay na siya nang dumating ang ambulansiya.

Speaker 2: Bakit kaya siya pinatay. Wala naman akong alam na kaaway ni Doro.

Speaker 1: Wala rin akong alam. Napakabait niya at madali siyang kaibiganin.

Speaker 2: Kawawa naman ang pamilya niya. Anim pa naman ang anak niya.

Exercise A continued

3. Write the following headlines in English.

- a. NE warlords, lulusubin!
- b. Pinatay ng manugang
- c. Bigtime swindler, dinakip
- d. Ginugulo ang PAL-Coseteng (a Philippine surname)
- e. Kinondena, harrassment ng TV host
- f. Inalis, 2 jail warden
- g. Alunan, hinamong magbitiw
- h. Venue ng hearing, hiniling na ilipat
- i. Aanihin ang itinanim
- j. Sistema ng CSC, susuriin

Exercise B

Write the following sentences in Tagalog. Underline the doer and PRINT THE OBJECT IN CAPITAL LETTERS. Use the underlined words as is. Pay attention to the instructions in parentheses. Use doer-focus or object-focus verbs as appropriate.

- a. Who is playing the piano? (use the Tagalog spelling of piano)
- b. What will you play?
- c. Who are those students dancing the tinikling?
- d. Are they dancing the fandango at the fiesta? (use fiesta in Tagalog)
- e. How many guns did you count?
- f. Take your shoes off before entering the house.
- g. The richest Chinese businessman in Binondo was kidnapped by the KFR gang.
- h. Have you cleaned your room?

Exercise B continued

i. When was the Berlin Wall demolished?

j. They say that people in the Middle East throw stones at people who break their laws.

Glossary

VERBS

abalahin	to bother or disturb someone
abutin	to reach for something
agawin	to grab or take something by force
ahitin	to shave beard/hair
akuin	to assume the responsibilities or duties of another
akyatin	to climb up a tree/to go upstairs to see someone
alalahanin	to remember or consider something
alisin	to remove something
almusalin	to eat something for breakfast
aminin	to admit something especially wrongdoing
anihin	to harvest crops
imbitahin	to invite someone
arkilahin	to rent something, i.e., video tapes, vehicles
ayusin	to put something in order
balakin	to make plans
balansihin	to balance something
banggain	to bump into people or things
baunin	to carry as provision/brown bag
basain	to wet people or things
basahin	to read something
bilangin	to count people or things
bilhin	to buy something
biruin	to joke at/make fun of someone
bisitahin/dalawin	to visit someone
buhatin	to lift people or things
dalhin	to bring
dasalin	to pray something
gamitin	to use something
ganapin	to play a role
gawin	to do/make something
gisingin	to wake someone up
hanapin	to look for people/places/things
hatakin/hilahin	to pull people or things towards self
hingin	to ask for something
hiramin	to borrow something
hiwain	to slice something
hubarin	to take off clothing/apparel
ibigin	to love someone (people only)
inumin	to drink/take liquid or medicine
ipunin/tipunin	to gather or collect something
isipin	to think of something
kaibiganin	to make friends with someone

kanin/kainin	to eat something
kunin	to take/get something
lakaran	to walk a place or certain distance
ligpitin	to gather and put together in a safe place
linisin	to clean something
litsunin	to roast something
lulunin	to swallow something
lundagin	to attack by jumping suddenly at someone/to get something by jumping
lutu in	to cook something
mahalin	to love someone or one's country, job
miryendahin	to eat something for a snack
murahin	to cuss someone
nakawin	to steal something
panhikin	to go up the stairs to see someone
pasukin	to go into a room/to see someone in a room
patayin	to kill people or animals
pigilin	to stop something or someone from continuing
piliin	to choose someone or something
pitasin	to pick flowers/vegetables/fruits
plantsahin	to iron clothes
pukulin	to throw objects (especially stones) at someone
punu in	to fill up a container
sabihin	to say something to someone
sagutin	to answer someone's question
salubungin	to meet someone from the opposite direction
salungatin	to oppose or go against someone
samsamin	to confiscate or seize something from someone
sanayin	to practice something
sansalain/sawatain	to prevent or stop someone from doing something
sawayin	to stop someone from doing something
sayawin	to dance a certain dance
sepilyuhin	to brush one's teeth or hair
sipulin	to whistle a certain tune
sisihin	to blame someone
suklayin	to comb hair
sulatin	to write something
sunduin	to fetch or pick someone up
sunugin	to burn something intentionally
suntukin	to punch someone
tawagin	to call someone
tawirin	to cross a street or body of water
tipirin	to economize on something
trabahu in	to work on something
tugtugin	to play a certain song or music

ubusin	to consume something
utangin	to borrow money
yayain	to invite someone to come along to a certain place or to do something

NOUNS, etc.

balediktoryan	valedictorian
impormasyon	information
kasalanan	sin/wrongdoing
kuta	fort/den/hiding place
kuwadro	picture frame
kuwento	story/tale
mahalaga	valuable/important
nilalaman	contents
pantalón	pants/trousers
papel	paper/role in a play
papeles/dokumento	papers/documents
puyat	lacking in sleep
tanggapan	office
uli/muli	again

COGNATES/TAGALIZED VERBS

tsekin	to check test papers/to look into something' or someone's condition/to put a check mark
typin	to type something
korekin	to correct papers/to correct someone in error
rapin/gahasain	to rape someone
holdapin/harangin	to hold-up/rob someone
insultuhin/laitin/alipustain/hamakin	to insult someone
firin/fayrin/sisantihin/sesantihin	to fire a person from his job
abusuhin/pagmalupitan/saktan	to abuse someone
(no in/hin/nin form for these)	
hirin/hayrin/bigyan ng trabaho/upahan	to hire someone for a job
(no in/hin/nin form for upahan)	

Lesson 13 - Unit 1

Maging as a Verb

1. Definition and function

Maging, used with a noun or adjective, means *to be* or *to become* that which is signified by the noun or adjective. It indicates a change from one state or condition to another. **Maging** is used in sentences where the focus is on the doer. Like other doer-focus verbs, it follows the rules on **mag-verbs** when it is inflected for aspects.

Examples

- | | |
|----------------------------------|--|
| a. maging malakas | to be or become strong |
| b. maging payat | to be or become thin |
| c. maging mabait | to be or become good/nice |
| d. maging arkitekto | to be or become an architect |
| e. maging inhinyero | to be or become an engineer |
| f. maging espesyalista sa kanser | to be or become a specialist on cancer |

Phrases *a*, *b*, and *c* above can also be expressed using the **um** affix, as discussed in Lesson 10 earlier, i.e., **lumakas**, **pumayat**, and **bumait**; but phrases *d*, *e*, and *f* cannot be expressed in the same way. In other words, only phrases using **maging** + adjectives can be transformed using the **um** affix. It must be noted here however that not all adjectives take the **um** affix, but all nouns and all adjectives can be used with **maging**. Examples of adjectives that can take **um** are: **puti** (**pumuti**), **itim** (**umitim**) **pula** (**pumula**), and **dilaw** (**dumilaw**). The other names for colors take **maging** only.

2. Inflection of maging

infinitive	past	present	future
maging +	naging +	nagiging +	magiging +

3. Examples

- | | |
|---|--|
| <p>1. Naging mayamang-mayaman si Pedro dahil sa mahusay siya sa negosyo at masipag siya.
or: Yumamang mabuti/yumaman nang husto si Pedro dahil . . .</p> | <p>Pedro became very rich because he is good in business and he is industrious.</p> |
| <p>2. Nagiging napakahirap ng anumang iksamin kung hindi ka nag-aaral araw-araw.
or: Humihirap na masyado ang anumang iksamin kung hindi ka . . .</p> | <p>Any examination becomes very hard if you don't study everyday.</p> |
| <p>3. Magiging mahusay ka sa karate kung si Ric ang magtuturo sa iyo.
or: Huhusay ka sa karate kung si Ric ang . . .</p> | <p>You will become good at karate if Ric will be the one to teach you.</p> |
| <p>4. Gumamit ka ng Chlorox sa iyong labada kung gusto mo itong maging maputi at maging malinis na malinis ito.
or: Gumamit ka ng Chlorox sa iyong labada kung gusto mo itong pumuti at luminis nang husto.</p> | <p>Use Chlorox in your laundry if you want it (this) to become white and very clean.</p> |
| <p>5. Naging pinakamahusay magsalita ng Tagalog si Tim sa lahat ng estudyante namin.</p> | <p>Tim became the best Tagalog speaker among all our students.</p> |
| <p>6. Magiging matabang-mataba si Anita kung kain siya nang kain ng sorbetes at keyk.</p> | <p>Anita will become very fat if she eats ice cream and cake continuously. (literal: if she eats and eats . . .)</p> |
| <p>7. Naging pangalawa siya sa golf tournament noong isang taon.</p> | <p>He became/took second place in last year's golf tournament./He was second place in the golf . . .</p> |
| <p>8. Magiging beynte singko anyos na ang bunso namin sa isang linggo.</p> | <p>Our youngest will be twenty-five years old next week.</p> |

Examples continued

- | | |
|--|---|
| 9. Gusto raw niyang maging abogadong katulad/gaya ng tatay niya. | He said that he wants to become a lawyer like his father. |
| 10. Naging katoliko ang bayaw ko nang mag-asawa siya sa ate ko. | My brother-in-law became a Catholic when he married my older sister. |
| 11. Masyadong magastos ang maging manggagamot ngayong mga araw na ito. | It is too expensive to become a doctor these days/nowadays. |
| 12. Nag-desisyon siyang maging espesyalista sa sakit na kanser nang mamatay ang nanay niya sa sakit na iyon. | He decided to become a cancer specialist when his mother died from that disease. |
| 13. Malapit nang maging inhinyero ang kuya ko. | My older brother is about to become an engineer. |
| 14. Gusto mo bang maging superbisor sa kompanyang ito? | Would you like to be a supervisor in this company? |
| 15. Totoo bang naging embahador sa Pransiya ang pinsan mo? | Is it true that your cousin became an ambassador to France? |
| 16. Sino kaya ang magiging pangulo ng Pilipinas sa darating na eleksiyon. | I wonder who will become the Philippine president in the upcoming / coming elections. |
| 17. Malapit nang maging tatay si Tino. | Tino will soon become a father. |
| 18. Naging pasyente nga si Mila dito, pero magaling na siya kaya nasa bahay na siya. | It is true that Mila was a patient here, but she is well now so she is already at home. |

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Lesson 13 - Unit 2

Maging as an Adverb

Maging as an adverb, means *even* or *to include*. It can also be translated as *no matter who, no matter what, . . . alike*, in an English sentence.

Examples

- | | |
|---|---|
| 1. Napakaganda ng boses ni Lea Salonga kaya maging dayuhan ay humahanga sa kanya. | Lea Salonga's voice is so good (that's why) even foreigners admire her. |
| 2. Dapat pantay sa lahat ng oportunidad maging mahirap o mayaman. | Everybody should have equal opportunity to include the poor and the rich/rich and poor alike. |
| 3. Sumama sa rebolusyon sa EDSA ang maraming tao, maging bata o matanda. | A lot of people joined the revolution at EDSA young and old alike. |
| 4. Mahal na mahal raw niya si Pilar maging sino man siya. | He says that he loves Pilar very much no matter who she is. |
| 5. Dadalhin natin ang lahat ng mga kagamitan maging bago o luma. | We will bring all of our equipment/stuff new or even (the) old (stuff). |
| 6. Maging mayaman gusto pa ring manalo sa lotto. | Even the rich would still like to win the lotto. |
| 7. Lahat ng estudyante ay pumasa sa iksamin maging ang pinakamahina. | All students passed the test including the weakest/poorest (in class). |
| 8. Maging hayop ay napapagod rin, hindi ba? | Even animals get tired too, don't they? |

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Lesson 13 Unit 3

Magka and Magkaroon

1. Definition

Magka + noun and **magkaroon** + noun mean *to have, to get, to acquire, or to come into possession of something or someone* for example, **magkapera** or **magkaroon ng pera** means *to have/acquire money*; **magka-anak** means *to have a child*; **magkamalarya** means *to acquire malaria*.

2. Aspects

Magka and **magkaroon** are inflected/aspected like **mag-verbs**.

infinitive	past	present	future
magka-anak	nagka-anak	nagkaka-anak	magkaka-anak
magkaroon ng anak	nagkaroon ng anak	nagkakaron ng anak	magkakaron ng anak

3. Word list

Review your vocabulary list for nouns. See Appendix for additional words.

Examples

- | | |
|--|--|
| <p>1. Hindi nagka-anak ng babae sina Tessa at Martin.
or: Hindi nagkaroon ng anak na babae sina Tessa at Martin.</p> | <p>Tessa and Martin did not have a daughter.
Idiomatic: Tessa and Martin do not have a daughter.</p> |
| <p>2. Sa katapusan pa ng buwan ako magkakapera.
or: Sa katapusan pa ng buwan ako magkakaron ng pera.</p> | <p>I'll have money at the end of the month yet.
or: *It won't be until the end of the month when I'll have some money.</p> |
| <p>*The addition of the enclitic pa gives the sentence this meaning.</p> | |
| <p>3. Nagka-AIDS si Teban dahil sa dugong isinalin sa kanya nang mangailangan siya ng dugo.
or: Nagkaroon ng AIDS si Teban . . .</p> | <p>Teban acquired AIDS because of the blood that was given to him when he needed blood.</p> |
| <p>4. Magkatrabaho sana ako kaagad pagkagraduate ko.
or: Magkaroon sana ako kaagad ng . . .</p> | <p>I hope that/hopefully I would get a job soon after I graduate.</p> |

Classroom Exercise for Lesson 13

Exercise A

Write sentences using **maging** and the list of words below. Transform your sentences using **maging** + adjectives (1-10) to sentences using the **um** affix.

- | | |
|-------------|---------------|
| 1. masama | 11. kapitan |
| 2. payat | 12. sundalo |
| 3. malambot | 13. kabo |
| 4. manipis | 14. kalaban |
| 5. magaling | 15. asawa |
| 6. mahusay | 16. magsasaka |
| 7. masarap | 17. pintor |
| 8. pino | 18. artista |
| 9. matapang | 19. piyanista |
| 10. masaya | 20. mamamayan |

Exercise B

Write sentences using the **magka** prefix and the words from 1-10. Use numbers 11-20 with **magkaroon**.

- | | |
|---------------|------------------------|
| 1. kotse | 11. aksidente |
| 2. biyanan | 12. tulay |
| 3. asawa | 13. aso |
| 4. sipon | 14. munisyon |
| 5. impeksiyon | 15. impormasyon |
| 6. sakit | 16. ulat/report |
| 7. tigdas | 17. kaibigan |
| 8. baha | 18. sekretarya/kalihim |
| 9. lindol | 19. radyo |
| 10. sunog | 20. komunikasyon |

Appendix for Lesson 13

The following illnesses and words related to illness can be used with **magka** and **magkaroon**.

Example:

Nagkasakit si Rina kaya hindi siya pumasok ngayon.

Rina got sick, that is why she didn't come to work/school today.

or: Nagkaroon ng sakit si Rina kaya hindi siya pumasok ngayon.

lagnat	fever
sipon	colds
ubo	cough
trangkaso	flu
beke	mumps
tipos	typhoid fever
tigdas	measles
asma/hika	asthma
kolera	cholera
bulutong tubig	chicken pox
kulani	swollen lymph glands
malarya	malaria
sipilis	syphilis
sinat	slight fever
balinguyngoy	nosebleed
rayuma	rheumatism
bursaytis	bursitis
sakit	illness/ailment/disease/pain
TB/tuberkulosis/sakit sa baga	tuberculosis
sakit sa apdo	gall bladder disease
sakit sa gilagid	gum disease/gingivitis
sakit ng ulo	headache
sakit sa ulo	insanity
sakit ng ngipin	toothache
sakit sa atay	liver disease
sakit sa babae	venereal disease
sakit sa balat	skin disease
sakit sa bato	kidney disease
sakit ng mata	eye disease
sakit na hindi gumagaling	chronic illness
kanser sa suso	breast cancer
kanser sa utak	brain cancer
kanser sa baga	lung cancer
impeksiyon	infection
komplikasyon	complication(s)

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Lesson 14

May and Mayroon as Indefinite Pronouns

1. Definition

May and **mayroon** and their variants **me** and **meron** as indefinite pronouns mean *someone, somebody, anyone, anybody, something, anything, somewhere, anywhere*. **Wala**, the negative of these words, means *no one, nobody, nothing, nowhere*. When the focus of the sentence is on the doer or actor in the sentence, **may/mayroon/wala** mean *someone/somebody, anybody* or *no one/nobody*. When the focus is on the goal or object, **may/mayroon/wala** mean *something or nothing*. **May/mayroon** and **wala** in sentences with the indirect object or the location of the action (which can be a person or a place) as focus mean *somewhere, anywhere* or *someone/somebody/anybody, something, anything*. With **wala**, it means *nobody, nowhere, nothing*, depending on context. We will study locative focus later on in the course, but some examples will be given in this lesson to illustrate that particular use.

2. Examples

- | | |
|---|--|
| 1. Ssh, huwag kang maingay,
may/mayroong dumarating | Ssh, don't be noisy/keep quiet
someone/somebody is coming. |
| 2. Q: Mayroon na bang sumulat
sa report?
or: May sumulat na ba sa . . .
A: Wala pang sumulat sa report.
or: Wala pa. | Has someone/anyone written the
report yet?

No one has written the report yet.
No one, yet. |
| 3. Q: Mayroon bang nagbabantay
sa bodega?
or: May nagbabantay ba sa . . .
A: Oo. Mayroong nagbabantay
sa bodega.
or: Oo. May nagbabantay . . .
or: Wala. Walang nagbabantay . . . | Is someone watching the warehouse?

Yes. Someone is watching the
warehouse.

No. No one is watching . . . |
| 4. Mayroon nang nag-imbita kay Lino.
or: May nag-imbita na kay Lino. | Someone has already invited Lino. |
| *Compare: Mayroon nang inimbita si
Lino. | Lino has already invited someone. |

(Take note of the markers and change of focus used in the sentences)

- | | |
|--|---|
| <p>5. Q: Meron bang isinulat si Michener tungkol sa Pilipinas?
 A: Oo. Merong isinulat si Michener.
 or: Walang isinulat si Michener tungkol sa Pilipinas.</p> <p>*Compare: Mayroong bang sumulat kay Michener tungkol sa Pilipinas?
 Walang sumulat kay Michener tungkol sa Pilipinas.</p> | <p>Did Michener write anything about the Philippines?
 Yes. Michener wrote something.
 Michener did not write anything about the Philippines.
 Did anyone write Michener about the Philippines?
 Nobody wrote Michener about the Philippines.</p> |
| <p>6. Q: Meron ka na bang ginawa para sa party?
 A: Oo. Meron na akong ginawa.
 or: Wala. Wala pa akong ginawa.</p> | <p>Have you done anything for the party?
 Yes. I have done something.
 No. I haven't done anything yet.</p> |
| <p>7. Q: Mayroon bang sinabi si Lulu tungkol sa balak niya?
 A: Walang sinabi si Lulu tungkol sa balak niya.</p> | <p>Did Lulu say anything about her plans?
 Lulu has not said anything about her plans.</p> |
| <p>8. Q: Mayroon bang binili sa sale si Ana?
 A: Walang binili sa sale si Ana.</p> | <p>Did Ana buy anything at the sale?
 Ana did not buy anything at the sale.</p> |
| <p>9. Q: Me pupuntahan ka ba mamaya?
 A: Oo. Me pupuntahan ako.
 or: Wala. Wala akong pupuntahan.</p> | <p>Are you going somewhere later?
 Yes. I am going somewhere.
 No. I am not going anywhere.</p> |
| <p>10. Q: May sinabihan ka na ba tungkol sa miting/pulong?
 A: Oo. May sinabihan na ako.
 or: Wala. Wala pa akong sinabihan.</p> | <p>Have you told anyone about the meeting?
 Yes. I have told somebody.
 No. I haven't told anybody.</p> |
| <p>11. Q: May binigyan ka ba nito?
 A: Oo. May binigyan ako niyan.
 or: Wala. Wala akong binigyan niyan.</p> <p>Compare: Q: May nagbigay ba sa iyo nito?
 A: Oo. May nagbigay sa akin niyan.
 A: Wala. Walang nagbigay sa akin niyan.</p> | <p>Did you give this to anybody?
 Yes. I gave that to somebody.
 No. I didn't give that to anybody.</p> <p>Did somebody give you this?
 Yes. Somebody gave me that.
 No. Nobody gave me that.</p> |

Classroom Exercises for Lesson 14

Exercise A

Do these sentences in English. Change the sentences using **may** to ones using **mayroon** and vice-versa.

1. Mayroon bang humiram ng libro ko?
2. Mayroon bang sinundo si Pido sa paliparan?
3. May sumunog na ba ng mga dokumentong kailangang sunugin?
4. May inalis ka ba sa kuwarto habang wala ako?
5. Mayroon na kayang pumalit sa superbisor na nagretiro noong isang buwan.
6. Sana walang tumawag habang natutulog ako.
7. Walang sumang-ayon sa mga mungkahi niya sa miting/pulong.
8. Walang gustong lumigaw kay Karla dahil sa ang sungit-sungit niya.
9. Walang maaaring bumisita sa kanya sa ospital at bawal sa kanya ang magkabisita.
10. May pupuntahan pa ako kaya hindi ako puwedeng sumama sa iyo.

Exercise B

Do these sentences in Tagalog:

1. "Someone ate my soup," said Mama Bear.
2. No one studied Lesson 14 yet.
3. Is he writing anything these days?
4. I am not going anywhere.
5. Nobody helped Lulu with her homework.
6. Did you eat anything?
7. Someone told the group the secret plan of the committee.
8. No one killed the victim; it was an accident.
9. Somebody is cooking pancit for the class.
10. Are you doing anything tonight?

Lesson 15

Pseudo-verbs

1. Meanings

Gusto/ibig/nais, **dapat**, **ayaw**, **puwede/maaari**, and **kailangan** are called pseudo-verbs in Tagalog. They are called as such because unlike regular verbs, they cannot show the different aspects. **Gusto** and its synonyms, **ibig** and **nais**, mean *want (to)* or *like (to/would like (to))*. **Gusto** is more commonly used than **ibig** and **nais**. **Nais** is formal and is rarely used in speech. **Ayaw** means *do not like/do not want*. **Kailangan** means *have to* or *need to*. **Dapat** means *ought to* or *should*, and **puwede/maaari** means *can/could/it is possible*. **Hindi** is used before the other pseudo-verbs to negate them.

2. Pseudo-verbs, singly or combined with main verb

Pseudo-verbs can be used by themselves or they can be combined with main verbs. In general, when pseudo-verbs are combined with main verbs, the main verb must be in the infinitive form. Depending on context, the main verb can take different aspects but this occurs only occasionally. **Dapat** must always be used with a main verb.

3. Doers

When used with actor-focused verbs like **mag-verbs** and **um-verbs**, the actor/doer of **gusto**, **ibig**, **nais**, and **ayaw** must always be marked by the **ng group** or Set II markers; if pronouns and demonstratives are used, they must also come from that same set. The actor/doer for **dapat** must come from the **ang group** or Set I markers/pronouns/demonstratives. **Kailangan** can take actors/doers from Set I and Set II with a slight change in meaning. **Puwede** and **maaari** take doers from Set I if the focus of the sentence is on the doer. With main verbs from focuses other than the doer-focus, like **in/hin/nin** verbs, all of the pseudo-verbs above take actors/doers from Set II.

The charts in the following pages will illustrate these differences.

4. Gusto/ibig/nais and ayaw used by themselves

Indefinite objects

Pseudo-verb	Set II doer marker	doer	Set II object marker	object
1. Gusto	ni	Lino	ng	kotse.
2. Ibig	-----	niya	ng	bahay.
3. Nais	-----	niya	ng	computer.
4. Gusto	-----	nito	ng	pancit.
5. Ibig	-----	ko	-----	niyan.
6. Ayaw	-----	niya	-----	noon.
7. Kailangan	-----	nito	ng	uniporme.

English equivalents

1. Lino wants a car.
2. He wants a house.
3. He would like a computer.
4. This person wants some pancit.
5. I would like some of that.
6. He doesn't want that.
7. This person needs a uniform.

Note that objects in the sentences in the chart above are marked by Set II markers and are translated as *a*, *an*, or *some*. If the speaker wants the object to be definite, Set I markers/pronouns/and demonstratives are used. See chart below. Note also that there are no examples using personal pronouns in the column for objects in chart above. We cannot use Set II personal pronouns in that position. For example, we cannot say, **Gusto ni Lino niya**, nor can we say, **Kailangan niya niya**.

Definite objects

Pseudo-verb	Set II doer marker	doer	Set I object marker	object
1. Gusto	ni	Lino	ang	kotse.
2. Ibig	-----	niya	ang	bahay.
3. Nais	-----	niya	ang	computer.
4. Gusto	-----	nito	ang	pancit.
5. Ibig	-----	ko	-----	iyang.
6. Ayaw	-----	niya	-----	doon..
7. Kailangan	-----	nito	ang	uniporme.
8. Kailangan		niya	-----	siya.
9. Gusto		namin	-----	sila.

English equivalents

1. Lino likes the car.
2. He wants the house.

English equivalents continued

3. He wants the computer.
4. This person likes the pancit (as opposed to another kind of dish / food).
5. I like that (not something else).
6. He doesn't like that.
7. This person needs the uniform.
8. S/he needs him/her.
9. We like them.

Note:

We don't say, **Ayaw niya siya**, nor **Ayaw niya si Perla**. **Ayaw**, used by itself, takes a Set III personal pronoun for the object. Thus, we say: **Ayaw niya sa kanya** and **Ayaw niya kay Perla**. We can say, **Ayaw niya doon**, and **Ayaw niya noon**; these are both correct. When **ayaw** is used with main verbs, however, we can say, **Ayaw niya siyang ibigin**, (from **Ayaw niyang ibigin siya**) but the following sentence is preferred, **Ayaw niyang umibig sa kanya**.

5. Pseudo-verbs with doer-focus verbs and proper nouns as doers

pseudo-verb	linker	main verb	doer marker Set II	doer	object marker Set II	object
1. Gusto	ng	magbasa	ni	Pedro	ng	libro.
2. Ibig	*----	magsulat	ni	Ligaya	ng	nobela.
3. Nais	*----	mag-review	ni	Gorio	ng	ulat.
4. Ayaw	*----	bumigkas	ni	Gani	ng	tula.
5. Kailangan	g	magbigay	ni	Flora	ng	panayam.

*Note the absence of linkers with these pseudo-verbs when proper nouns are used as doers. We can interchange columns 4 and 5 with columns 6 and 7. The order of preference depends on the speaker. As beginners, it is better for you to use a consistent pattern. For example, sentence 1 can be rewritten thus: **Gustong magbasa ng libro ni Pedro**. However, it is better to place the doer closer to the verb so as to avoid confusion.

English equivalents

1. Pedro likes to read a book.
2. Ligaya would like to write a novel.
3. Gorio wants to review a report.
4. Gani doesn't want to recite a poem.
5. Flora has to give an interview.

Pseudo-verbs with doer-focus verbs and proper nouns as doers cntd.

Negative sentences

- | | |
|---|---|
| 1. Ayaw magbasa ni Pedro ng libro. | Pedro doesn't want to read a book. |
| 2. Ayaw magsulat ni Ligaya ng nobela. | Ligaya doesn't want to write a novel. |
| 3. Hindi kailangang magbigay ni Flora ng panayam. | Flora does not have to give an interview. |

Note: Kailangang magbigay si Flora ng panayam. and Hindi kailangang magbigay si Flora ng panayam. are preferred.

pseudo-verb	linker	main verb	Set I doer marker	doer	Set II object marker	object
1. Dapat	*(na)	magbasa	si	Ana	ng	libro.
2. Puwede	ng	magsulat	si	Emma	ng	nobela.
3. Maaari	ng	mag-review	si	Ingga	ng	report.
4. Dapat	*(na)	bumigkas	si	Mario	ng	tula.
5. Puwede/maaari	ng	magbigay	si	Flora	ng	panayam.

*Most speakers do not use a linker after **dapat**.

English equivalents

1. Ana should read a book.
2. Emma can write a novel./It is possible for Emma to write a novel.
3. Ingga can review *the report.
4. Mario ought to/should recite a poem.
5. Flora can give an interview.

*Note: Although the article *a* is a more accurate translation of **ng**, *the* is more appropriate in the English sentence. You have seen this in many examples in past lessons.

Negative sentences

- | | |
|--|-----------------------------|
| 1. Hindi dapat magbasa ng libro si Ana. | Ana should not read a book. |
| 2. Hindi puwedeng sumulat ng nobela si Emma. | Emma cannot write a novel. |

Pseudo-verbs with doer-focus verbs and proper nouns as doers cntd.

3. Hindi maaaring mag-review ng ulat si Ingga. Ingga cannot review the report.
4. Hindi dapat bumigkas ng tula si Mario. Mario should not recite a poem.
5. Hindi puwedeng/maaaring magbigay ito ng panayam. This person cannot give an interview.

6. Pseudo-verbs with actor-focus verbs and pronouns and demonstratives as doers

pseudo-verb	Set II pronouns, demonstratives as doers	linker	main verb	Set II object marker	object
1. Gusto	ko	ng	humanap	ng	apartment.
2. Ibig	niya	ng	kumanta	ng	kundiman.
3. Nais	namin	g	tumanaw	ng	utang na loob.
4. Ayaw	nila	ng	kumain	---	nito.
5. Kailangan	nito	ng	tumawag	ng	doktor.

English equivalents

- I want to look for an apartment.
- She wants to sing a love song.
- We would like to acknowledge a debt of gratitude.
(Tumanaw ng utang na loob is an idiom.)
- They don't want to eat this.
- This person has to call a doctor.

pseudo-verb	Set I pronouns, demonstratives as doers	linker	main verb	object marker Set II	object
Dapat	kami	ng	humanap	ng	apartment.
Puwede	siya	ng	kumanta	ng	kundiman.
Maaari	sila	ng	kumain	---	nito.

English equivalents

- We have to look for an apartment.
- She can sing a love song.
- They can eat this./It is possible for them to eat this.

7. Some pseudo-verbs with non doer-focus verbs.

The only non-doer focus verbs you have studied so far are verbs ending in **in/hin/in**. Non-doer focus verbs focus on the object, indirect object, location, beneficiary of the action, etc., which will be studied later on in the course. **Ligawan, iwanan, and pirmahan** are examples of locative-focus verbs. The doer comes from Set II markers, pronouns, and demonstratives.

Pseudo-verb	linker	main verb	Set II doer marker	doer	Set I object marker	object	rest of sentence
1. Gusto	ng	basahin	ni	Kiko	ang	ulat.	
2. Ibig	---	ligawan	---	nito	si	Lorna.	
3. Nais	---	kantahin	ni	Elma	ang	Ave Maria.	
4. Ayaw		iwanan	ni	Fe	ang	anak	niya doon.
5. Kailangan	g	buhatin	ni	Tito	ang	maysakit.	
6. Dapat	---	tugtugin	ni	Lita	ang	Etude in Blue.	
7. Puwede	ng	lakaran	ng	bata	ang	eskuwelahan.	
8. Maaari	ng	pirmahan	ni	Pepe	ang	kontrata	bukas.

English equivalents

1. Kiko wants to read the report.
2. This person would like to court/date Lorna.
3. Elma wants to sing the "Ave Maria."
4. Fe doesn't want to leave her child there.
5. Tito has to lift/carry the patient/the person who is ill.
6. Lita should play "Etude in Blue."
7. The kid can walk to school.
8. Pepe can sign the contract tomorrow.

pseudo-verb	Set II pron./ dmnstrtives as doers	linker	main verb	Set I object marker	object	rest of sentence
1. Gusto	ko	ng	sunduin	sina	Paz at Fe	sa eskuwelahan.
2. Ibig	mo	ng	sigawan	si	Pablo	hindi ba?
3. Nais	niya	ng	dalawin	ang	kaibigan	niya sa ospital.
4. Ayaw	nila	ng	bilhin	ang	kotse + ng	iyon.
5. Kailangan	namin	g	alisin	ang mga	kagamitan	doon.
6. Dapat	ninyo	ng	isipin	ang	paraan	upang makatakas kayo.
7. Puwede	natin	g	tawirin	ang	tulay	na iyon.
8. Maaari	nito	ng	gamitin	ang	computer	ko mamaya.

English equivalents

1. I want to pick Paz and Fe up from school.
2. You would like to yell at Pablo, wouldn't you?
3. She would like to visit her friend at the hospital.
4. They don't want to buy that car.

Some pseudo-verbs with non doer-focus verbs cntd.

5. We have to remove the equipment from there.
6. You should think of a way so you can escape.
7. We can cross that bridge.
8. This person can use my computer later on today.

8. Pseudo-verbs with objects of the preposition in the sentence.

Let us review some doer focus verbs that use objects of the preposition or indirect objects with or without a direct object in the sentence. Below are examples of English sentences using these parts of the sentence.

1. *Lito gave me a book.* *Book* is the direct object, and *me* is the indirect object.
2. *Lito gave a book to me.* *Book* is the direct object and *me* is the object of the preposition *to*.

Lito gave me a book, is translated into Tagalog thus:

Binigyan ako ni Lito ng libro. **Ako** is the focus of the **an-verb**, **binigyan** (the infinitive is **bigyan**). **An-verbs** will be discussed later in the course.

Lito gave a book to me, is equivalent to: a) **Nagbigay si Lito ng libro sa akin.**
b) **Ibinigay ni Lito ang libro sa akin.** Letter **b** is preferred.

You have seen examples of **mag** and **um-verbs** using the object of the preposition in the sentence in Lesson 8. Here is a list of some verbs that take direct objects and/or objects of the preposition.

bumalik	mag-abot	pumatay	tumawag
bumili	mag-uwi	pumili	tumingin
dumalaw	magpasa	pumukol	umagaw
gumising	magpasok	sumagot	umahit
humingi	magsakay	sumama	umamin
humiram	pumalit	sumigaw	umarkila
lumapit	pumanig	sumipol	umasa
lumigaw	sumang-ayon	sumulat	umupa
tumabi	sumundo	sumunod	umutang

Pseudo-verbs with objects of the preposition in the sentence cntd.

Examples

Dialogue 1

- Sp. 1: Bakit kailangang bumalik ni Mario sa nanay niya?
 Sp. 2: Kasi biyuda na ang nanay niya at matanda na siya, kaya gusto niyang may kasama sa bahay.

Why does Mario have to go back to his mother (mother's house)? Because his mother is now a widow and she is already old, therefore, she wants to have somebody at home with her.

Dialogue 2

- Sp. 1: Maaari na ba tayong dumalaw kay Oscar sa ospital?
 Sp. 2: Hindi pa raw natin siya puwedeng dalawin kasi bawal pa sa kanya ang magsalita.

Can we visit Oscar in the hospital now? They say that we can't visit him yet because he is not allowed to talk yet.

Dialogue 3

- Sp. 1: Ayaw pang gumising ni Rosa, e, tanghali na.
 Sp. 2: Kung ako ang gigising sa kanya, hindi maaaring hindi siya gumising.

Rosa doesn't want to wake up yet, it is already late. If I am the one who will wake her up, she has to wake up (literal: it is not possible for her not to wake up- the double negative is a common occurrence in Tagalog.)

Dialogue 4

- Sp. 1: Maaari ba akong humingi ng pabor sa iyo?
 Sp. 2: Ano ang maitutulong ko sa iyo?
 Sp. 1: Puwede ba akong umutang ng \$500.00 sa iyo? Kailangang-kailangan ko lang.
 Sp. 2: Kailan mo kailangan? Hindi pa ako nagsuweldo ngayong linggong ito, pero sa makalawa may pera na ako.
 Sp. 1: Puwede pa sa makalawa, maaari akong maghintay. Maraming salamat sa iyo.
 Sp. 2: Walang anuman 'yon. Kanino ka pa aasa kung hindi sa kaibigan mo.

Could I ask you a favor?

How can I help you?

Could I borrow \$500.00 from you? I just need it very badly.

When do you need it? I have not received my salary this week, but I'll have money two days from now.

Two days from now is still okay, I can wait. Thank you very much.

You're welcome. Who else can you rely on if not your friend.

Pseudo-verbs with objects of the preposition in the sentence cntd.

Dialogue 5

- Sp. 1: Tumabi ka kay Tita nang mayroon siyang kausap.
 Sp.2: Ay naku, ayoko nga. Suplada raw ang babaeng iyon.
 Sp. 2: Hindi totoo 'yon. Napakabait nga niya.
 Sp. 1: Siyanga ba! Mali pala ang balita kung ganoon.
 Sp. 2: Ang totoo nga noon, e, maaari kang lumapit sa kanya kahit anong oras. At masaya siyang kausap.

Go and sit/stand close to Tita so she has somebody to talk with. Oh my gosh, I don't want to. They say that that woman is conceited. That's not true. In fact, she is so nice.
 Is that so! The news/rumor is false/untrue then.
 The fact is, you can approach her anytime. And she is fun to talk with.

Dialogue 6

- Sp. 1: Dapat akong mag-uwi ng mga bulaklak sa misis ko mamaya.
 Sp. 2: Bakit? Kaarawan ba niya?
 Sp. 1: Hindi. Ikalimang anibersaryo ng kasal namin ngayon.
 Sp. 2: E, tsokolate, kailangan ka rin bang mag-uwi noon?
 Sp. 1: Hindi ako puwedeng bumili ng kendi, kasi ayaw niyang tumaba. At hindi rin ako dapat kumain noon dahil sa mataas ang kolesterol ko. Maghahapunan kami sa Fandango, tsaka mayroon akong magandang sorpresa para sa kanya.
 Sp. 2: Ano iyon? Sabihin mo naman sa akin.
 Sp. 1: Aba e, hindi na sorpresa kung sasabihin ko sa iyo.

I have to take some flowers home to my wife later. Why? Is it her birthday?
 No. Today is our fifth wedding anniversary.
 How about chocolate, do you have to take home some of that, too?
 I can't buy candies because she doesn't want to get fat. And I can't eat any of that either because my cholesterol is high. We will have dinner at Fandango, and I have a nice surprise for her.
 What is it? Please tell me.
 Why, it won't be a surprise anymore if I tell you.

Dialogue 7

- Sp. 1: Ilan bang judges ang pumili kay Pilar para maging Bb. Pilipinas?
 Sp. 2: Walo sa sampung judges ang pumili sa kanya.
 Sp. 1: Para sa akin, hindi si Pilar ang dapat nilang pinili. Mas maganda si Emilia.
 Sp. 2: Pumapanig ako sa iyo, pero kailangang tanggapin natin ang desisyon ng mga judges.

How many judges picked Pilar to be the Miss Philippines, anyway? Eight out of ten judges (were the ones who) picked/chose her.
 As for me, they shouldn't have chosen Pilar. Emilia is prettier.
 I am on your side, but we have to accept the judges' decision.

Classroom Exercises

Exercise A. Rewrite the following dialogues in English:

Dialogue 1

Speaker 1: Mawalang galang nga po. Puwede po bang magtanong?

Speaker 2: Ano po ang maitutulong ko sa inyo?

Speaker 1: Hinahanap ko ho ang apartment ni Siso Angara. Kilala ho ba ninyo siya?

Speaker 2: Ano ho ang bilang ng bahay nila?

Speaker 1: Bilang 123 ho, pero hindi ko makita (able to see). Nakita ko ang bilang 122 at 125, pero walang bilang 123.

Speaker 2: Maaaring nasa likod ho ng 125 iyon, kasi dalawang magkadikit (attached) na apartment iyon.

Speaker 1: Iyon na nga ho siguro. Paano naman po ang pagpunta doon, parang walang kalye doon.

Speaker 2: Mayroon ho, para lang natatakpan (covered/hidden behind, in this context) ng mga punong kahoy ang daan kung dito kayo titingin. Kailangan ninyong umikot sa mga punong iyon, pagkatapos makikita na ninyo ang daan.

Speaker 1: Madali lang pala. Maraming salamat ho.

Speaker 2: Walang anuman ho.

Dialogue 2

Speaker 1: Handa na ba ang lahat para sa ating pagsasanay bukas?

Speaker 2: Hindi pa nga, e. Kailangan ko pang kumuha ng karagdagang (additional) baril at munisyon sa bodega. At tsaka dapat pirmahan ng sarhento ito bago ko ito dalhin sa nagbibigay ng mga kagamitan.

Speaker 1: Dapat sana kahapon mo pa kinuha ang mga kailangan natin.

Speaker 2: Oo nga. Pero wala ang sarhento kahapon at siya lang ang puwedeng pumirma sa mga papeles na ito.

Speaker 1: Nandiyan na ba ang sarhento?

Speaker 2: Nandiyan na siya. Tumawag ako kanina at sinabi ko sa kanya na kailangan ko ang pirma niya sa mga papeles. O sige, pupuntahan ko na ang sarhento.

Speaker 1: O sige.

Exercise B

Write 8 sentences using all the pseudo-verbs taken in this lesson using actor-focus verbs in **um** and **mag** from your past lessons. Rewrite your sentences using object-focus verbs. You should have a total of 16 sentences.

Glossary

maaari/puwede
 gusto/nais/ibig
 kailangan
 dapat
 ayaw
 ayoko
 sanaysay
 ulat
 panayam
 kundiman
 maysakit
 kausap
 suplada
 nobela
 bumigkas
 utang na loob
 kontrata
 makatakas
 biyuda
 biyudo
 kasama
 tumabi
 makita
 magkadikit
 matakpan
 karagdagan
 pagsasanay
 puntahan

can/could/possible
 like/want/would like
 need to/have to
 should/ought to
 do not like/do not want
 contraction of **ayaw** and **ko**
 essay
 report
 interview
 Filipino love song
 patient/sick person
 someone to talk with
 snobbish/conceited
 novel
 to recite
 debt of gratitude
 contract
 to be able to escape
 widow
 widower
 companion/included
 to go by the side of something or someone
 to be able to see
 attached to each other
 to be covered or hidden from view
 additional
 training
 to go to a place or person

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Note: I did not cite specific pages because I only referred to the books to verify the correctness and accuracy of my own observation and to clarify some grammar points presented in the old syllabus.

Luzviminda T. Ganzon

