

Ya Mayor na Agbāsān
na Agta

(The Primary Reader in Agta)

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A Primer in Central Cagayan Agta
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FOREWORD

Some of the glory of the Philippines lies in the beautiful variety of people and languages within its coasts. It is to the great credit of the national leadership over the years that no attempt has been made to destroy this national heritage. The goal has been instead to preserve its integrity and dignity while building on this strong foundation a lasting super-structure of national language and culture.

The present book is one of many designed for this purpose. It recognizes the pedagogical importance of dividing literacy and second-language learning into two steps --- literary being the first. When a student has learned to read the language he understands best, the resulting satisfaction in his accomplishment gives the drive and confidence he needs to learn the national language. His ability to read, furthermore, is the indispensable tool for the study this program will require.

The Ministry of Education and Culture of the Philippines is proud to present this latest volume in a nationwide literacy in the vernaculars. It will strengthen both the parts of the nation and the whole.

Juan L. Manuel
Minister of Education

PREFACE

This primer, a reader and workbook called *Ya Mayor na Agbāsān na Āgta*, has been prepared to teach the reading skills to speakers of the Central Cagayan Negrito language, Agta. Agta is a language of Cagayan Province, Philippines. This book is especially directed to teaching adult pre-literates.

The Agta alphabet contains nineteen consonants and six vowels as follows: a, ā, b, d, e, f, g, h, i, k, l, m, n, ng, o, p, -, r, s, t, u, v, w, y, and z. Vowels are pronounced the same as in the National Language, except for a (pepet) which is mid central, ā (low central) is equivalent to Tagalog a. The hyphen (-) indicates glottal stop and is only written as a first or second member of a consonant cluster as in ut-ut and anu-sup. All written vowel clusters are also pronounced with an intervening glottal stop as in mait.

This is a picture of a dog.
This is the writing that says dog.

Count the sounds in the word dog. a is the first sound in the word atu (dog), tu is the last sound.

This is the part that says a (point). This is the part that says tu (point). What does this say? (Point to the large a)

Teacher write on blackboard and read to class a list of words beginning with a sound. Ask students to listen to and count the sounds (i.e. syllables) in these words:

asitay	a baby	(NEVER TEACH students to <u>read</u> the words in these lists. The purpose of these lists are to have students listen for the initial sound/syllable that is being taught)
anāk	offspring	
atu	dog	
alālawa	spider	
anaw	palm leaf	
atap	a roof	
abad	palm-heart	
aboy	a girl	
abe	term of address	
arigi	a post	

(To Teacher: These and similar pages that have a large written syllable introduced by a pictured word, must be used only to teach the syllable. Do not teach the pictured word, it's purpose is only to clue the student who has learned that the syllable is the first sound in the pictured word. Whenever he forgets this syllable he can turn to this page and be reminded by the pictured word what sound it is.)

a



atu

a tu

aA

This is the picture of an uma. (a garden)
This is the writing that says uma.

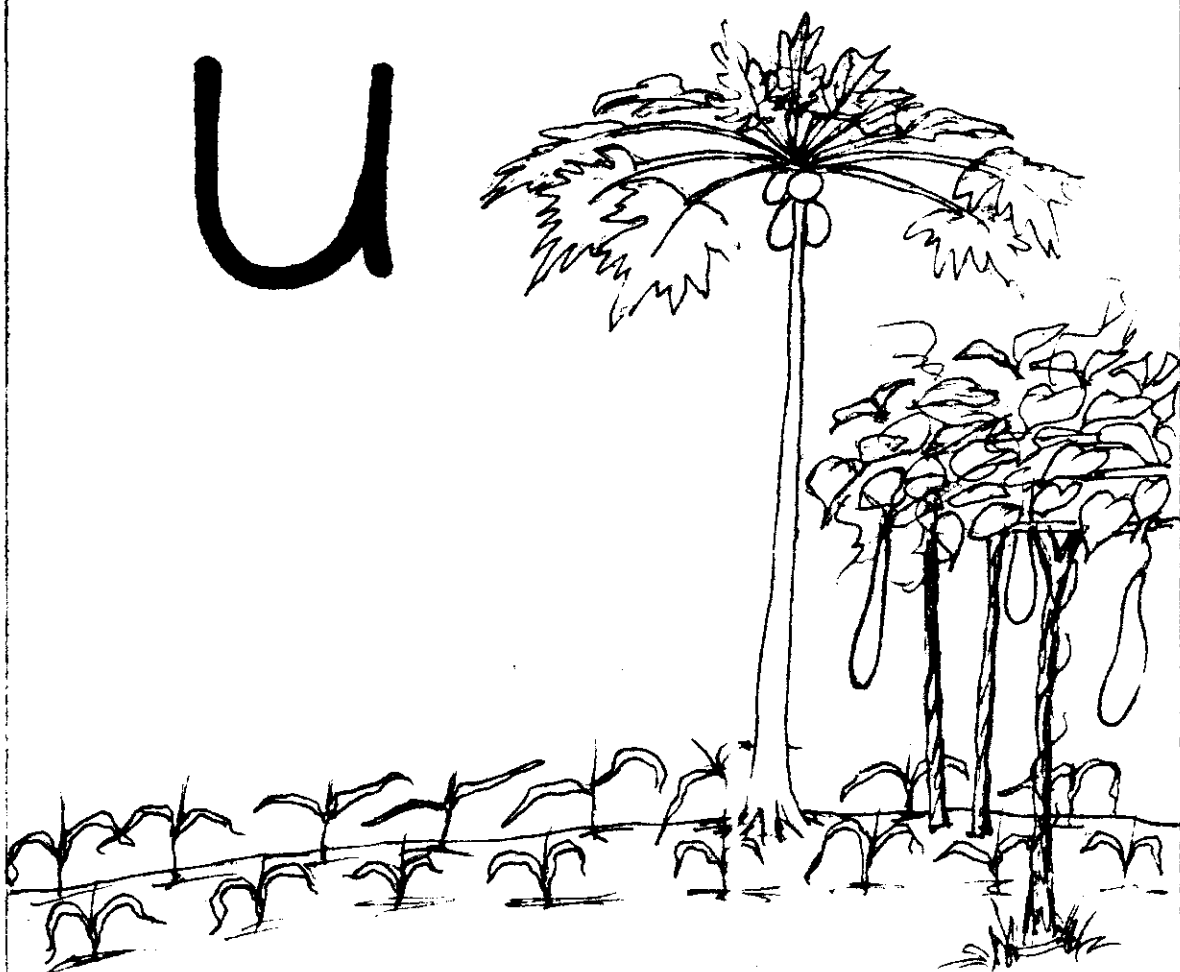
Count the sounds in the word uma. u is the first sound,
and ma is the last sound.

This is the part that says u (point).
This is the part that says ma (point).

Teacher write on blackboard and read to the class a list of
words beginning with u sound. Ask students to listen to and
count the sounds of each word only. Do not teach students to
read these words.

uma	a garden
ulag	a snake
ute	uncle
ulu	a head
ulat	a blanket
umag	inside
udān	rain
unāt	sugarcane
utun	above
usāk	bark or peeling
ugit	a parrot
Utakān	a man's name

u



uma

u ma

uu

This is a picture of an itik (a duck)
This is the writing that says itik.

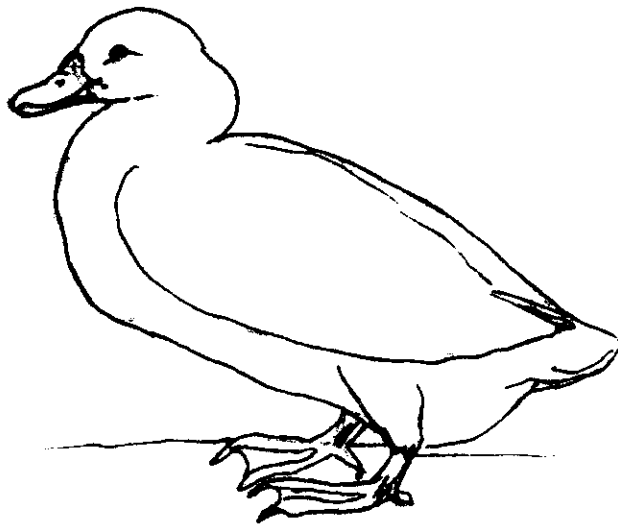
Count the sounds in the word itik. i is the first sound
in the word itik, and tik is the last sound.

This is the part that says i (point).
This is the part that says tik (point). What does this
say? (point to the large i)

Teacher write on blackboard and read to class a list of words
beginning with an i sound. Ask students to listen to and
count the syllables in these words on their fingers.

itik	a duck
ili	a town
isi	molassis
igāt	an eel
itug	to memorize
ispili	safety pin
ldo	a man's name
lpi	a man's name
lsabela	a town's name
lfugao	a people's name

i



itik

i tik

i I

This is a picture of tarong (egg plant).
This is the writing that says tarong.

Count the sounds in the word tarong. ta is the first sound in the word tarong.

This is the part that says ta (point)

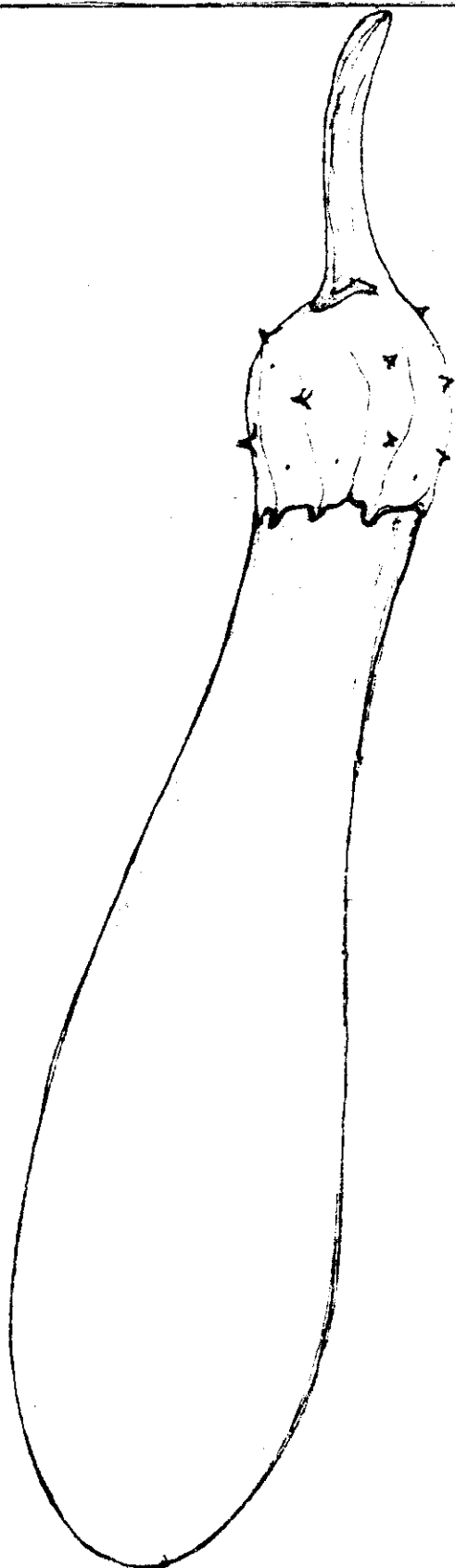
Teacher write on blackboard and read to the class a list of words beginning with ta sound. Ask students to listen for and count the sounds of each word on their fingers.

tarong	eggplant
tarāk	truck
tagetay	comb
tagebu	musical instrument
tahu	honey
talihut	boa constrictor
tagābu	servant (Ilocano)
Tamano	man's name
Tasing	girl's name
talisi	a shield

ta

tarong

ta rong



This is a picture of mait (corn).
This is the writing that says mait.

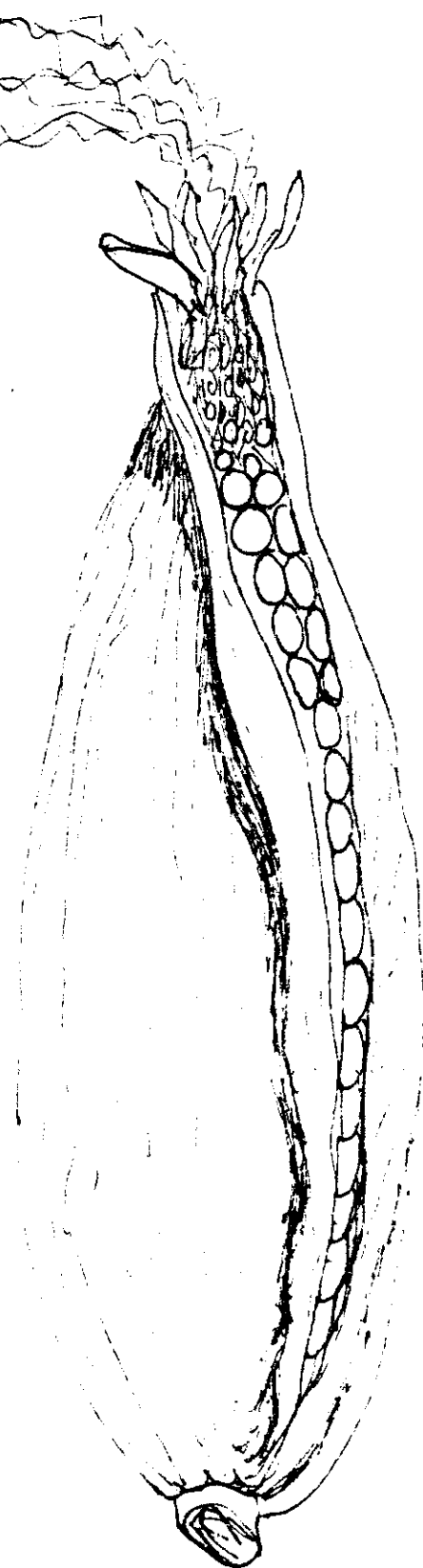
Count the sounds in the word mait. ma is the first sound
and it is the last sound.

This is the part that says ma (point).
This is the part that says it (point).

Teacher: Write on blackboard and read to the class this
list of words beginning with ma sound. Ask students to
listen to and count the sounds of each word.

mata	eye
maronggay	leaf vegetable
mani	peanuts
mapolu	first
mafuyak	muddy
matakit	hurts
maābāk	defeated
mabisin	hungry
Marita	girl's name
Maria	girl's name
Mariāno	boy's name
Manila	city's name

ma



ma it

ma it

This is a picture of a boy eating sugarcane.
 The boy says it is sweet.
 This is the writing that says: māmit kunna (it's sweet, he says)

Count the sounds in the word māmit. mā is the first sound in the word māmit. This is the part that says mā (point).

Listen to the difference between the words māmit and mait.

Can you hear when the sound is 'heavy'? When the sound should be heavy the a wears a hat: ā (We don't say ama we say āma (father).)

Teacher write on the blackboard and read to the class this list of words beginning with mā sound.

māmit	sweet
māta	unripe/green
māmat	shy/ashamed
māmānuk	bird
mānang	address term: older sibling female (Ilocano)
mānong	address term: older sibling male (Ilocano)

Practice on blackboard:

ma mā mā ma mā ma mā

mata māta mata māta

a ā a ā ā a

mā



māmit kunna

mā mit

The Writing Lessons

A writing lesson should follow the reading lesson for the day in order to reinforce it.

When we learn to write we use only circles and straight lines so we first practice how to hold our "writer". Some letters are tall. These touch both the top and bottom lines. Some letters are short. These sit on bottom line and stand half as tall as the tall letters. Other letters are short but hang below the line of writing. (demonstrate)

Let's study a. a is a short letter using circles.

1. With your back to class write a in the air. Ask them to copy your movements.
2. Next, get them to write a with their finger on floor or with a stick on the ground.
3. Now who will write a on the black board for us?
4. Practice on your paper. Fill one row (check students work).
5. Without undue attention mention what the capital of a is, and when and why it is used. Write it.
6. Teach u and U, t and T, i and I and m and M and y and Y.

Put on board several sentences containing the words you want to dictate to the class:

ittā ya atu.
ittā i āma.
ittā i āma ta uma.

Dictate: atu, āma, uma and ittā i āma.

Handwriting practice for the letter 'i' in cursive, showing multiple strokes.

Handwriting practice for the letter 'i' in cursive, showing multiple strokes.

Handwriting practice for the letter 'i' in cursive, showing multiple strokes.

Handwriting practice for the letter 'a' in cursive, showing multiple strokes.

Handwriting practice for the letter 'a' in cursive, showing multiple strokes.

a

a A a A

u u

u U u U

t t

t T t T

m n

m M m M

atu

āma Āma

mata

māta

uma

āmu

y u Y U

A review of elements from pre-primer, pages 31, 41-47 & 50: Whole word recognition of atu, uma, and itik, and the grammatical element ittā ya (dog, a garden, and duck and the functor there-is).

To teach a functor or grammatical element, first read the sentence to the class: ittā ya atu. Write it on the blackboard saying: "This sentence says, ittā ya atu" (there is a dog). Have class read the sentence. Point to the part that says: ittā ya, say, "this is the part that says ittā ya. Class read it. "What does it say?" "Yes, ittā ya."

Where else do you see ittā ya on your page? Let students find.

Who remembers the word uma? Find it on your page. Find the word itik. Find the word atu.

Who will read for us sentence number one? number two? number three? Point to the part that says ittā ya in the sentence you read. Now read sentence four. What part says ittā ta uma. Point to the part that is different. This is the part that says ya, this is the part that says ta.

Writing Lesson:

Pass out lined paper for writing and pencils, clip boards etc. Let's practice making two new letters so that we can write sentence, ittā ya atu, ittā ta uma.

Let's study ta. The new letter (t) is tall. Let's write it in the air. (with your back to the class write t in the air. Write next on the blackboard with comments about arm movement. Have them write with their finger, checking their motions.

Invite one to put t on the blackboard. Have everyone write t on the writing line, fill one row. Teach the capital form used for names... i.e. Tadakān, and Tamano, men's names and Tuguegarao, name of a city. Repeat process, teaching y & Y, m & M.

Write on board: ittā ya atu, ittā ta uma.

Dictate these words to class: ittā ya, ittā ta, atu, and uma.

Dictate the sentences: ittā ya atu, ittā ta uma.

ittā ya itik, ittā ta uma.

Ittā ya atu.

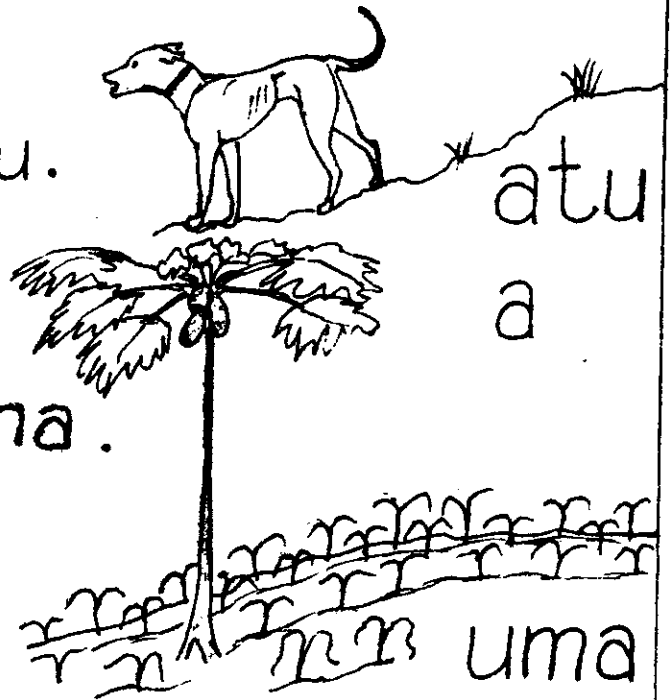
Ittā ya

Ittā ya uma.

Ittā ya

Ittā ya itik.

Ittā ya



atu

a

u

itik
i

1. Ittā ya atu.
2. Ittā ya uma.
3. Ittā ya itik.
4. Ittā ya atu, ittā ta uma.
5. Ittā ya itik, ittā ta uma.

a

t

u

y

i

A

T

U

Y

I

INSTRUCTIONS FOR USE OF FLASH CARDS FOR INDEPENDENT WRITING

On the previous page students wrote their first sentence by means of copying what was written on the blackboard as the teacher "dictated" the sentence or parts of the sentence for them.

The next step is independently writing. Erase the sentences or words they copied, tell them they will be the ones to write what you dictate. This will be a shock at first until by means of flash cards we can assist the persons to "hear" for themselves the sounds they wish to write.

In order to teach the sentence, ittā ya atu, ittā ta uma. (there is a dog, it is in the garden), we need the following flash cards:

a tu ittā ya ittā ta u ma
(four syllable cards and two functor word cards)

Combine with these any previously taught syllables to pad the number of items to select from. At this point only the i syllable card has been previously taught. So with these seven flash cards before them, ask the students what is the first sound they hear when you say the sentence. They will probably respond by saying ittā or ittā ya (there is or there is a), Which are whole functor words and since we do not break these words into parts and teach them, accept this answer and have the class select the flash card ittā ya. Then have them write ittā ya in the first card space on the student page. Go on to ask for the next sound they hear. They will probably say atu (dog), say "Yes, but what is the very first sound you hear when we say atu? Yes, a, so let's find the card with a sound. Place it next to the ittā ya card. What is the other sound in the word atu? Yes, tu so let's find the tu card etc., until they have sounded and selected and written on their papers all the parts and words in the sentence independently. After they have written the sentence on the student page have them read what they have written and say, "You see, you are learning to write without copying from the board, this is how we write a letter, we think of the words we want to say in our mind and then of the sounds we need first to begin until we have a whole letter written that came from our own mind, NOT THE BLACKBOARD!"

Teacher be ready with flash cards whenever future writing lessons are requested. Make sure you have the necessary syllable cards out to help the students with your dictation. There will be a point when students catch on to independent writing but watch for those who still need the help of flash cards in taking dictation.

On the student page: In the box find the word that belongs on the line in the sentence. Write in the word then read the whole sentence aloud.

1. Ittā ya atu, ittā ta uma.
2. Ittā ya itik, ittā ta uma.
3. Ittā ya atu, ittā ta uma.
4. ittā ya itik, ittā ta uma.

1. There is a dog, it is at the garden.
2. There is a duck, it is at the garden.
3. There is a dog, it is at the garden.
4. There is a duck, it is at the garden.

1. Ittā ya atu, ittā ta _____.

2. Ittā ya _____, ittā ta uma.

3. Ittā ya atu, _____ ta uma.

4. _____ ya itik, ittā ta _____.

Ittā	uma	ittā	itik	uma
------	-----	------	------	-----

THE FIVE-STEP DRILL

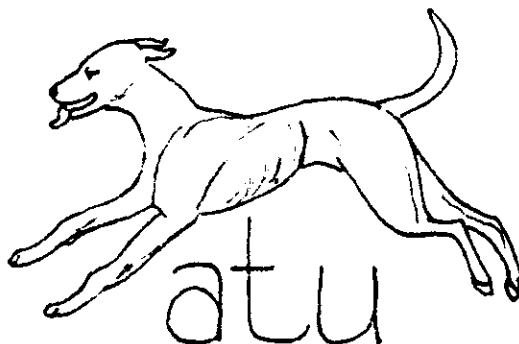
Point to the picture of father. This is father. This is the writing that says father. (āma) Count the sounds in the word āma. ā is the first sound in the word āma. ma is the last sound. ā looks like the way we write the first sound in the word atu, but who can see a difference? Yes, ā has a line (kalit) over it. Whenever we see a with a line above it, the sound has become heavy. Listen: a - ā, a - ā let's say it. Listen to the first sounds in the words atu and āma.

Drill: atu āma atu āma āma atu āma

When we read we must remember to watch for a when he wears a hat to be sure to make his sound heavy.

How to teach the five-step drill

1. Step one, Called analysis: it is to demonstrate the breakdown of the word into syllables.
2. Step two, Called synthesis: it demonstrates the build-up into a word via syllables.
3. Step three, Called identification: the teacher calls attention to the line up of parts which are the same. At this point since student has learned the tu in the word atu, and the ma sound in the word uma, we teach also the same consonants lined up with a different vowel: i.e., t with a forming ta, m with u forming mu.
4. Step four, Called contrast step: we demonstrate the position of the differing parts, have students circle the parts in the sets that differ and try to hear the sounds made to differ.
5. Step five, Built words: Taking the syllables learned in any given lesson, the student sees on the blackboard the building of a word he has never learned out of small parts that he has learned, the key to his confidence that he can attack new words. This confirms the usefulness of learning non-sense syllables.



atu

āma

1. āma
ma
a

atu
tu
u

2. a
ma
āma u
tu
atu

3. t
ta
tu

m
ma
mu

a
ta
ma u
tu
mu

4. ta
ma

tu
mu

ta
tu

ma
mu

5. a
ma
āma

a
ma
uma

u
tu
atu

a
te
mata

a
ta
māta

u
mu
āmu

Section A: Drill Have students read review drill.

Section B: Hearing the sound difference in a and ā.

Teacher: Who can see a difference in the two letters on line one? Yes, one has a kalit (a line) above it. It is as if it carries a weight on it's head. The reason ā carries this load is to tell us to make it's sound heavy.

Listen to the words I read here, see if you can hear when I make the sound heavy.

Line two: anākānāk, which one sounded heavy?
(anāk is one child, ānāk is many children)

Line three: mata.....māta, which one is heavy?
(mata is eye, māta is unripe/green)

Line four: alag mu....ālāg mu, which one is heavy?
(alag mu is hurry up!, ālāg mu is your sheath)

Line five: anay.....ānay!, which one is heavy?
(anay are termites, ānay! is "wonderful!")

Line six : abak.....abāk, which one is heavy?
(abak is a mat, abāk is halfway point on trail)

Line seven: ammak.....ammāk, which one is heavy?
(ammak are quail, ammāk is a camp site)

Whenever you see a with a line on it, read it with a heavy sound.

Section C: Comparison Drill

Teacher write on board and read large a and ā. Drill students. Have pupils read and write:

- | | |
|-----------------|------------------|
| 1. ittā ya atu. | 3. ittā ya mata. |
| 2. ittā i āma. | 4. ittā ya māta. |

- | | |
|----------------------|-----------------------------|
| 1. (there's a dog.) | 3. (there's an eye.) |
| 2. (there's Father.) | 3. (there's unripe things.) |

A

a	u	a	u	a	u	u	a	a
u	u	a	a	i	i	a	a	u
i	a	u	a	u	i	a	i	u
u	u	i	i	a	a	u	i	a

1. a

ā

2.

anāk



ānāk



3.

mata



māta



B

4.

alag mu

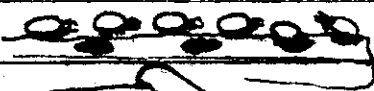


ālāg mu



5.

anay



ānāy

6.

abak



ābāk



7.

ammak



ammāk



a

ā

a

ā

a

ā

ā

a

ā

ā

a

ā

ā

ā

a

ā

MORE a and ā DRILL

In the box below the second sentence read the words.
Now read line one and write in the word from the box that belongs.
Do the same for line two.

In the box below the fourth sentence read the words. Now read line three and four and write in the word from the box that fits.

1. There's a dog.
2. There's Father.
3. There's an eye the dog has.
4. There's unripe things in the garden which are Father's.

ta/te Ligature changes

Before you read stories, listen to me read these two lines on the blackboard:

ittā ya atu ta uma. 'there is a dog in the garden'
ittā ya atu ta āma. 'there is a dog with Father'

What is wrong with the second line I read? Yes, we can not say ta āma, we always say te āma. Ta becomes te before names of people. So I will change this ta to te. Now class, let us read these two lines. See this is the part that says te. Look at the difference and then read ta and te in this drill:

ta ta te te ta te ta te te

Now let us try to write te. It has a new part we have never written before: e. Students fill one line of writing the whole syllable te (because it is a functor word not to be broken up.)

na/ni Ligature changes

Listen to me read these two lines on the blackboard:

ittā ya mata na atu. 'The dog has an eye.'
ittā ya mata na āma. 'Father has an eye.'

What is wrong with the second line I read? Yes, can not say na āma, we always say ni āma, so now I will change this na to ni. Now class read these two lines. See, this is the part that says ni. Look at the difference and then read na and ni in this drill:

na na ni ni na ni na ni ni

In the stories you will read you will see ta and na in many places, but you will see te and ni whenever they come before the names of people. It is like ya, you saw it in many places but you wrote i before the names of people. Teacher give out writing paper for practice writing independently the last four sentences on the student's page after learning to write the new letter e and the ligatures ta, te, na & ni.

1. Ittā ya _____.

2. Ittā i _____.

āma	atu
-----	-----

3. Ittā ya _____ na atu.

4. Ittā ya _____ ta uma.

mata	māta
------	------

=====

1. Ittā ya atu ta uma.

2. Ittā ya atu te āma.

3. Ittā ya mata na atu.

4. Ittā ya māta ni āma ta uma.

The Students First Story

Looking at the story, teacher asks students to point to the words they recognize i.e. āma 'father', atu 'dog', uma 'garden', and mata 'eye', and amu 'to know' and māta 'unripe'.

Teacher then reads the first sentence saying this is the part that says ittā ya. Now have pupils read the whole sentence. Ask them to show what part says ittā ya.

Teaching a Story

Have students read their story silently at first. This is because someday they want to become silent readers, and it is possible that comprehension is easier and smoother without the added mechanics of forming into speech sounds. Now ask them to answer these questions:

1. What kind of an animal is in the story?
2. Who is the person in the story?
3. Where did they go?
4. Whose farm was it?
5. Was the fruit ripe yet?
6. Was something the matter with the dog's eye?

Can you find the sentences, ittā ya uma. and atu ni āma?

Rewrite this story and put in all the correct capitals.

English translation:

There's a garden, the garden of Father.
He has a garden. There's a dog.
The dog of Father. There's the dog of Father.

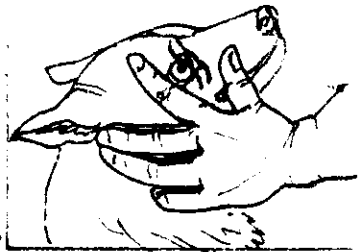
There's an eye, the dog's eye.
There's the eye of the dog.
Father knows what is in the eye of his dog.

There's the garden of Father. The things in his garden are unripe.
Father knows that the things in his garden are unripe.

Unripe is the (corn)
Unripe is the (egg plant)
Unripe is the (bananas)

ittā ya uma, uma ni āma.
 ittā ya uma na. ittā ya atu,
 atu ni āma. ittā ya atu ni āma.

ittā ya mata, mata na atu.
 ittā ya mata na atu.
 āmu ni āma ya ittā ta mata na atu na.



ittā ya uma ni āma. māta ya ittā ta uma na.
 āmu ni āma ta māta ya ittā ta uma na.

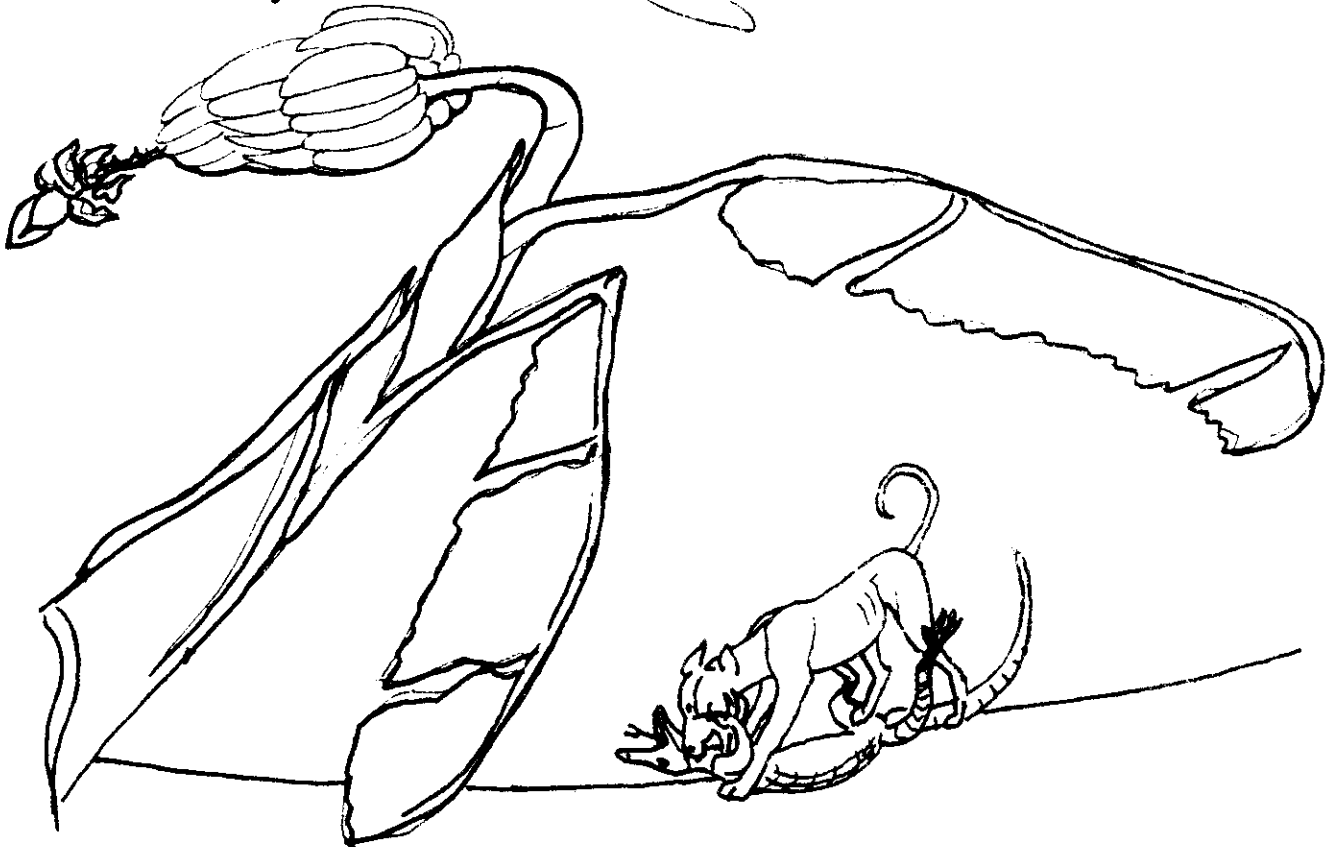
māta ya



māta ya



māta ya



Independent Writing Exercise

In order to teach the sentence, āmu ni āma ta māta ya ittā ta uma na. 'Father knows that the things in his garden are unripe'. It is essential to have the following flash cards:

ā mu ni ma ta mā ya ittā ta u and na

If the class is doing well at this, the stack can be padded with the following syllable cards:

i a te tu ittā i ittā te ittā ya and ni

Proceed to train students to listen for the first sound that they hear. If they say āmu, say Yes, but what is the very first sound you hear in the word āmu? Continue until you have obtained all the syllables, each time have the students write into their own 'flash cards' on the student page. At the end have the students read what they have written.

Ya Magabbān Kiden
"The Back-packers"

This lesson teaches syllable initial t from a new approach, as a "carried" letter. After the concept catches on, the conventional approach will be discarded.

The letters a, u, and i are ones who carry other letters.

We shall call them Mr. a, Mr. u, and Mr. i. (Their name is also their sound.)

In the sack see a letter. If Mr. a carries this letter on his back we read ta when we see him, but if he carries nothing we read only a.

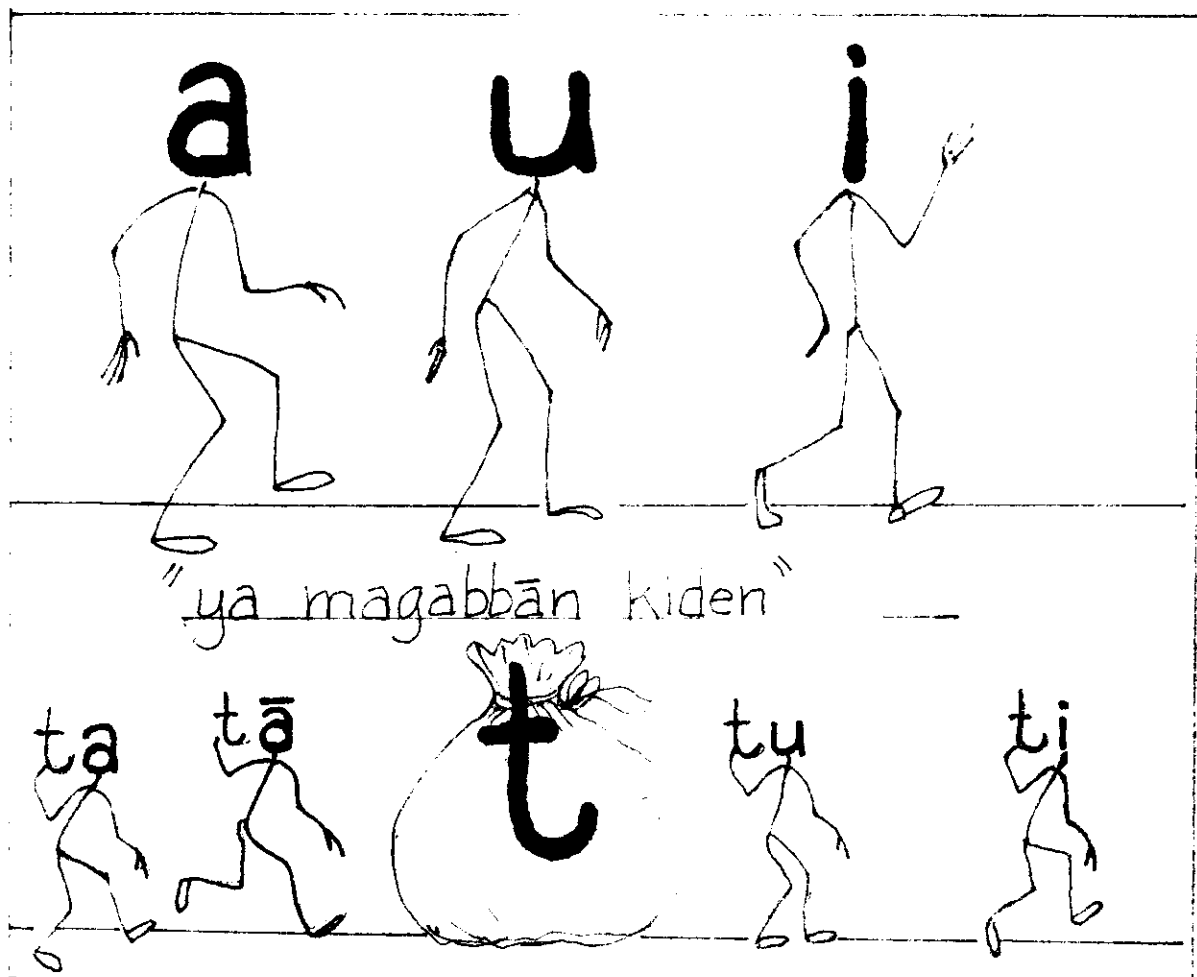
If Mr. u carries this letter on his back we read tu when we see him, but if he is carrying nothing we read only u.

If Mr. i carries this letter on his back we read ti when we see him, but if he is carrying nothing we read only i.

Let's practice reading Mr. a and Mr. u when they carry the letter we see in the sack. (be careful what you read if they carry nothing on their back and be careful how you read if Mr. a wears a hat.)

The next section is a practice reading Mr. a and Mr. i when they carry the letter we see in the sack.

The third section is practice reading all three of them as they carry the letter we see in the sack. Listen to how the letter changes the sound.



a	ta	u	tu	ta	tu	tu	ta
ta	tu	tu	ta	tu	ta	tā	tu
a	ta	u	tu	u	tu	ā	tā
i	ti	a	ta	ti	ta	tā	ti
ti	ta	tā	ti	ta	ti	ti	ta
a	ta	i	ti	i	ti	ā	tā
a	ta	u	tu	i	ti	ta	tu
ta	i	ti	u	tu	i	ti	ta
a	ti	i	tu	u	ti	tā	ā

More Back-Packing

Here the syllable initial m is taught as a carried letter.

See the letter in the sack. This is the letter we need if we write the word uma. This is the letter we read when we read ma the first sound in the word mait.

If Mr. a is carrying this letter on his back when we see him what do we read? Yes, ma. If he carries nothing we read only a. If he carries this letter and wears a hat what do we read? Yes, mā.

If Mr. u is carrying this letter on his back when we see him, what do we read? Yes, mu.


If Mr. i is carrying this letter on his back when we see him, what do we read? Yes, mi.

Let's practice reading Mr. a and Mr. u when they carry the letter we see in the sack. (be careful what you read if he carries nothing on his back, and watch for Mr. ā wearing a hat)


In the second section let's practice reading Mr. a and Mr. i when they carry the letter we see in the sack.

In the third section let's see if we can read them when they all carry the letter we see in this sack. Listen to how the letter changes the sound we read.

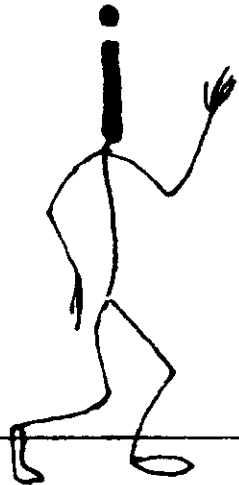
a





u

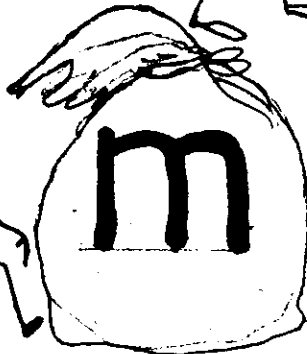


i





ma mā



mu mi

a	ma	u	mu	ma	mu	mu	ma
ma	mu	mu	ma	mu	ma	mā	mu
a	ma	u	mu	u	mu	ā	mā

i	mi	a	ma	mi	ma	mā	mi
mi	ma	mā	mi	ma	mi	mi	ma
a	ma	i	mi	i	mi	ā	mā

a	ma	u	mu	i	mi	ma	mu
ma	i	mi	u	mu	i	mi	ma
a	mi	i	mu	u	mi	mā	ā

This is a picture of tamping-down-dirt at a fence post.
This is the writing that says tattadan. 'tamp-down-dirt'

Count the sounds in the word tattadan. tat is the first sound, ta is the middle sound and dan is the last sound.

This is the part that says tat (point).
This is the part that says ta.
This is the part that says dan.

Teacher write and read tattadan on the blackboard. tat is the first sound in the word tattadan, listen to another word the first sound is tat:

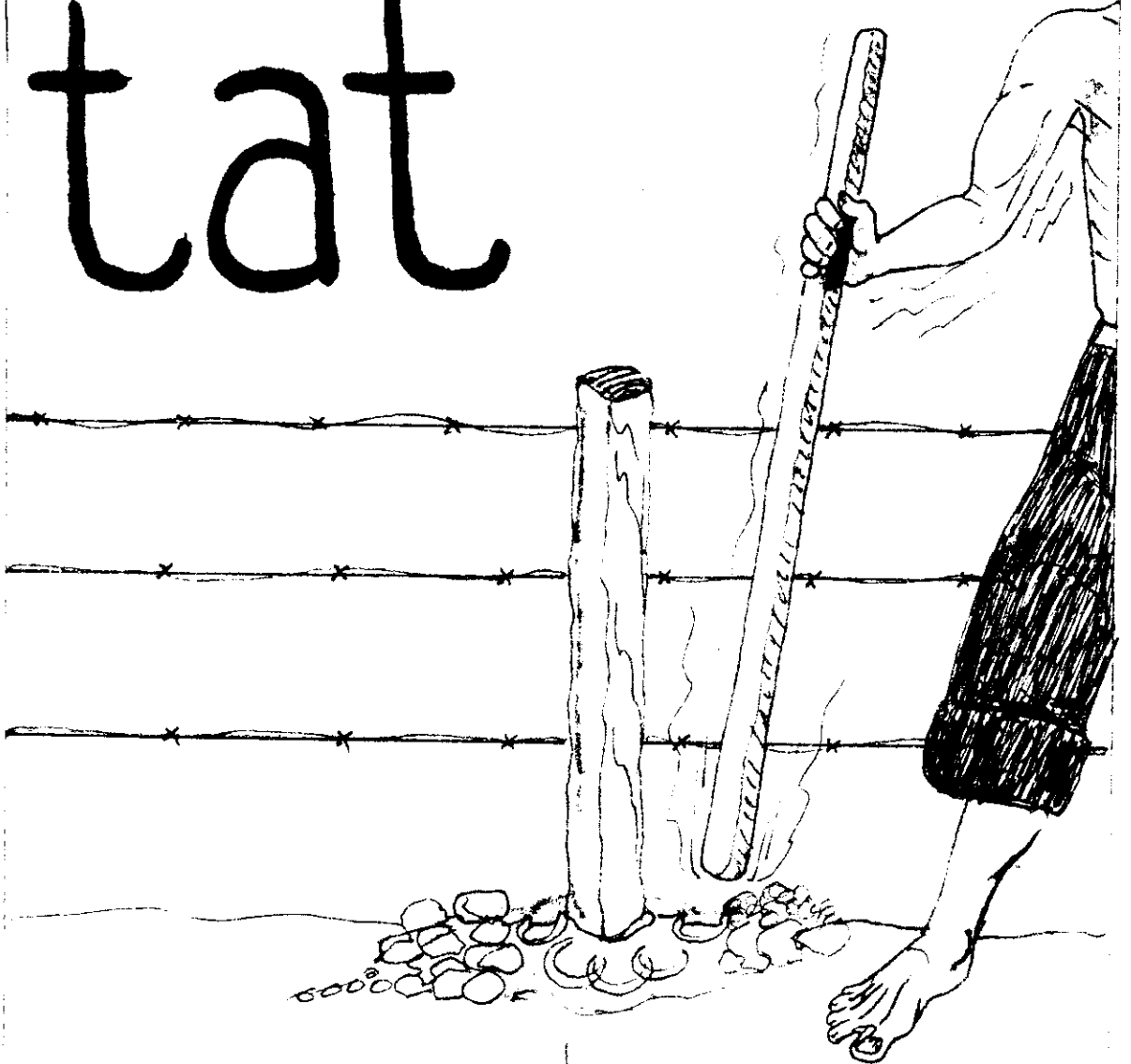
tattunam (carry your things on your head)

Let's say it slowly and listen for our sound tat:

tat tu nam

tat ta dan

tat



tattadan

tat ta dan

This is a picture of a toy (māmmay).
This is the writing that says māmmay (point).

Count the sounds in the word māmmay. mām is the first sound in the word māmmay.

This is the part that says mām (point).

Teacher write on blackboard and read to the class there words beginning with mām sound. Ask students to listen to and count the sounds of each word on their fingers.

māmmay

a toy

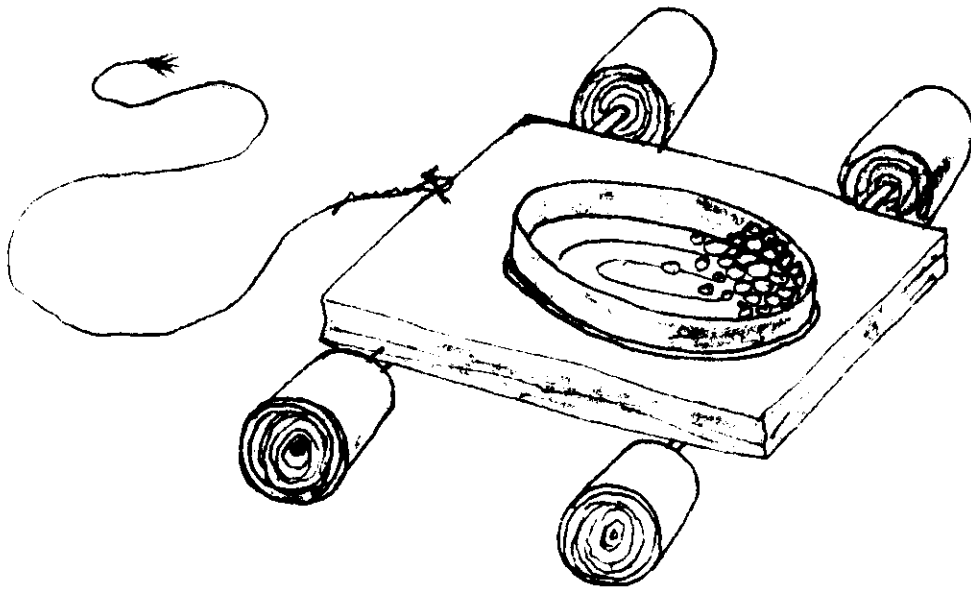
māmmi

mommy (Eng. borrowing)

Teacher write on black board mam and mām. Read and ask students to listen to the difference. Then say "If we can read mam we can read and write the word mammam (child's word for a drink).

(Teacher: This lesson teaches syllable final m the conventional way only as a step to introducing the vowel carrier approach we will be using for teaching CVC syllables in the future.)

mām



māmmay

mām may

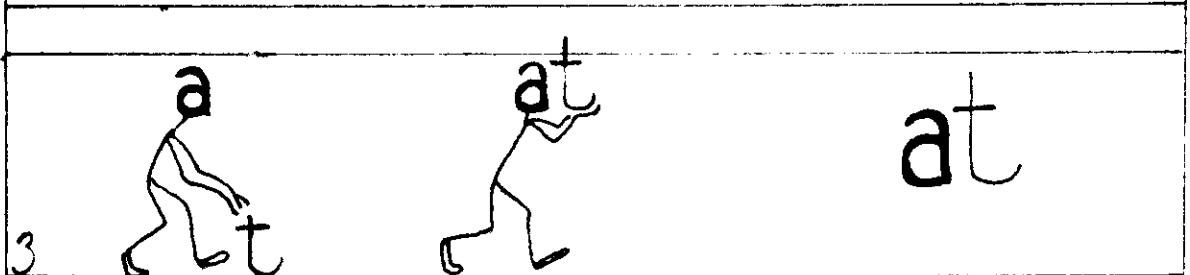
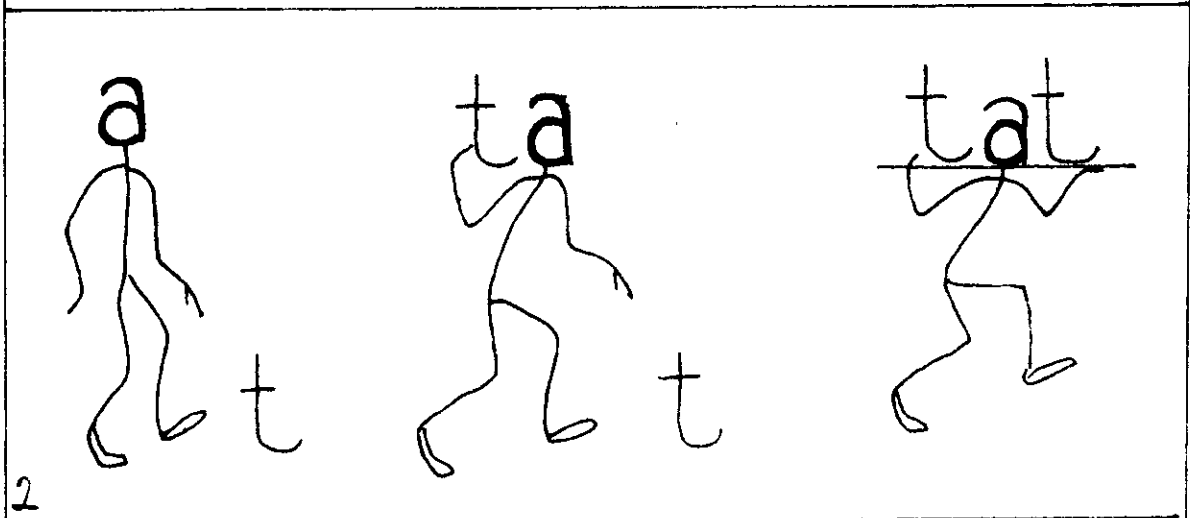
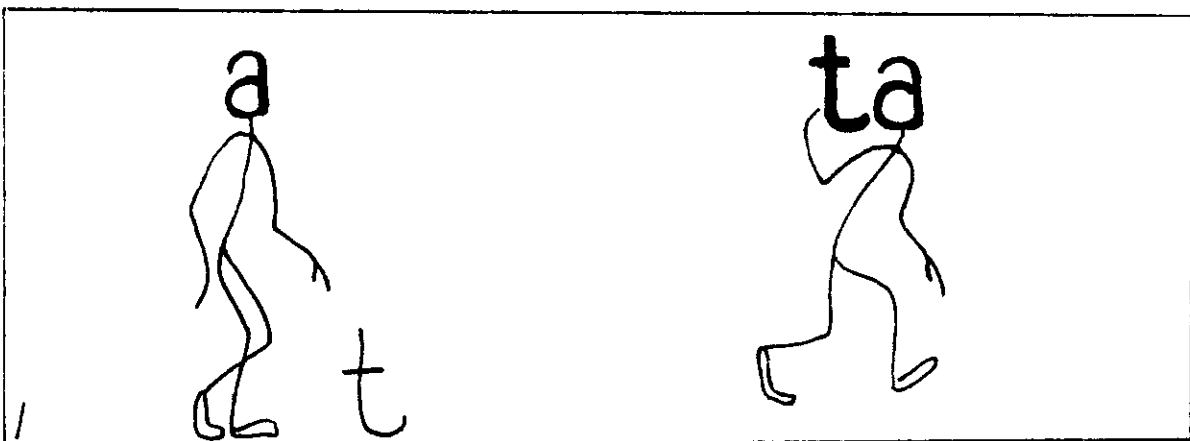
Teaching CVC and VC syllables

Ya Mangisaw Kiden ikid na Magākhuy

(the ones who carry on a pole with something in front and back and those who carry things in front)

This is a lesson teaching CVC and VC syllables as carried-letters and letters-that-carry.

1. We have already learned how to read Mr. a when he carried on his back (magabbān) this letter (t). What do we read? Yes, ta.
2. Now we are going to learn how to read Mr. a when he carries two letters, one in front and one in back (mangisaw). Let's read together, listening to the changes in sound. Yes, a, ta, and tat.
3. Sometimes Mr. a does not like to magabbān or mangisaw, he likes to magākhuy (carry in the front). Let's try to read him doing this. Yes, a, at. If we know how to read at we can read the word atta (ricebran).
4. Let's read Mr. a alone; with a back-pack; and with two letters front and back. Yes, a, ta, and tat. tat is the first sound in the word tattadan, and the word tattunan. Tattunan na ya atta. (She head-carries the ricebran.)
5. Let's read Mr. a alone; then carrying in front; and finally try to read the new word atta. (teacher break down the new word's parts on the black board to help students see them.)



4

a ta tat

5

a at atta


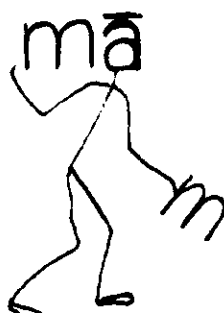
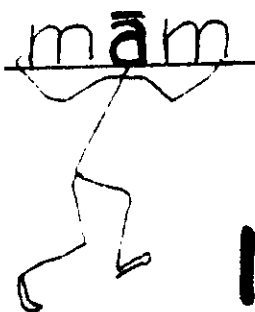
This lesson continues with CVC and VC and CV syllables using the consonant m.

We learned how to read Mister a when he carried this letter t on his back (ta). And when he carried it in front and back (mangisaw), tat. Now we will learn how to read Mr. a when he carries this letter (write the letter m on the blackboard).



1. We know how to read Mr. a when he carries m on his back. We read ma. Who will try to read him when he carries m in front and back (mangisaw)? Yes, we read mām (line one). If we can read mām we can read the word Māmmi. (mommy) And we can read the word attamām (bear it/endure).
2. Let's try to read him when he carries this letter in front of him: Yes, am (line 2). If we can read am we can read the words ammi, ammu, and am (but, I don't know, and if/when). Teacher offer this sentence: ittā i Āma, ammi ammu am magtugut sangaw. (Father is here, but I don't know if he will soon leave.)
3. Let's read him when he carries this letter m in back and this letter t in front. (mat) Yes, we read mat. If we can read mat we can read the word māmat. Teacher offer this sentence: Māmat i Sussi te mawakay ya lāpis na. (Susie is embarassed because her pencil is lost.)
4. Let's read him when he carries this letter t in back and this letter m in front. Yes, we read it tām. If we can read tām, we can read the words: itām, matām, maitām. Teacher offer sentences: Itām bit sin. (Please look here.) Matakit de ya matām? (Your eye hurts doesn't it?) Maitām de ya ugta pinalātugan ni ldo? (Do you perchance see the deer ldo shot?)
5. Teacher write on the black board the ten new words on students page, assisting them to see the syllable breakdowns and to read each word. Pass out lined writing paper and dictate the following sentences to be written indepently using flash card helps.

attamām ya māmat. (put up with the shy one)
ittā i māmmi. (mommy is here)
ammu am ittā. (I don't know if she is)
itām, māmat i māmmi. (Look, mommy is embarassed)



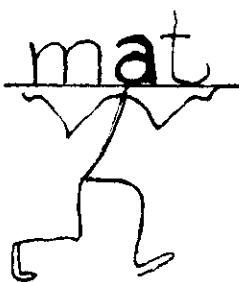
Have the same sentences be written using proper capitals.

1.    māmmi
attamām


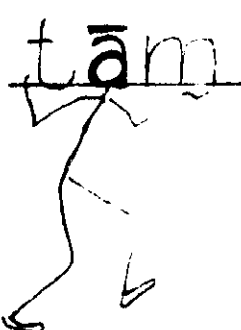
mām

2.   am
ammi
ammu

am

3.    māmat
matti

mat

4.    itām
maitām
matām

tām

ammi	māmmi	māmat	itām
ām	mām	mat	tām
am mi	mām mi	mā mat	i tām

Black Board Work

mā	mā	a	a	a	ma	ma.	tā
mām	mām	<u>am</u>	am	am	mat	mat	tām
<u>māmmi</u>	tāmām		<u>ammi</u>	<u>ammu</u>	<u>māmat</u>	<u>matti</u>	<u>itām</u>
<u>attamām</u>							

(l. to r.: mommy, bear it, if/when, but, I don't know, shy, Matti (name), and look)

tā	tā	
tām	tām	(l. to r.: did you see it?, your eye)
itām	<u>matām</u>	
<u>maitām</u>		

Student Page:

Read the words in the box after each row.
Choose and write in the best word that will complete the sentence.

1. bear-with Mammi if she's shy.
2. Is Mammi there? I don't know if she is.
3. She's there but she's shy.
4. Did you see whether Mammi was at the garden?
5. If you have eyes, look!

1. _____ i Māmmi am māmat.

attamām ammi atu

2. Ittā i Māmmi? Ammu _____.

uma am ittā ammi

3. Ittā i Māmmi ammi _____.

mata māmat māta

4. _____ am ittā i Māmmi ta uma.

Ittā i Maitām Āma

5. Am ittā ya matām _____.

itām itik ammu

Tell students to read story silently, question pupils for comprehension. Point out and discuss the question mark.

1. Who is the woman with a basket?
2. Where is she?
3. What is in the basket on her head?
4. Who owns the duck?
5. Who owns the dog?
6. What is in Matti's eye?

After students read their story aloud, have them write in all missing capital letters.

Now with flash cards drill students in independent writing. Needed are the syllables and functor words for the following two sentences:

1. ittā ya atta te māmmi.
'Mammi has branmeal'
2. ittā ya atu te āma.
'Father has the dog.'

Flash cards needed for sentence one are:

ittā ya, at, ta, te, mām, and mi
sentence two:

ittā ya, a, tu, te, ā, and ma

English translation of story:

Look at Mammi.
Mammi's at the farm.
Can you see what Mammi has?
She has her pig-bran.

There's a duck at the farm, the duck of Matti.
Look at the duck, its into the bran.
Matti's duck is into Mammi's bran.
Matti is embarassed because her duck is into Mammi's bran.
Matti is embarassed but I don't know if her duck is embarassed.

Look at Matti's eye.
She's got bran in her eye.
"Can you see the bran in her eye, Mammi?"
Mammi is now shy, because it was her bran that got into Matti's eye.

Father's dog is there, at the farm.
Look at the dog, because Father's dog has Matti's duck.
Father is embarassed to Matti because it is his dog.
Father is embarassed, but I don't know if his dog is embar-
assed.

itām i māmmi.

ittā i māmmi ta uma.

maitām ya ittā te māmmi?

ittā ya atta na.

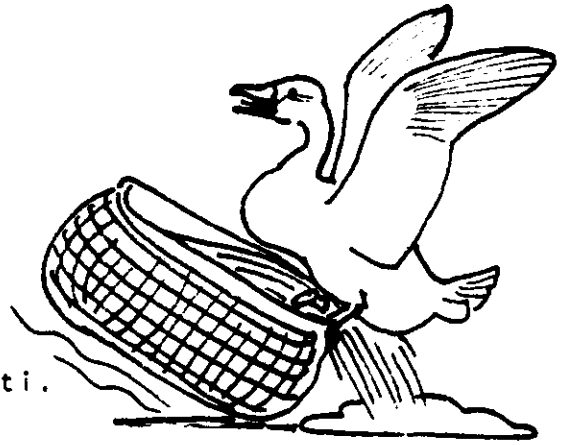
ittā ya itik ta uma, itik ni matti.

itām ya itik, ittā ta atta.

ittā ya itik ni matti ta atta ni māmmi.

māmat i matti, te ittā ya itik na ta atta ni māmmi.

māmat i matti, ammi ammu am māmat ya itik na.



itām ya mata ni matti.

ittā ya atta ta mata na.

"maitām ya atta ta mata na, māmmi?"

māmat na i māmmi, te atta na ya ittā ta mata ni matti.

ittā ya atu ni āma, ittā ta uma.

itām ya atu te ittā ya itik ni matti ta atu ni āma.

māmat i āma te matti te atu na.

māmat i āma, ammi ammu am māmat ya atu na.



"attamām, āma, ya māmat."

"attamām, matti, ya atta ta matām."

"attamām, māmmi, ya itik ta attām."



English translation cont.:

"Bear the embarrassment, Father."

"Bear the bran in your eye, Matti."

"Bear the duck in your pig-food, Mammi."

Now let's look at Mr. u:

When he is carrying nothing what do we read? Yes, u.

When he carries this letter t on his back, what do we read?

Yes, tu.

Who can read our next line? Yes, u, tu, & tum. If we can read tum, we can read the words itum and iutum. 'put down' and 'place up high'

Who can read our next line? Yes, u, mu, & mum. If we can read mum, we can read the word āmum 'you know'.

Sometimes Mr. u does not like to magabbān, or magisaw, so he only will magākhuy (front-carry). Who can read our next line? Yes, u, ut. If we can read ut, we can read the word maut-ut, 'throbbing'.

Teacher write on the black board the four new words in word-building drill. Pass out lined writing paper and used the independent writing method for dictating these sentences:

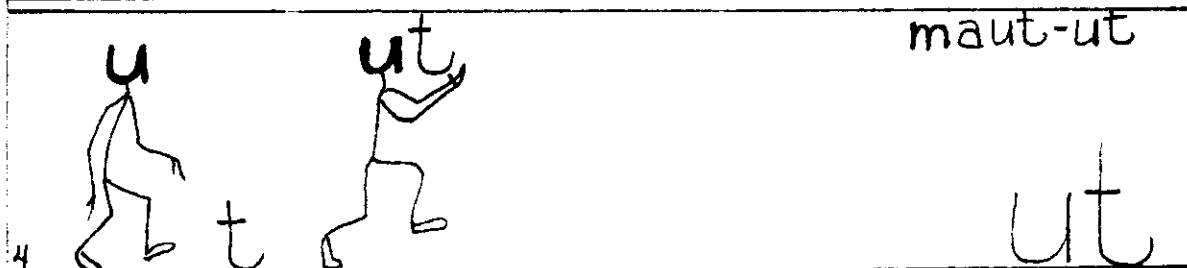
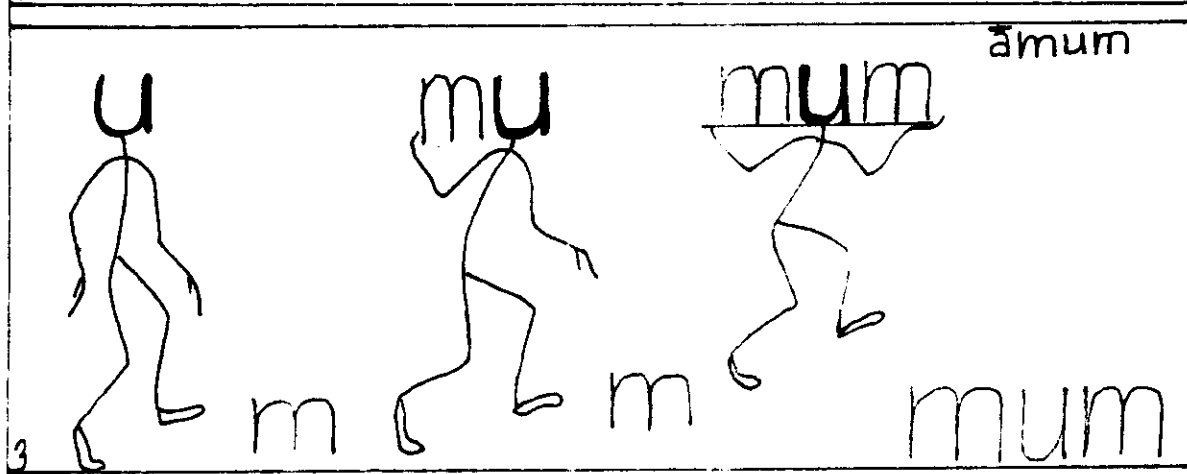
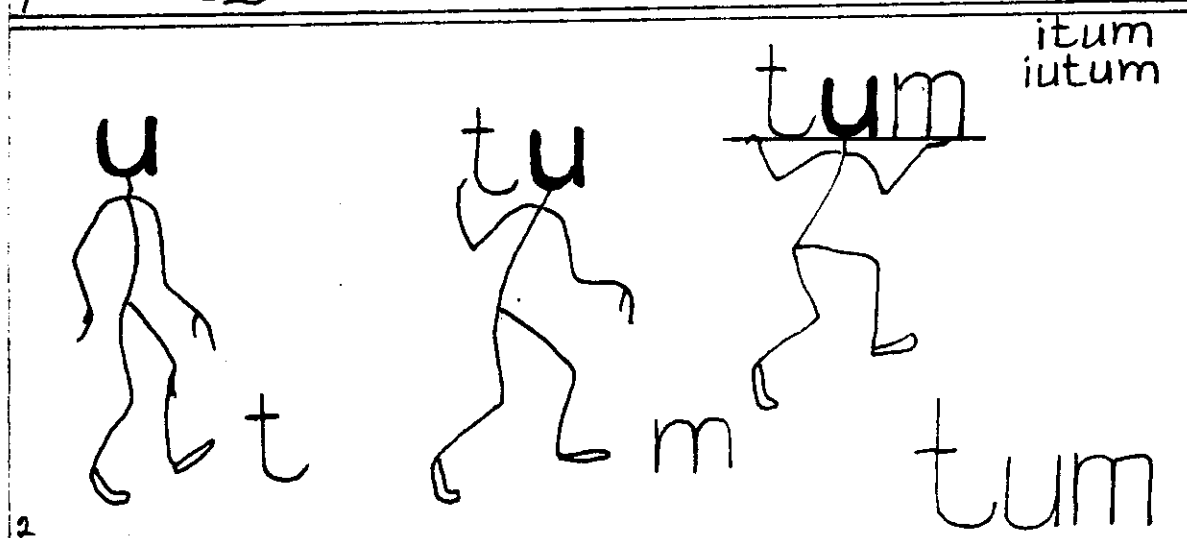
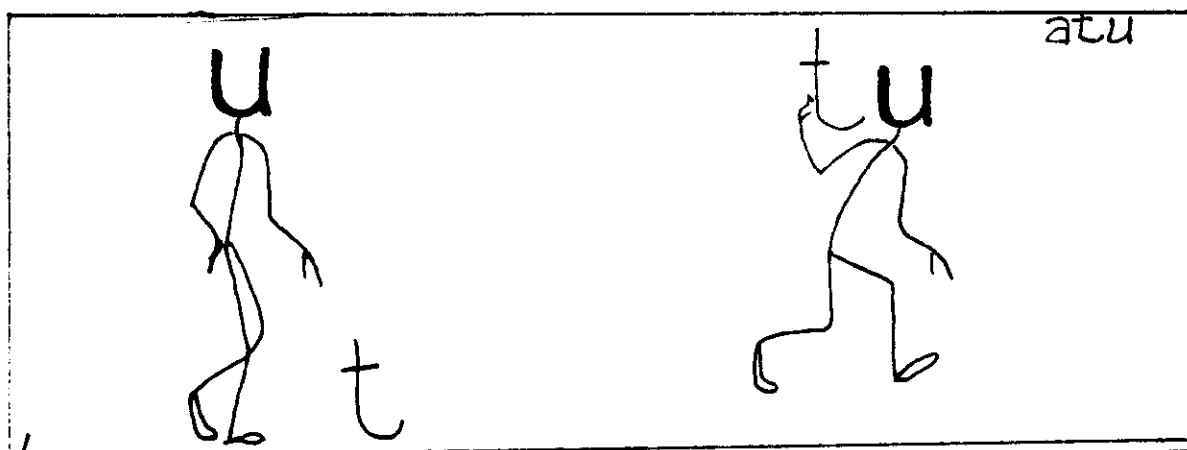
iutum ya atta. 'Place up high the rice-bran'

itum am āmum. 'Put it down if you know how to.'

maut-ut ya mata am ittā ya atta ta matām. 'The eye is painful if there is bran in your eye.'

attamām ya atta am ittā ta matām. 'Endure the bran if it's in your eye.'

Have students put in proper capitalization.



Now let's look at Mr. i.

When he carries this letter m on his back, what do we read?
Yes, mi.

Who can read our next line? Yes, i, mi, mit. If we can read mit we can read māmit 'sweet taste'.

Sometimes Mr. i does not like to magabbān or magisaw, so he will only magākhuy (carry things in front of him). Who can read our next line? Yes, i, it. If we can read it we can read the words, it-itām, ittā, and mait (look carefully at, there is, and corn).

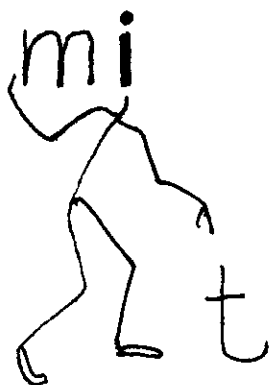
Teacher write on the black board the four new words and assist the students to see the syllable breakdowns in a built-word drill.

Pass out writing paper and dictate for independent writing the following sentences:

1. māmit ya mait ittā ta uma. 'The corn from the farm is sweet.'
2. it-itām am ittā ya atu ta uma. 'Look well to see if the dog is in the garden.'
3. ittā ya atu ta uma. 'The dog is in the garden'.

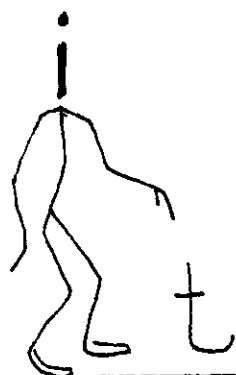


mi



māmit

mit



it-itām
ittā
mait

it

māmit it-itām ittā mait

built words

	tu	tu	mu	mi		
a	tum	utum	mum	i	mit	tā
<u>atu</u>	<u>itum</u>	<u>iutum</u>	<u>āmum</u>	<u>mi</u>	<u>māmit</u>	<u>ittā</u>

(l. to r.: dog, put, put up high, you know, we, sweet, corn, there is)

tā

tām

itām

it-itām (look carefully at)

glottal

Notice the words maut-ut and it-itām. What little mark is a new mark we have not talked about? Yes, the kalit (line) between the letters. What does this kalit tell us? It tells us to stop our voice before we say the rest of the segments in the word. If there were no line we would read mautut (demonstrate without glottal) which does not sound right. Listen as I say the word and see if you can hear the 'stop' mark:

maut-ut

From now on whenever you see a little line between the letters in a word it means to stop your voice between the two segments of the word. Have students repeat after you maut-ut and it-itām slowly.

On student page:

Tell students to read the words in the box, choose and write in the best word to complete the sentence.

Of the cartoon, teacher may say: "tattunan na ya atta na"
(She's carrying on her head her pig-bran)

The word tattunan so far is only familiar through the sound exercise on page 40. It will be taught after n CVn is introduced.

1. Māmit ya _____ ta uma.

maut-ut it-itām mait

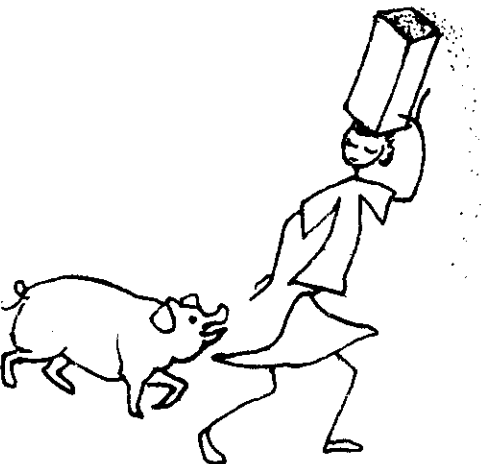
2. Āmum _____ ya atu te Āma.

itum ammi am ittā

3. Iutum ya _____.

ammu atta attamām

4. _____ ya atta itum.



Now read your story silently. What does the story say that Mammi is carrying? A. corn and branmeal.

Where did Mammi come from? A. from our farm.

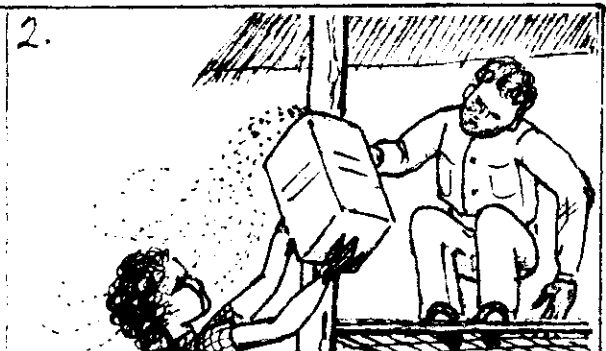
Why was Mammi embarrassed, what blew into her eye? A. branmeal.

What did everyone eat? A. corn.

Why was their corn so sweet? A. it was still green/unripe.



itām. ittā i māmmi.
ā ittā ya atta na.
"ā ya mait, māmmi"
"ittā, āma. ittā ya mait"
"ittām yana, ittā ya mait
tām."



"iutum ya atta, māmmi,
ammi itām ya matām."
ittā te āma ya atta,
ammi ammu am ittā ya atta
ta mata ni māmmi.



"itām yana, ittā ya atta ta
matām"
"ittā āma, ā maut-ut".
maut-ut ya mata ni māmmi.
māmat ya mata na te ittā
ya atta na.



ittā ya atta ta mata ni māmmi.
maut-ut ya mata na.
māmat ya mata na te maut-ut.



"itām ya mait tām āma,
ittā ya māta na mait."



"māmit ya mait, māmmi,"
"māmit, āma, te māta."
"māmit ya māta na mait."

Teacher: Put the uncapitalized story on p.55 on the black-board and have the class read it. Ask the students who can show where words that need capitals are, and allow student to erase and write in proper capital. Ask class to state why the word took a capital. Explain quotation marks to the class.

Ask the students to read their capitalized story on opposite page. Pass out writing paper. Have the students write all the newly built words. Word list to dictate is:

māmit	sweet
māmat	shy/embarrassed
maut-ut	painful
māta	unripe/green
Āma	Father
Māmmi	Mommy
atta	bran
mait	corn
maitām	did you see it?
itām	Look!
itum	set it down
iutum	place it up high
mata	eye
matām	your eye
āmum	you know
ammu	I don't know
it-itām am	look hard whether...
itām am	see if

English Translation of Agta Story

Look, there's Mammi. and she's got her rice bran.

"What about the corn, Mammi?"

"It's here, Father, the corn is here."

"You see?, now we've got our corn too!"

(now and too implied by construction)

"Place up the rice bran up here, Mammi,
but watch out for your eyes."

Father has the rice bran,

but I don't know whether bran got into Mammi's eyes.

"You see that? the rice bran got into your eyes!"

"It did, Father, and it hurts."

Mammi's eyes are painful.

Her eyes don't want to be seen because there's bran in them.

There's bran in Mammi's eyes.

Her eyes are painful.

Her eyes don't want to be seen because they are hurting.

"See our corn, Father, there's green corn."

"The corn is sweet, Mammi."

"It's sweet, Father, because its green/immature."

"Green corn is sweeter." (than hard corn implied)

Itām, ittā i Māmmi,
ā ittā ya atta na.
"Ā ya mait, Māmmi"
"Ittā, Āma, ittā ya mait"
"Itām yana, ittā ya mait tām."

"lutum ya atta, Māmmi,
ammi itām ya matām."
Ittā te Āma ya atta,
ammi ammu am ittā ya atta ta mata ni Māmmi.

"Itām yana, ittā ya atta ta matām".
"Ittā Āma, ā maut-ut".
Maut-ut ya mata ni Māmmi.
Māmat ya mata na te ittā ya atta na.

Ittā ya atta ta mata ni Māmmi.
Maut-ut ya mata na.
Māmat ya mata na te maut-ut.

"Itām ya mait tām Āma,
ittā ya māta na mait."

"Māmit ya mait, Māmmi,"
"Māmit, Āma, te māta."
"Māmit ya māta na mait."

Readers are like Carpenters

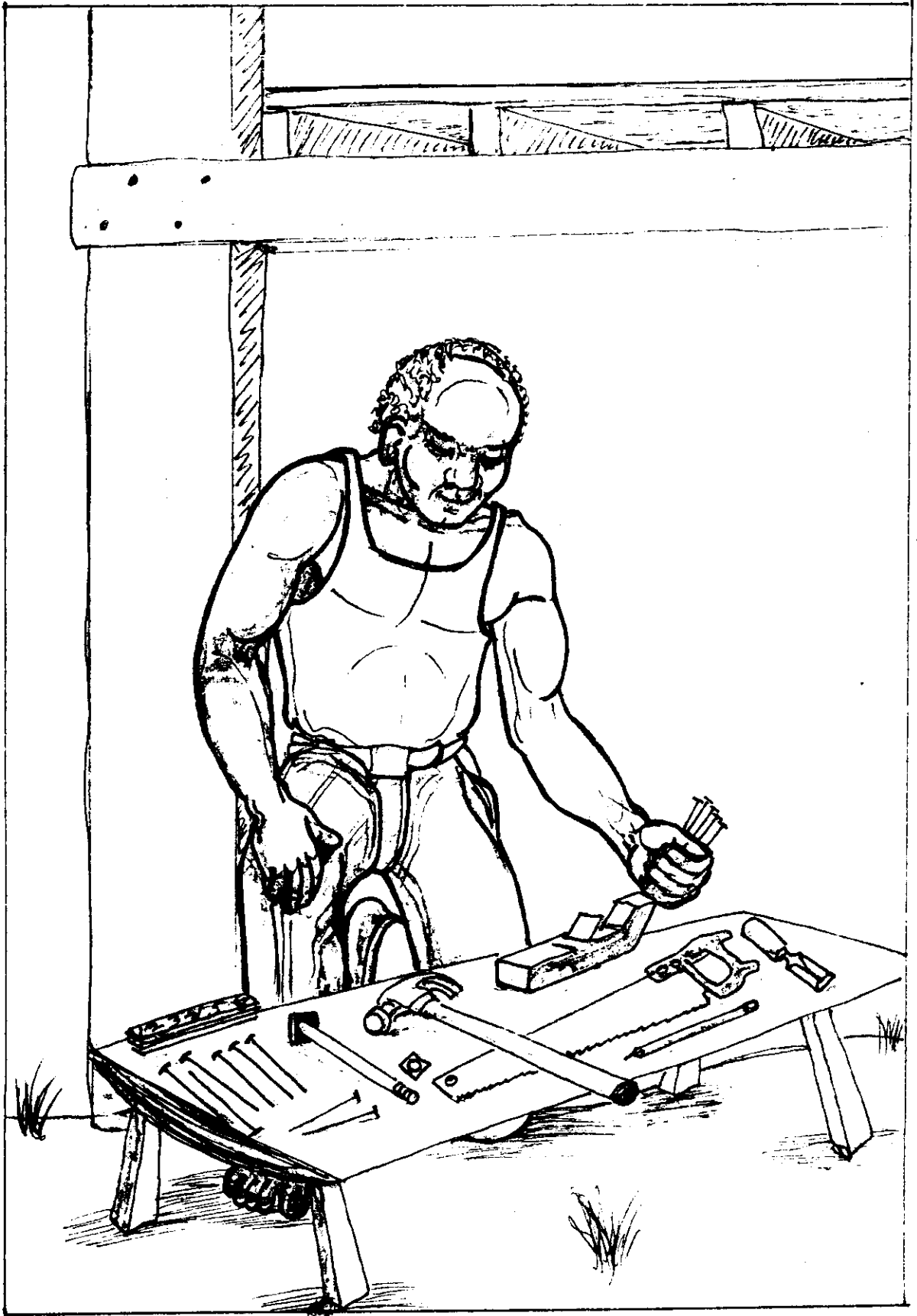
We have worked hard to learn to read many letters and segments and we have just tasted the reward of our effort. We are like a carpenter. If we want a good house, we become a carpenter and gather all our tools. He needs a hammer, a saw, a measure tape and a pencil. He needs a chisel, nails and bolts, he needs glass, galva, boards and houseposts. If he can not gather all things needed he can not build.

It is like this with a reader. He needs tools also. We have been learning to use the tools of a reader. We now know how to read and write using a, u, i, ma, ta, mam, tat, tam, mit, mum, tum, mu, tu, mi, ti, am, at, ut, and it. Even if one of these is missing the reader can not keep on reading, it is as if he has no nail to hammer. We still have eighteen 'nails' left to learn and after that we can read any word, even English, Tagalog and Ilocano.

When we have all the 'nails' memorized, we will be able to read and write letters, read the names on the medicines we need to buy, read before we make our thumb-prints so we will not be cheated. We can read books that teach how to plant things, and how to raise animals. We can read God's Word and learn what He is like so that we can please Him. His Word will also feed our souls so that our believing in Him will be strong and we will not easily sin or be fooled by Satan.

BEGINNING OF SECTION II

Section II will introduce no new concepts, but follow the pattern established in Section I for teaching the remaining sounds in the Agta language which are: e, n, k, l, g, d, w, s, b, ng, r, p, o, y, f, h, v, and z. The order of introduction has been based on the most essential letters needed for normal sentence construction, and the productive words for good story material. o, y, f, h, v and z each represent a very limited number of words relatively speaking.



This man is saying: "e āk na." (I'm going now.)
This is the writing that says: "e āk na."

Count the sounds in the sentence. e is the first sound in the sentence. This is the part (point) that says e.

(Point to large e) What does this say? Yes, e.

What are some other words with e sound? Suggest:

e ka? (are you going?)
em kid itān (go see them)
e kid na? (are they going?)
en tām (let's go)

e is a friend of Mr. a, u, and i. His name is Mr. e. He also carries letters like Mr. a, u and i.

Blackboard Drill: Who can come to the board and circle the new letter?

a	u	i	e	ā
e	a	u	i	e
ā	u	i	e	a
u	e	e	i	u

Drill class together. Write e and capital E on board give students each a turn to write them.

e



"e āk nā, kunnā."

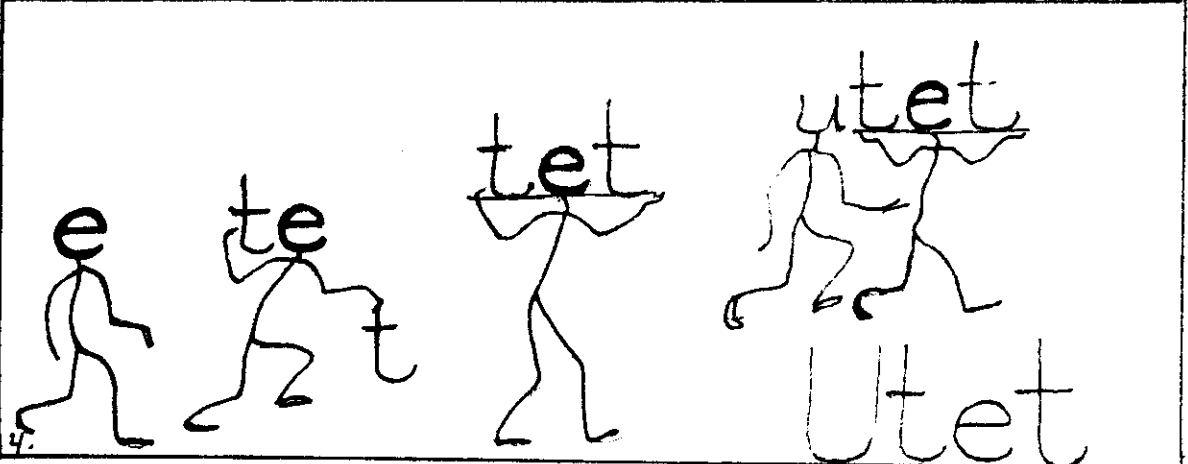
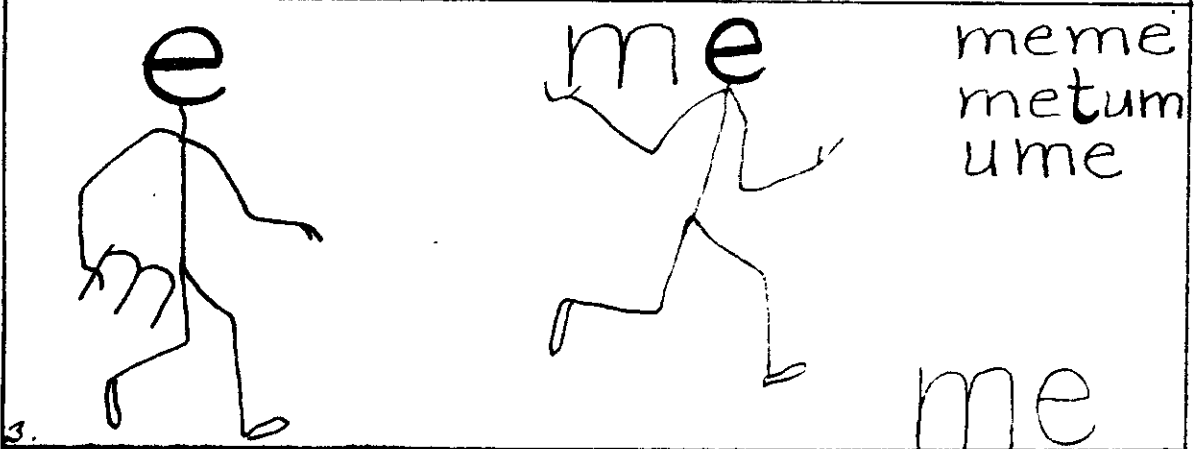
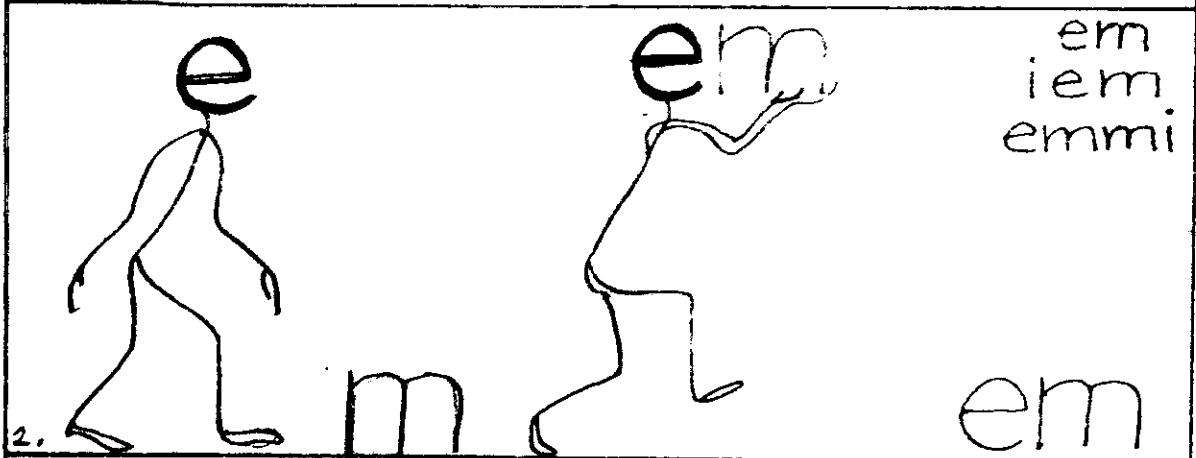
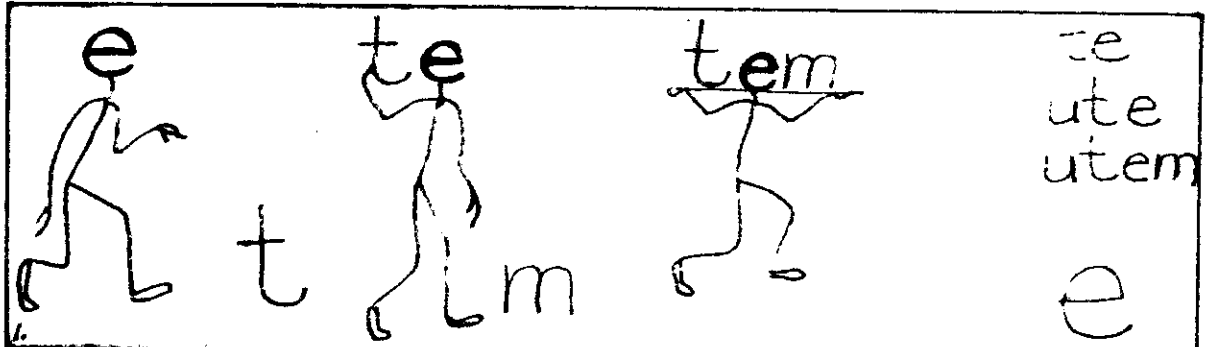
1. Who can read Mr. e when he carries on his back (magabbān) this letter: t? Yes, te. If we can read te we can now read the words: te, and ute (because, and uncle).

Who can read Mr. e when he carries this letter also m? Yes, tem. If we can read tem, we can read the word utem. (your uncle)

2. What if Mr. e is tired with magabbān and mangisaw (back packing and over the shoulder packing)? He can just magakhuy (front carry) this letter m. Who will read him? Yes, em. If we can read em we can read emmi, iem, eeam and em. (we'll go, you bring, and you go)
3. Who will read Mr. e when he carries on his back (magabbān) this letter: m? Yes, me. If we can read me we can read these words: meme, metum, ume. (child's word for a drink, put somewhere by you, he went)
4. Let's see how Mr. e can isawan (pole carry) the name Utet. Mr. u must help him.

Teacher give out lined papers and proceed with writing lesson to re-enforce this lesson. Review the letter e and the capital E. Put new built words on the board and dictate them to the class to be written.

te	because
ute / Ute	uncle
utem / Utem	your uncle
em	you go
iem	you bring
emmi	we'll go
meme	child's word for drink
metum	you have placed it
ume	he went
utet / Utet	girl's name
meattam	endure



Black Board Work

e	te	te	e	e	e	e	me	a	u	e
<u>te</u>	<u>ute</u>	tem	<u>em</u>	em	em	me	<u>meme</u>	am	tu	te
		<u>utem</u>		<u>emmi</u>	<u>iem</u>	<u>ume</u>		eam	tum	tet
								<u>eeam</u>	<u>metum</u>	<u>Utet</u>

(l. to r.: because, uncle, your uncle, come, we've come, bring, he went, a drink (child/s word), befriend/play with, is put up, a girl's name)

Student page: Choose and write the best word that completes the sentence.

1. Utet is with Uncle.
2. What are you making friends with, Utet?
3. We've come to see the one you're playing with.
4. It came to your Uncle.
5. Uncle, is there something you've put away?
6. There's Utet's drink.

1. Ittā i _____ te Ute.

Utet māmit ammi



2. Anu ya _____, Utet?

ammu eeam, am

3. _____ itān ya eeam.

Emmi mata atta



4. _____ te Utem.

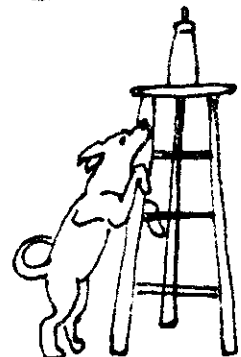
Ume Āma uma

5. Ute, ittā ya _____ ?

ammi metum ittā

6. Ittā ya _____ ni Utet.

maut-ut māmat meme



This is a picture of a man sleeping.
This (point) is the writing that says nasidug na (he is sleeping now).

na is the first sound and also the last sound in the words nasidug na.

Let's listen as we count the sounds together: na si dug na

What are other words beginning with the na sound?

Write on board and read the following:

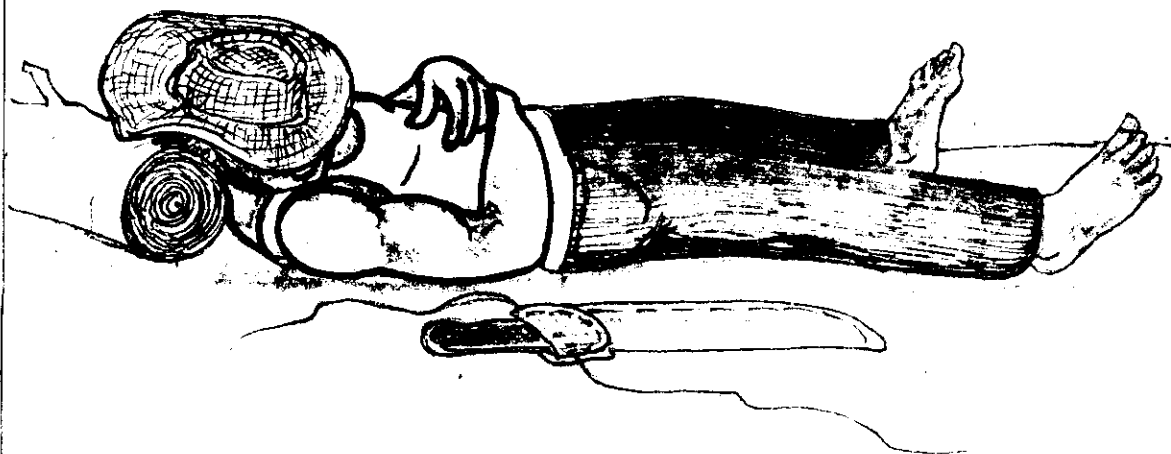
nasidug na	he is asleep now
nasin	he is dead now
nabigadān na	he is cut now
nakabigād	it will cut
nadokaliḡ na	it has fallen, rolling.

Black board drill:

n a	t a	n a	t a	t a	n a
t a	n a	n a	t a	n a	n a
n a	t	m a	n a	t a	m a
n a	n a	t a	n a	n a	m a

Proceed with a writing lesson for the letter n and capital N only.

na



nasidug na

na si dug na

Mr. e is here with his three friends. All of them are going to carry on their back (magabbān) the new letter n.

Someone read the back-packers (magabbān kiden). Yes, na, nu, ni, and ne. If we can read these four segments of words we can read the words: ina 'mother', nina 'f. name', minā 'ought to', anu 'what?', nene 'child's word for rice', anita 'f. name', mani 'peanuts', āanu 'of course', imanu and umanu 'variants meaning how is...?'.
.

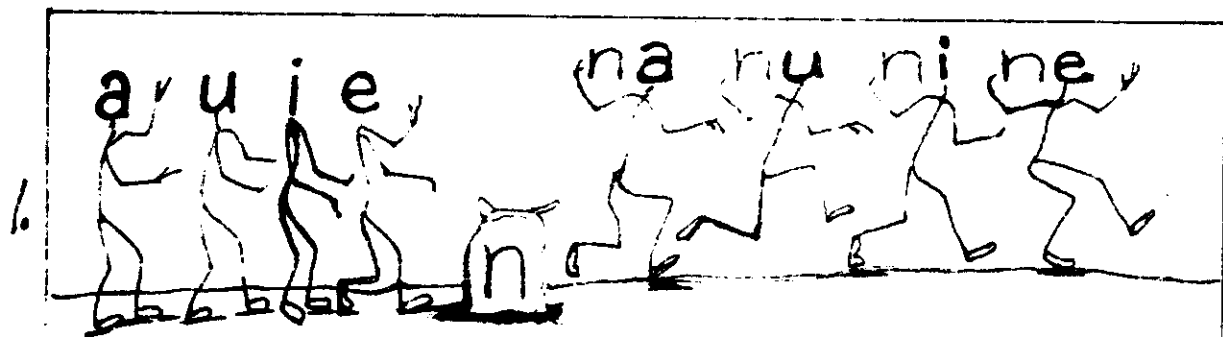
Next, the four friends want to magākhuy (carry in front):

Who will try to read Mr. a carrying n in front? Yes, an.
Who will try to read Mr. u? Yes, un.
Who will try to read Mr. i? Yes, in.
Who will try to read Mr. e? Yes, en.

If we can read an, un, in, and en, we can read the words: ānti 'Auntie', anna 'and', intu '3rd. person singular', and enta 'let's go'.

Mr. u likes to mangisaw (carry two loads on a pole). Who will read him carry this letter t on his back, and this letter n in front? Yes, tun. If we know how to read tun we can read these words: itun 'set down', utun 'above', and iutun 'put up high'.

Who will read Mr. u carry this letter on his back n, and another n in front? Yes, nun. If you can read nun you can read the word anun ta 'what shall we do?'.
.



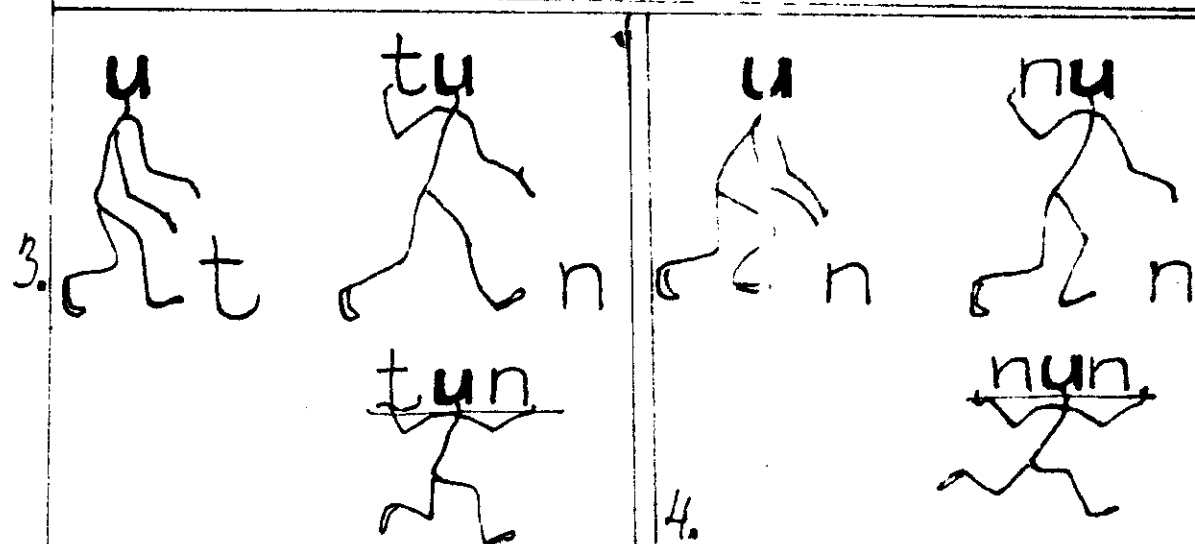
ina nina minā anu nene anita

mani āanu imanu umanu



ānti anna

intu enta



itun utun iutun
intun

anun ta

Build word drill:

a	a	ni	mi	nu	ne	ni	ma
<u>na</u>	<u>na</u>	<u>nina</u>	<u>minā</u>	<u>anu</u>	<u>nene</u>	<u>nita</u>	<u>mani</u>
	<u>ina</u>					<u>anita</u>	

(l. to r.: now, mother, girl's name, ought to, what, child's word piece of meat, Anita, peanuts)

							tu
ma	ā	a	a	i	e	tu	tun
manu	āa	an	an	in	en	tun	utun
<u>umanu</u>	<u>āanu</u>	<u>anna</u>	<u>ānti</u>	<u>intu</u>	<u>enta</u>	<u>itun</u>	<u>itutun</u>

(l. to r.: how feel, of course, and, Auntie, him, let's go, is put, above, put above)

tu	nu	me tu
tun	nun	me tum
<u>intun</u>	<u>anun</u>	<u>metum</u>

(he's the one, what doing, thing you placed somewhere)

Student page: Choose the best word from the box to complete the sentence.

1. What does Anita think of Auntie Nina?
2. How is Anita's eye?
3. There ought to be something put into her eye.
4. Let's us two go see what she puts in it, Mother.
5. You know that it will throb when there's the stuff she puts into it.

1. Anun ni Anita te _____?

minā Anti Nina intu

2. _____ ya mata ni Anita?

iutun nene umanu

3. Ittā minā ya _____ ta mata na.

āanu metun mani

4. _____ itān ya itun na, Ina.

itun En ta ina

5. Amum ta _____ am ittā ya itun na.

anna maut-ut iutun

On line one we see the work of Mr. ā. Notice Mr. ā has his hat on, so his sound is heavy! Please read. Yes, ā, mā, and mān. What do we read if Mr. a wears no hat? Yes, a, ma, and man. Now we can read the words namān (at last!), and inuman (a drink/to drink). and attamān (bear it).

Let's read line two, the same Mr. ā carries other letters: Who can read him as he works? Yes, ā, nā, nān. If we can read nān, we can read the words unnān (beyond), tunān (put it on), and unnānān (to head it off), and imunnān (to get ahead of it).



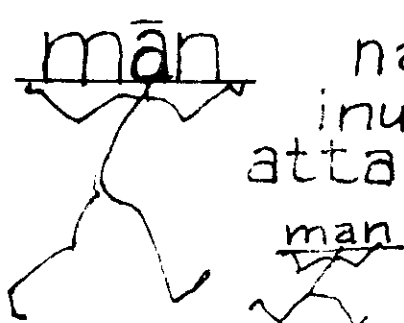


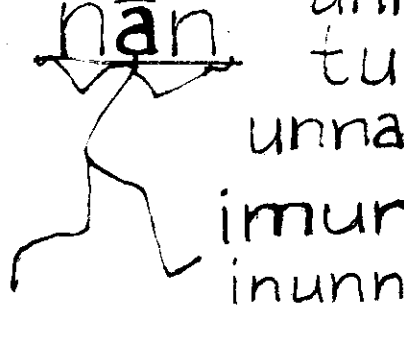


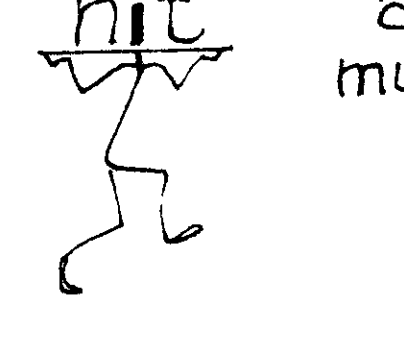
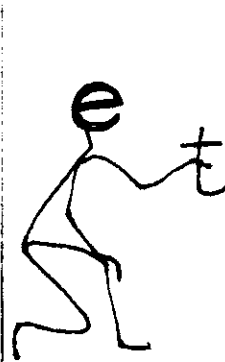

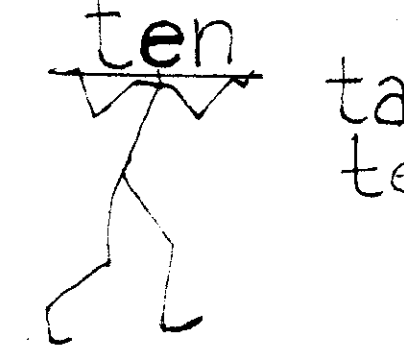
In line three, Mr. i carries the letters. Who can read him as he works, Yes, i, ni, and nit. If we can read nit we can read the words anit (a girl's name) and munit (sealed).

In line four, Mr. e carries the letters. Who can read him as he works? Yes, e, te and ten. If we can read ten we can read the words ten (there), and ta iten (over there), and tentu (to him),

Teacher pass out writing papers. Write one at a time on blackboard and dictate normal speed and then by flash cards the newly built words for the students to write them. Ask students to count the sounds in the words as they write them.

Teacher use in a sentence each word:

ina	mother	umanu	how is?
Nina	girl's name	ānti	Auntie
minā	ought to	anna	and
anu	what	anun	what doing?
nene	child's word	intu	him
mani	peanuts	enta	let's go
namān	at last	itun	put down
inuman	a drink	utun	up above
unnān	beyond	iutun	put up above
tunān	put on	metum	you place it
unnānān	go ahead		somewhere
imunnān	get ahead of	munit	shut tight
inunnān	get ahead of	Anit	Anita
ta iten	over there	tentu	to him
āanu	yes, of course		

<p>1.</p>  <p>ā</p>	 <p>mā</p>	 <p>mān namān inuman attamān man</p>
<p>2.</p>  <p>ā</p>	 <p>nā</p>	 <p>nān unnān tunān unnānān imunnān inunnān</p>
<p>3.</p>  <p>i</p>	 <p>ni</p>	 <p>nit anit munit</p>
<p>4.</p>  <p>e</p>	 <p>te</p>	 <p>ten ten ta iten tentu</p>

Black Board Work

	ma	mā		
mā	man	mān	nā	i nu nā
mān	numan	tamān	nān	i nun nān
<u>namān</u>	<u>inuman</u>	<u>attamān</u>	<u>unnān</u>	<u>inunnān</u>

(1. to r.: at last, drink/container for drink, he bears it, up ahead, to get in front of)

			te	
nā	ni	ni	ten	te
nān	nit	nit	iten	ten
<u>tunan</u>	<u>Anit</u>	<u>munit</u>	<u>ta iten</u>	<u>tentu</u>

(1. to r.: to put into, f. name, sealed shut/girl's name, there far away, with him/her)

Students page: Choose the best word from box to complete the sentences:

1. Let's us two finally go up there, Anita.
2. She just went and got ahead of her Uncle.
3. The Uncle of Anita just bears it.
4. Munit is away up there!
5. She's got the drinks with her.
6. She's got something to put into her drink.

1. Enta namān ta utun, _____.

Anit māmit mani



2. Enna _____

minā inunnān anna



3. _____ ni Ute i Anit en.

māta atta Attamān

4. Ittā _____ i Ānti Munit.

ta iten āanu itun

5. Ittān _____ ya inuman.

ume tentu emmi

6. Ittā ya metun.na ta _____ na en.

ammi māmat inuman

1. Who can read line one? Yes, tān. If we can read tān we can read these sentences:

itān na atu ya itik. (The dog sees the duck)
ittān ta uma. (Its there at the garden now)
ittān ta uma ni Ute Ātān (Its there now at the garden of Uncle Atan.)

2. Who can read line two? Mr. a is not wearing his 'hat' so be sure his sound is not heavy! Yes, a, ma, and man. If we can read man we can read these sentences:

ittā ya inuman tām. (there's a drink for us)
ittā mantu ammi ammu am anu ya netun na tentu.
(indeed there is but I don't know what she put into it)

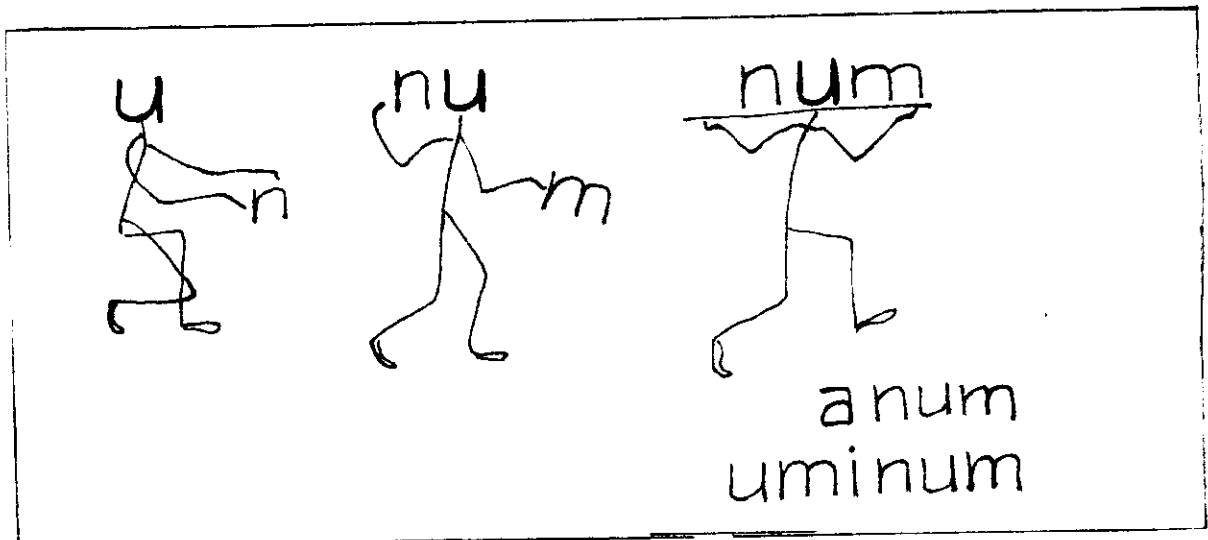
3. Who can read line three? Again Mr. a wears no hat so don't make his sound heavy. Yes, a, na, and nan. If we can read nan we can read these sentences:



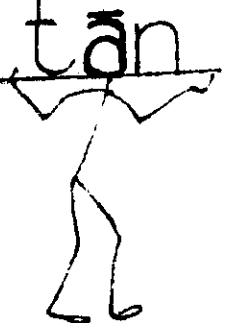





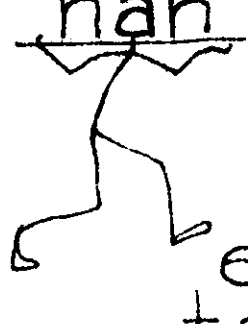



entanan ta uma ni Ute Ātān. (let's go to Uncle Atan's garden)
tattunan ni Matti ya mani na. (Matti's carrying her peanuts on her head)

4. Who can read line four. Mr. u is the carrier. Yes, u, nu, and nun. If we can read nun we can read this sentence:

anun na ta mani na te tattunan na?
(What is she going to do with the peanuts because she is carrying them on her head?)

If we can read the word anun let's learn to read the word anum. Who will try to read the picture below? Yes, u, nu, and num. If we can read num we can now read the word anum, and and anun. We can also read the word uminum.



1.	 	 <p>itān ittān ātān Ātān</p>
2.	 	 <p>inuman mantu</p>
3.	 	 <p>entanan tattunan</p>
4.	 	 <p>anun</p>

Black Board Work

tā	tā	tā	ma	ma	na
tān	tān	tān	man	mān	nan
<u>itān</u>	<u>ittān</u>	<u>Ātān</u>	numan	<u>mantu</u>	tanān
			<u>inuman</u>		<u>entanān</u>

(1. to r.: see, now is, male name, to drink, indeed, let's go).

nu	nu	nu	ta tu na
nun	num	num	ta tu nan
<u>anun</u>	<u>anum</u>	<u>uminum</u>	<u>tattunan</u>

(1. to r.: how did he? how did you? to drink, carry on head)

Students page: Choose the best word and write it in to complete the sentences one through six.

1. We saw the drunkard.
2. He was drinking what he carried on his head.
3. Why in the world would he drink?
4. How can you know what he put into his drink?
5. Oh, just put up with the one who's drinking there.
6. Let's go Atan, because now there's something shameful.

1. Naita mi ya _____.

uminum, mata attamām

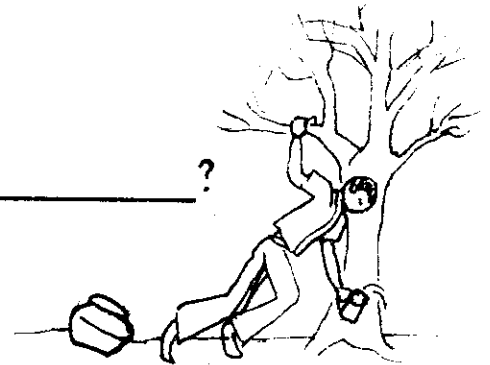


2. Inuman na ya _____ na.

māmat tattunan tentu

3. Anun na mantu _____?

am ittā maut-ut uminum



4. _____ am anu yaitun na ta
inuman na?

Amum mamit iutum

5. Attamām _____ ya uminum.

ammi mantu mani

6. _____ Ātān, te ittān ya māmat.

uma unnān Entanan

Teaching the Functor kun (said)

Before you read your story, read this sentence I will write on the blackboard: (Who can see a new word? Yes, kun.)

"Ittā ya itik," kun ni Anita.

Teacher read it. Read it together. "This (point) is the part that says kun. Watch for this word kun in our story." (Teach also the quotation mark's purpose.)

Let's first practice reading sentences with kun in them:

"Itām ya atu," kun ni Ute. "Look at the dog," said Uncle.

"Māmit ya mait tām." kun ni Ānti Matti. "Our corn is sweet," said Auntie Matti.

"Umanu i Ute Ātān?" kun ni Āma. "How is Uncle Atan?" said Father.

"lutum ya mani minā," kun ni Ute Ātān te Māmmi. "You should put up high the peanuts, said Uncle Atan to Māmmi.

Who will circle the part that says kun?

On student page:

Now read your story silently. What does the story say about the child Anita? Who was she with? Where did she want to go? What did she want to see? What did their dog do? Why did little Anita think her dog should be ashamed?

English translation: Mommy is there and Anita is there. "Let's go see Uncle Atan's duck," said Anita. "Why?" said Mommy. Because let's go for once," she said.

"Look, Anita, that duck is drinking. It has a drink beyond it. Indeed, it is drinking its drink there. You should try to see what it is drinking, Anita. Can you see it, Anita?" Mommy said to her.

I don't know, Mother, because there is bran and corn in its drink there," Anita said. "Mother, look at our dog. He's going to look over Uncle's duck! The dog's being friendly to that duck," Anita said. "Now why would he drink there? Look Mother, he is indeed drinking the drink of the duck! Our dog ought to be ashamed," Anita said.

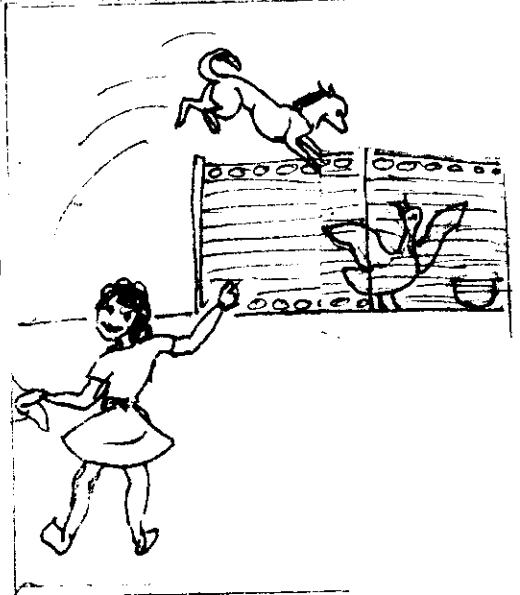
"Our dog should be ashamed, Anita, but I don't know if dogs are ashamed," Mommy said. "The duck is putting up with our dog, Mother, because look at the duck," Anita said to Mommy.

Ittā i Māmmi anna ittā i Anita.
 "Enta itān ya itik ni Ute Ātān,"
 kun ni Anita. "Te anu?" kun ni
 Māmmi. "Te enta namān na," kunna.

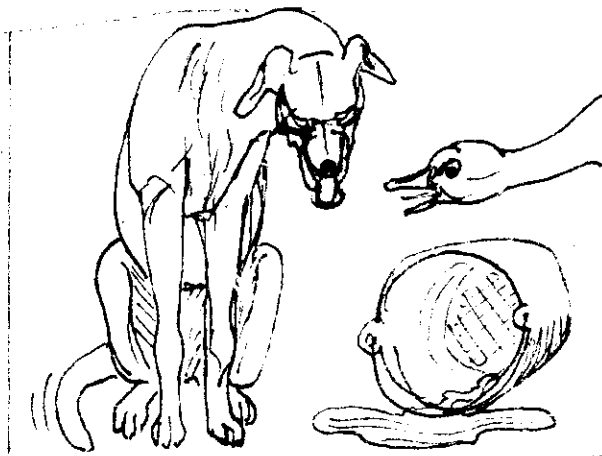
"Itām, Anita, uminum na ya itik en.
 Ittā ya inuman na ta unnān na.
 Uminum na mantu ta inuman na en.
 It-itām minā, Anita, am anu ya
 inuman na en. Maitām, Anita?" kun
 ni Māmmi tentu.



"Ammu, Ina, te ittā ya atta anna
 mait ta inuman na en," kun ni Anita.
 "Ina, itām minā ya atu tām. Enna
 it-itān ya itik ni Ute. Eean na atu
 ya itik en," kun ni Anita. "Anun
 na uminum ten? Itām, Ina, inuman
 na mantu ya inuman na itik. Māmat
 minā ya atu tām," kun ni Anita.



"Māmat minā ya atu tām, Anita, ammi
 ammu am māmat ya atu," kun ni Māmmi.
 "Attamān na itik ya atu tām. Ina. te
 itām ya itik," kun ni
 Anita tentu.



This is a picture of a kayu (tree).
This is the writing that says tree. (point)

Count the sounds in the word kayu. ka is the first sound
and yu is the last sound.

This is the part that says ka (point).
What does this say? (point to the large syllable ka)

(Teacher write on blackboard and read to class a list of
words having ka sound)

kayu	tree
kabāyu	horse
kalab	lid
kabisin	praying mantis
kalabāsa	squash
kāyung	brother-in-law
kalamānsi	a citrus fruit

Give writing lesson for k and K

Ka



Kayu

Ka yu

A Blackboard Drill on ka

ka ma ta ka ta ma ta ka ka ma
ta ka ka ma ka ta ka ma ka ka

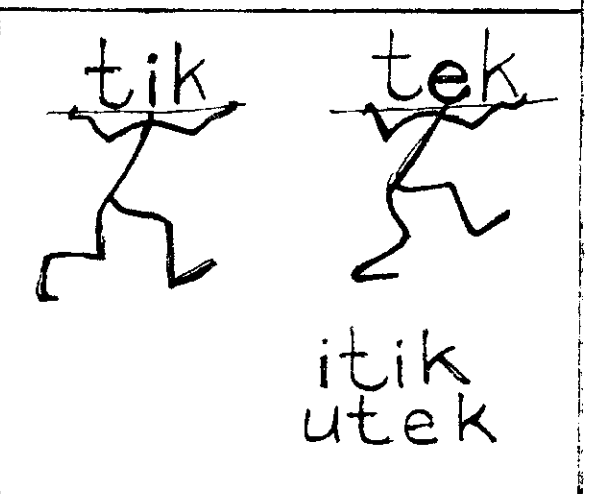
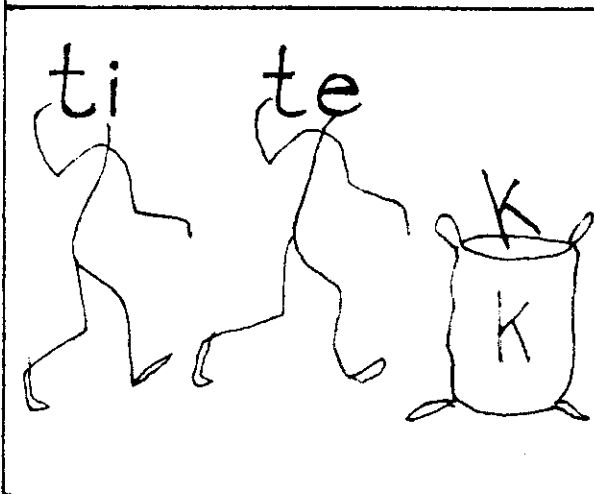
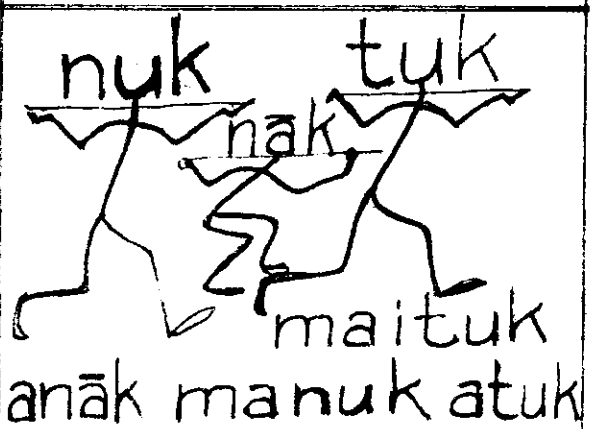
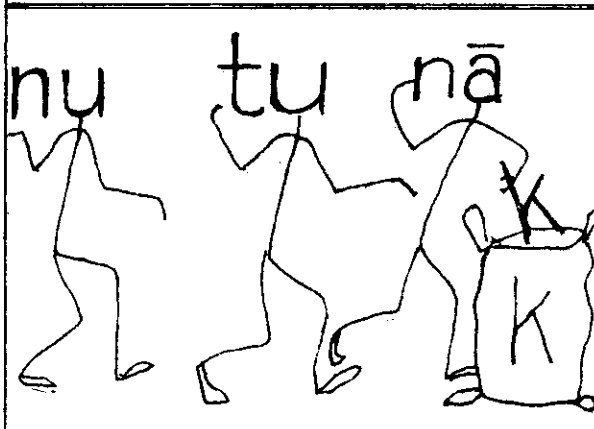
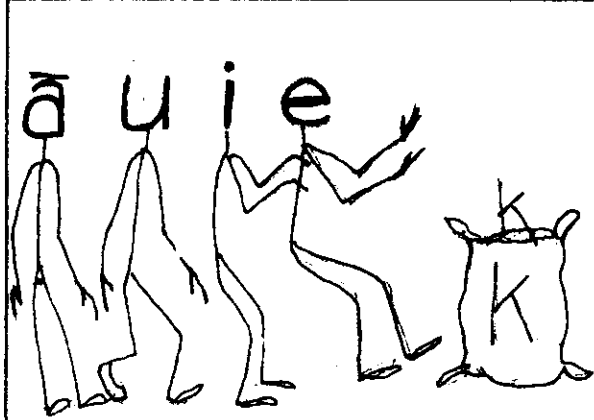
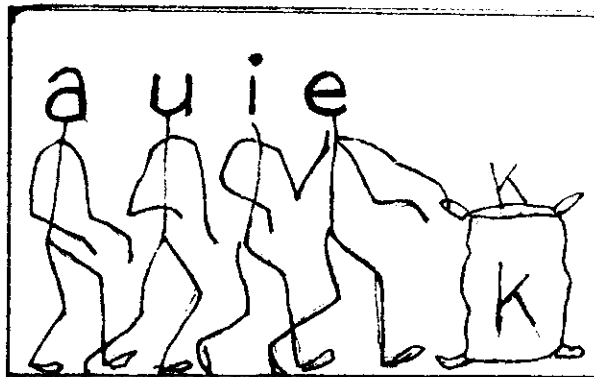
Student page: Reading the Carriers. Row 1 kV
Row 2 V_k
Row 3 & 4 CV_k

Built Word Drill

If we can read these new sounds we can read and write these new words.
(teacher distribute writing papers and dictate new words. Show breakdown
on the blackboard. Use the word in a sentence and have students write
the word as you say it slowly.)

Built Word Drills

<u>atu</u>	dog	<u>iti</u>		<u>māmat</u>	shy
<u>atuk</u>	my dog	<u>itik</u>	duck	<u>māmat ak</u>	I'm shy
				<u>māmat ka</u>	you're shy
<u>amu</u>	know	<u>itu</u>		<u>itān na</u>	he sees it
<u>āmuk</u>	I know	<u>ituk</u>	stingy	<u>itām</u>	you look
		<u>maītuk</u>	he's stingy	<u>itān ku</u>	I see it
<u>uma</u>	garden	<u>umu</u>		<u>e</u>	go
<u>umāk</u>	my garden	<u>umuk</u>	bird nest	<u>e ka</u>	you go
<u>ute</u>	uncle	<u>tu</u>		<u>e kan</u>	you go now
<u>utek</u>	my uncle	<u>tukā</u>			
<u>mata</u>	eye	<u>tukāk</u>	frog	<u>ka</u>	you
<u>matak</u>	my eye	<u>ku</u>		<u>kaka</u>	sister
<u>maita</u>	seen	<u>kutu</u>	lice	<u>kakāk</u>	my sister
<u>maitām</u>	you see	<u>e</u>	go	<u>ki</u>	
<u>maitāk</u>	I see	<u>e āk</u>	I go	<u>kita</u>	we two
<u>itun na</u>	he put	<u>e āk na</u>	I'll go now	<u>kitām</u>	we all
<u>itum</u>	you put			<u>ki</u>	
<u>itun ku</u>	I put	<u>tattunan</u>	headcarry	<u>kimi</u>	cockroach
<u>itum mi</u>	we put	<u>tattunam</u>	you headcarry		
<u>itun ta</u>	we two put	<u>tattunan ku</u>	I headcarry		
<u>itun tām</u>	we all put				
<u>u</u>		<u>a</u>		<u>ma</u>	
<u>uta</u>		<u>ana</u>		<u>manu</u>	
<u>utak</u>	brains	<u>anāk</u>	offspring	<u>manuk</u>	chicken



Student page: Select the word that best completes the sentence and write it in the space provided.

1. If Uncle has a dog, I should have a dog.
2. If you have your Uncle, I should have my Uncle.
3. If you can see it, I should get to see it.
4. If you get to Uncle's farm, you are past my farm.
5. If you are ashamed, I'm ashamed, and we're all shamed.
6. If indeed you go, I'll go.
7. I know that you know the chicks of my hen.
8. If you know something, I know something.
9. I know something because I've got brains.
10. Do you know how to put down what I put down?
11. Do you know how to head-carry what I head-carry?

1. Am ittā ya atu ni Ute. ittā mirā ya _____.
matāk tukāk atuk
2. Am ittā ya Utem ittā minā ya _____.
umuk utek āmuk
3. Am ittā ya maitām ittā minā ya _____.
maitāk kitām kimi
4. Am ittā ka ta uma ni Utek, itta ka ta unnān
na _____. anāk māmat umāk
5. Am māmat ka, ā māmat āk, ā _____ kitām.
tattunan māmat kakāk
6. Am e ka mantu, ā _____ na.
e āk tukāk manuk
7. Āmuk ta āmum ya anāk na _____ ku.
umuk manuk maut-ut
8. Am ittā ya āmum ittā ya _____.
itik āmuk kimi
9. Ittā ya āmuk te ittā ya _____ ku.
utak atuk kitām
10. Āmum itun ya _____ ku?
kakāk maitāk itun
11. Āmum tattunan ya _____ ku?
tattunan maitāk kitām

This is a picture of a lamān (wild pig).
This is the writing that says lamān (point).

Count the sounds in the word lamān. la is the first sound.
mān is the last sound.

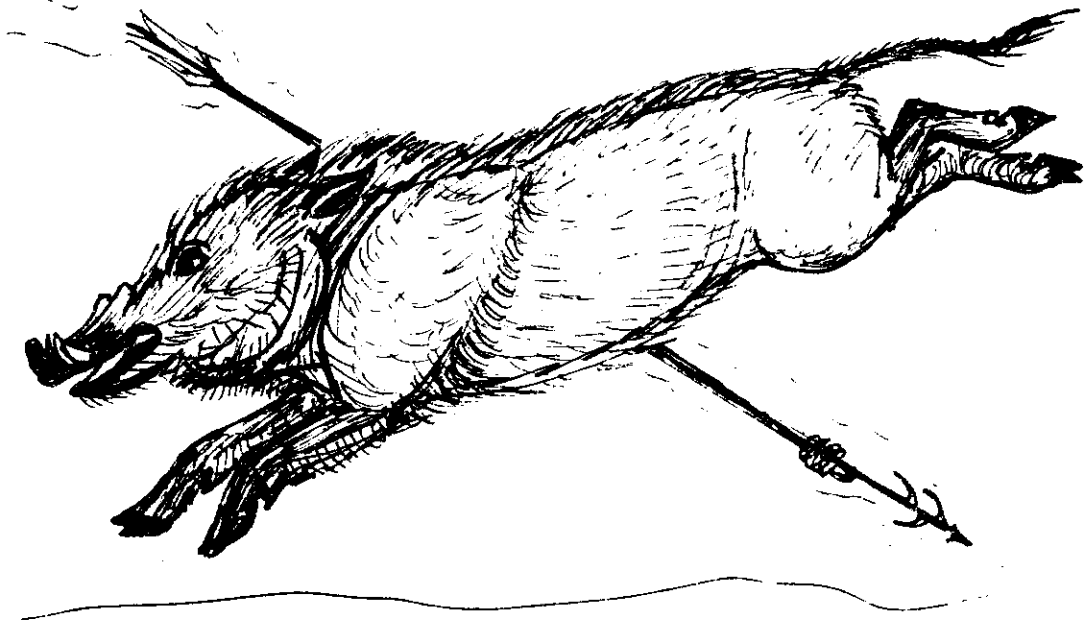
This is the part that says la (point)
What does this say? (point to the large syllable la)

(Teacher write on blackboard and read to class a list of words having la sound).

lamān	wild pig
lalaki	male
lanut	vine
lamag	crocodile
lakay	old man
lahunugān	arm
labāhās	razor

Giving writing lesson for l and l

la



lamān

la mām

Blackboard Drill

l a m a t a l a t a m a l a t a l a m a
t a l a l a m a l a t a l a m a l a t a

Student page: Reading the carriers: Row 1: IV Row 2: VI
Row 3: CVI Row 4: CVI

Blackboard Built Word Drill

			lā	i	i	la	la
li	tu	ku	lāk	li	li	lak	lak
lima	lutu	lāku	mulāk	lil	lik	talak	talak
<u>limāk</u>	<u>malutu</u>	<u>ilāku</u>	<u>imulāk</u>	<u>lillik</u>	<u>ikatalak</u>	<u>matalak</u>	

(l. t. r. : my hand, cooked, sell, plant, avoid, trust, happy)

	ma	a	kā	la		
la	mala	al	kāl	lak		
lala	malalā	alla	kāllak	al	al	
<u>lalaki</u>	<u>malalāki</u>	<u>allak</u>	<u>ikāllak</u>	<u>allu</u>	<u>al-al</u>	

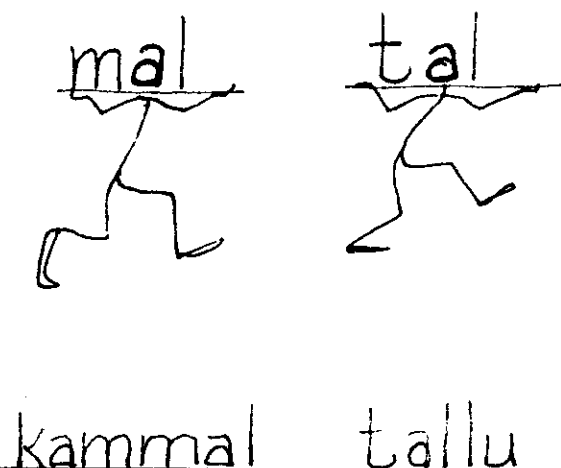
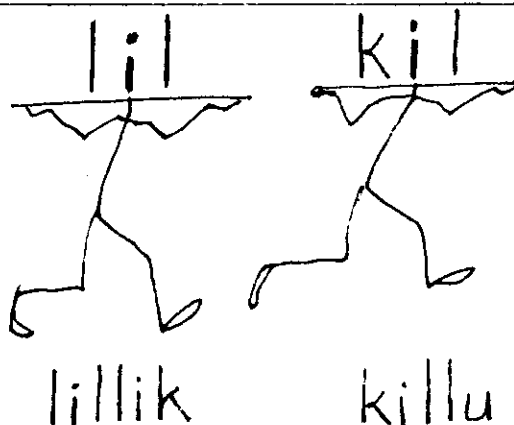
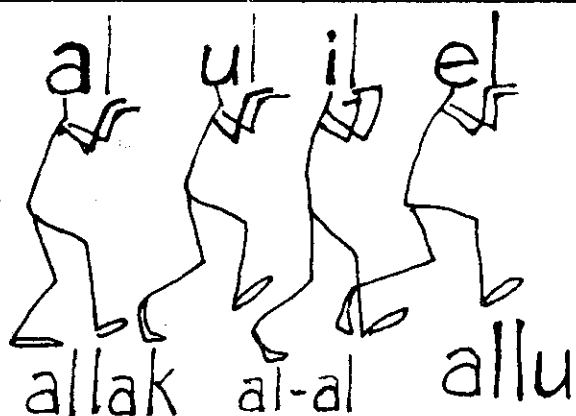
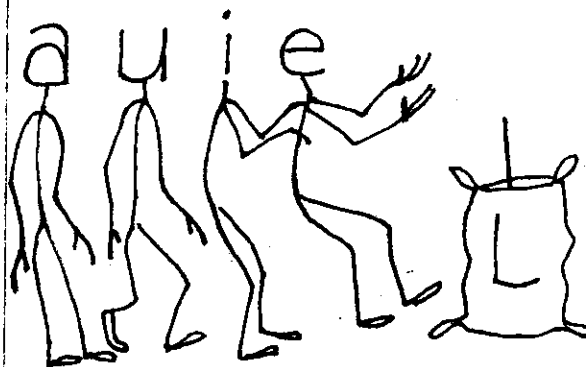
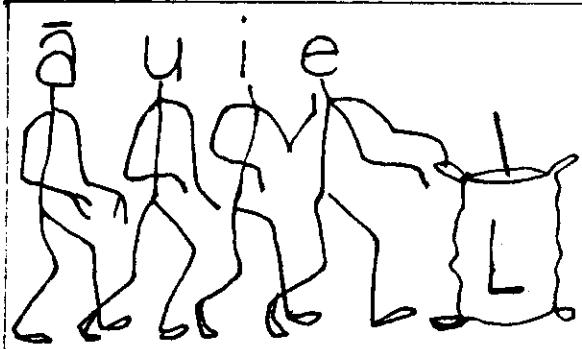
(l. to r.: male, exceptional, mercy, to pity, pestle, pant like dog)

		lā	i	u	ki	li
	Lā	lāta	i	ila	ulu	limu
<u>lā</u>	<u>Lāli</u>	<u>lātāk</u>	<u>ili</u>	<u>ilak</u>	<u>uluk</u>	<u>killu</u>
						<u>limutu</u>

(only, girl's name, my can, town, mosquito, my head, crooked, fester)

ka	ma	ta	la	
kam	mal	tal	lamā	Le
<u>kammal</u>		<u>tallu</u>	<u>lamān</u>	<u>Leti</u>

(l. t. r.: feel in mud for fish, three, wild pig, and girl's name)



On the student page, select the word that best fits when you find a sentence with multiple choice and a blank.

English translation:

1. Uncle, there's a wild pig, get out of the way!
2. Indeed there is a wild pig Father has.
3. His dog is excellent because it got ahead of the wild pig.
4. The dog is almost pitiful, look at him panting.
5. Father is rejoicing because he has something now to sell.
6. What's in Leti's can?
7. There's three chickens, indeed she has something to sell.
8. Leti is rejoicing because she's going to the town.
9. What is Lali head-carrying?
10. She's going to sell what she's carrying on her head.
11. What she's carrying is ripe.
12. It is the stuff she planted in her garden.

1. Ittā ya lamān, Ute, lillik ka.
2. Ittā mantu ya lamān te Āma.
3. Malalāki ya atu na te unnanān na ya lamān.
4. Māgge kākālāk ya atu te itām, maāl-āl lā.
5. i Āma te ittān ya ilāku na.
māmit Matalak mait
6. Anu ya ittān ta lāta ni Leti?
7. Ittā tallu na manuk, ittā mantu ya ilāku na.
8. Matalak i Leti te ume ta .
māmmi atuk ili
9. Anu ya tattunan ni ?
Lāli maitāk itun
10. Ilāku na ya tattunan na ta ulu na.
11. malutu ya tattunan na.
12. Intu ya imula na ta uma na.

This is a picture of a dove (halagān) with its string.
This (point) is the writing that says galut na (its string).

ga is the first sound in the word galut na.

Let's say it and count the sound together.

What are other words beginning with the ga sound?
Write on board and read the following:

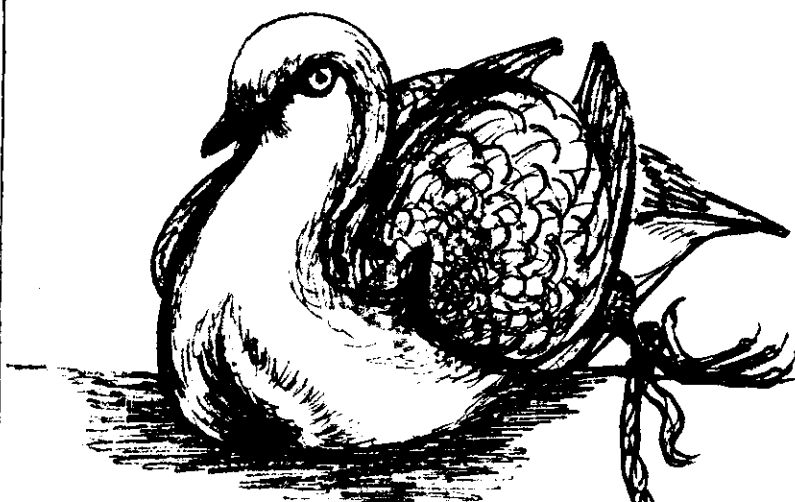
galut	cord
gadak	direction
gadwa	half
gafutan	seize it
gagāngay	custom
gahay	expression meaning unfortunately
gahut	cogon grass
galon	gallon
gatut	a debt

Black board drill:

ga	ta	ga	ta	ta	ga
ta	ma	ga	ma	ga	ma
ma	ga	ta	ga	ma	ga

Proceed with a writing lesson for the letter g and G.

ga



galut na
ga ut na

Carrier Drill

Student page: Reading the workers: Row 1: gV Row 2: Vg
Row 3 & 4: CVg

Built word Blackboard Drill

	gu		ma	gā	
	guma		maga	gā-gā mi	gi
gu	gumatu	ga	magatu	gā-gā mit	gilā
<u>gumu</u>	<u>gumatut</u>	<u>gatu</u>	<u>magatut</u>	<u>gā-gāmit</u>	<u>gilāt</u>

(l. to r.: quail, debt, east, hundred, cloth, harpoon arrow)

				ma	ma
gi			mā	u	mag mag
gina	a	ā	māg	uma	tumag
<u>ginat</u>	<u>agi</u>	<u>āgu</u>	<u>māgge</u>	<u>umag</u>	<u>magtumag</u>

(l. to r.: sand, 'ouch', I'm mistaken that..., almost, inside, bent over)

ma	ma			
mag	mag	ma		
kamag	mag	āg	āg	ug
<u>magkamag</u>	<u>lamag</u>	<u>āgta</u>	<u>āgtu</u>	<u>ugta</u>

(l. t. r.: abate, crocodile, Negrito, lift, deer)

	i		li		
	ik	lu	lig	la	lā
i	iklu	lug	liggu	lag	lāg
<u>ig Ute</u>	<u>iklug</u>	<u>ālūg</u>	<u>Liggu</u>	<u>ulag</u>	<u>ālāg</u>

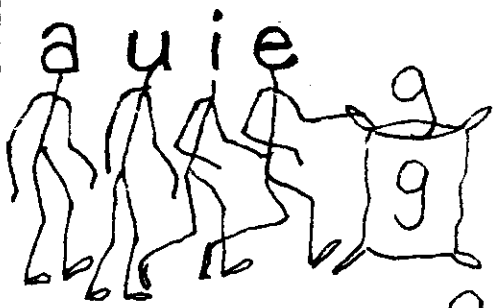
(l. to r.: Uncle and his companions, egg, lake, Sunday, snake, knife sneath)

	ta	ta	tu	gu	
la	taga	tagu	tuga	gut	
lag	mag taga	mag tagu	mag tuga	tugut	tu
<u>alag mu</u>	<u>magtaga</u>	<u>magtagu</u>	<u>magtuga</u>	<u>magtugut</u>	<u>tugi</u>

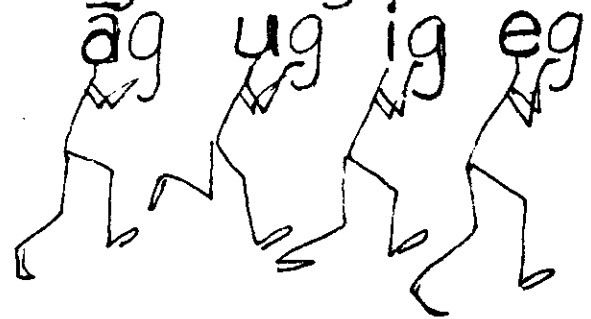
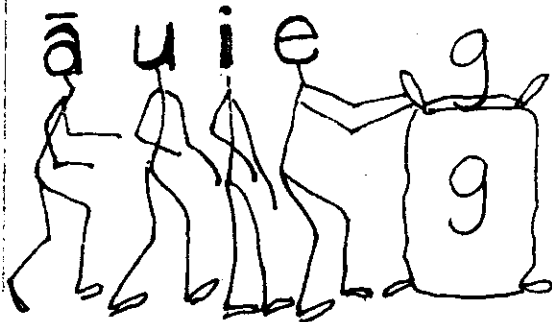
(l. t. r.: hurry, square logs, hide, punctured, leave, root veg.)

ma ta tā	u li ta	ta ta lu	ta gā	te
mag tal tāg	u li tag	tag tal lu	tag gāt	teg
<u>magtaltāg</u>	<u>ulitag</u>	<u>tagtallu</u>	<u>taggāt</u>	<u>teg Ute</u>

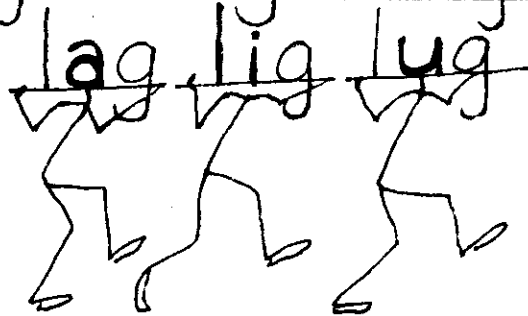
(l. to r.: pound rice, Uncle, three each, kind of tree, Uncle and his companion)



gatu gumu ginat



āgtun āgta ugtā ig ute



ulag liggu ālug iklug



teg ute nagtumag taggāt

On the student page, select the word that best completes the sentence and write it in when you find a multiple choice and blank.

English translation;

1. Father is bent over squaring a taggat tree.
2. "Mother, look at the snake, hurry and look!"
3. "I mistook it for a piece of cloth."
4. "I almost had my hand on the neck of a snake!"
5. There's an Agta, he has a harpoon arrow with him.
6. But the deer are hiding.
7. Leti and her friends are pounding rice.
8. The pounders are going at it three at a time because there are three pestles.

1. Magtumag i Āma magtaga ta _____
taggāt tugi ginat
2. "Ina, itām ya _____ ulag _____, alag mu it-itān.
3. _____ āgu _____ ta gā-gāmit lā.
4. _____ māgge _____ lā ittā ya limāk ta lig na ulag.
5. Ittā ya Āgta, ittā ya _____ gilāt _____ ta lima na.
6. Ammi _____ ya ugta.
gumatut iklug magtagu
7. Ittā _____ ig Leti _____ magtaltāg.
8. Taltallu ya _____ magtaltāg _____ te tallu ya āllu
teg Leti.

Before reading the story on the students page, let's look at some new words you will see there. You can read these words because you have already learned the parts of these words.

Demonstrate on blackboard:

ku + ga	ittā + n	i mu ne	i lā ku
<u>kuga</u> 'intensely'	<u>ittān</u> 'there now is'	i mu nek	<u>ilāku</u> 'sell'
		<u>imunek</u> 'to climb up'	

ne lā ku	ma kā mu
<u>nelāku</u> 'sold'	mak kā mu

makkamu 'person in charge'

Watch for these new words as you read the story silently to your self.
 Who was sick? A. Anti Matti. Who goes for help? A. Lali. Who finds her medicine? A. Uncle Tamug. Where is Anti Matti's pain? A. Her head. Did Anti Matti die? A. No.

Pass out papers for an independent writing exercise using flash cards:

itān	kitām	magtaltāg
ittān	lamān	magtaga
entanan	lalaki	teg Ute
Ātān	limāk	magatut
inuman	uluk	magtuga
mantu	imulāk	magtagu
uminum	lātāk	āgta
ka	allu	ugta
āk	allak	ig Ute
anāk	tallu	iklug
manuk	lā	lig
atuk	Leti	Liggu
itik	Lali	magtugut
āmuk	ilāku	māgge
matāk	malutu	magkamag
ulag	gā-gāmit	umag
ālāg	gilāt	
alag mu	agi	
taggāt	āgu ta	

Ya Kākāllak na Āgta

"Agi, agi ulu kin," kun na Āgta ta utun.

"Anu, ittā ya magtakit in?" kun ni Lāli. ya Kaka ni Anita. "Āanu, magtakit i Ānti men ittā ta umag, kākāllak," kun ni Māmmi teg Lāli. Ā imunek na ig Lāli.

"Umanu ka, Ānti?" kun ni Lāli tentu. "Ā ammu, anāk ku, te matakita ya ulu kin. Āgu ta attamān ku, ammi ammu te kuga magut-ut na," kunna. "Ā ittā minā i Utek Tamug, te intu ya makkāmu am magtakit kami. Malalāki ya ulitag ku, Ānti, e āk minā ta iten ili, te e āk itān am ittān ten," kunna. Ā nagtugut na. Ā ittān ten i Lāli ta ili.

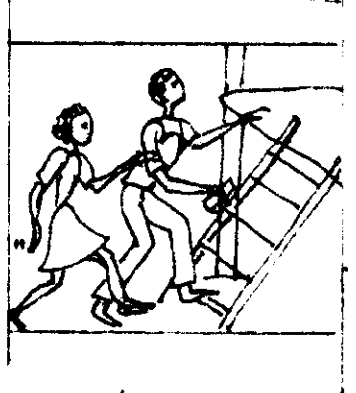
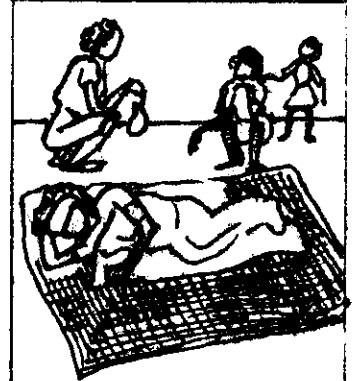
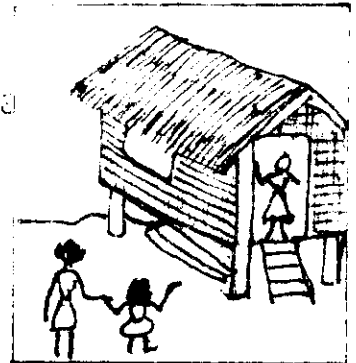
"Ute, Ute, alālag mu, em itān i Ānti Matti. Kākāllak na i Ānti," kun ni Lāli tentu.

"Ā anun na mantu, Lāli?" kun na ulitag na.

"Ā ya ulu na, Ute, te 'Agi, agi,' kunna ĩā. Ā ammu am attamān na ya ut-ut na en," kun ni Lāli te Ute Tamug.

"Ittā minā ya lintukan na, Lāli. E āk mantu itān am ittā ya ilāku na Āgta." Ā ume magita ta Āgta en maglāku. "Ā ittān, Lāli, ittān ya nelāku na. Entanan ta iten," kun ni Ute Tamug. Ā nagtugut na ig Ute. Ā ittān ig Ute ta iten te Matti. Ā imunek i Ute ta utun.

"Umanu ka, Ina, te magtakit ka kām." kun ni Tamug tentu. "Āanu. Ammi matalak āk na te ittā kām. Ikāllak māk, Tamug, te kuga magtakit āk na," kun ni Matti tentu.



The Pitiful Agta

"Ouch, ouch, my head," said the Agta up there. "What's this, is someone sick here?" said Lali, older sister of Anita. "Of course there is, your Auntie is sick. She's inside, in pitiful shape," said Mammi to Lali and her companion. So Lali and her companion climbed up. "Auntie, how are you," said Lali to her. "Well, I don't know, my child, because my head here aches. I thought I could bear it but I don't know because it's severely paining now," she said.

"Well, my Uncle Tamug ought to be here, because he's the one in charge when we are sick. My Uncle is wonderful, Auntie, I ought to go there, to town, because I'd go see if my Uncle is there now," she said. And she left then. And now Lali is there, in the town. "Uncle, Uncle, hurry! come look at Auntie Matti! Auntie is so pitiful now," Lali said to him. "Indeed, what's she up to, Lali?" said her Uncle. "Well it's her head, Uncle, because, 'Ouch, ouch,' is all she says. And I don't know if she can just bear the throbbing of it," said Lali to Uncle Tamug.

"There ought to be something she can take, Lali. Indeed, I'll go see if there's anything the Agta will sell. And he went looking for that Agta who sells things. "Well, I got it, Lali, now I have the thing he sold me. Let's go now over there," said Uncle Tamug. And Uncle and his companion left.

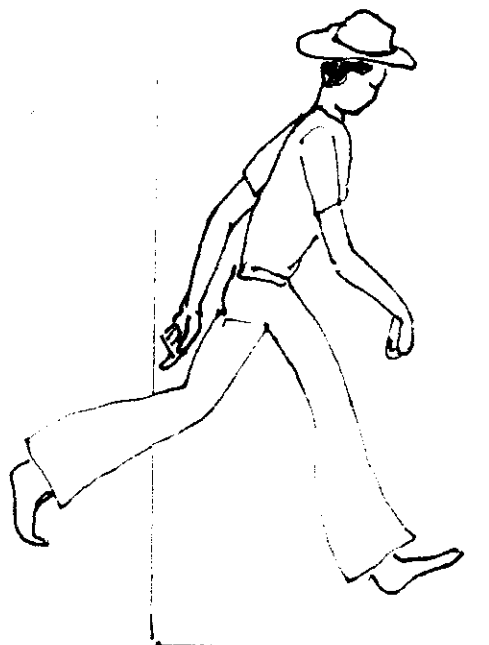
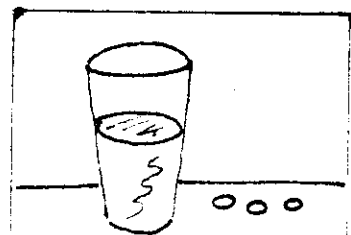
So now Uncle and his companion are there with Matti. Uncle climbed up into the house. "How are you, Mother? because they are saying you are sick?" Tamug said to her. "That's right. I'm glad now that you all have come. Pity me, Tamug, because I am severely ill," Matti said to him. "Look, Mother, you ought to swallow this stuff here, because you'd then see whether your sickness will abate," Tamug said. "Well, I'll see if it will," Auntie Matti said. And so she swallowed it.....

"Ā itām, Ina, te lintukam minā ya
ittā in, te maitām am magkamag
ya takit mu," kun ni Tamug.
"Ā itān ku," kun ni Ānti
Matti. Ā linintuk na mantu.

Ittā i Māmmi, ammi magtugut na minā,
te ittā kān ya Kaka na ta uma na.
" Lāli, em itān i Matti, te e āk na,"
kunna. Ā ittān i Lāli ta umag te Matti.

" Ānti, umanu kan?" kunnan.
"Allak ni Utem, anāk ku, te
nagkamag na ya takit na uluk," kun ni Matti
tentu.

Ā matalak na i Ānti Matti te nagkamag
na ya takit na. Matalak ig Tamug.
Ā "Ute," kun ni Lāli, "maḷalāki ka, te
ittā mantu ya āmum am ittā ya magtakit
tekami Āgta," kun ni Lāli. Ammi te Tamug
ā "Āanu," kunna lā, ā nagtugut na te
nagkamag na ya takit na kākallak en.



English cont.:

Mammi was there, but she wanted to leave, because word came that her older sister was at her garden. "Lali, come see to Matti, because I'm leaving now," she said. And so Lali went inside with Matti. "Auntie, how are you?" she says. "It's the mercy of your Uncle, my child, that the sickness of my head has abated," Matti said to her. Now Auntie Matti rejoiced because her sickness had abated. Tamug and his companion rejoiced. And then, "Uncle, " said Lali, "you are wonderful, because you truly know something when there is sickness among us Agtas," Lali said. But as for Tamug, well, "Of course," is all he said and he left them because the sickness of the pitiful one had abated.

This is a picture of a mudfish (dalag).
This is the writing that says dalag. (point)

da is the first sound in the word dalag.

dalag Let's say it and count the sounds on our fingers together.

What are other words beginning with the da sound?

datay	ghost
daga	blood
dagum	a needle
dagat	hot taste
dakal	large
dafu	lord/master
dalak	thunder
dalān	a trail
damāk	my father
Dagupān	town
Dabārāb	settlement

A Black board drill in contrast

da	ta	da	ta	da
da	ma	da	da	ma
ma	da	ta	da	ma

Proceed with a writing lesson for the letter d and D

da



dalag

da

lag

On student page row one, read the carriers with the new letter d. If we can read these new sounds we can read and write these new words:

da	da	da	da	da	Da
<u>da:</u> da ge	da gu	da lā	da nu	da ka	Da mā
da get	da gum	da lān	da num	da kal	Da māk
<u>daget</u>	<u>dagum</u>	<u>dalān</u>	<u>danum</u>	<u>dakal</u>	<u>Damāk</u>

(1.to r.: sew,needle,trail,water,large, and my Father)

dā	dā	dā	dā	de:	de	de
<u>dā:</u> dā mā	dā- lā	ma dā ma	a dā la	<u>de:</u> de	de	de nu
dā māg	dā- lāt	ma dām mat	a dā lam			de nu
<u>dāmāg</u>	<u>dā-lāt</u>	<u>madām mat</u>	<u>adālam</u>			<u>denu</u>

(1. to r.: news,bamboo flooring,heavy,deep,maybe, and coconut oil)

de ka	de	di	di	du
de kat	a da de	<u>di:</u> ma di	a dā di	<u>du:</u> du- du
<u>dekat</u>	<u>adade</u>	<u>madi</u>	<u>adādi</u>	Di na du- dut
			<u>Dina</u>	<u>du-dut</u>

(1.to r.:cake rice,song type ,no good,ex.wonder!,f. name,fuzz/feathers)

Students read row two: The carriers magākhuy (front carry). If we can read these new sounds we can read these new words:

ad	ād	<u>ud</u>	id	id	
ad dā	ād du		id du	ma id da	(1.to r.:ladder/steps,
ad dān	<u>āddu</u>		id duk	maq id da	many,front end,love,
<u>addān</u>			<u>idduk</u>	<u>magidda</u>	lie down)

Read row three: Mr. i will mangisaw (double carry). If we can read these new sounds we can read these new words:

ki	ki	ki	li li		(1.to r.:they,they,they,
kid en	i kid	te kid	lid lid	ma ga mi	to rub eyes,to pull to
<u>kiden</u>	<u>ikid</u>	<u>tekid</u>	<u>lidlid</u>	mag ga mid	self)
				<u>maggamid</u>	

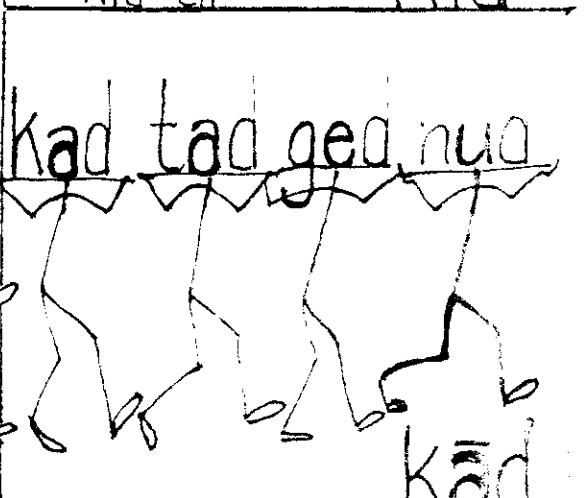
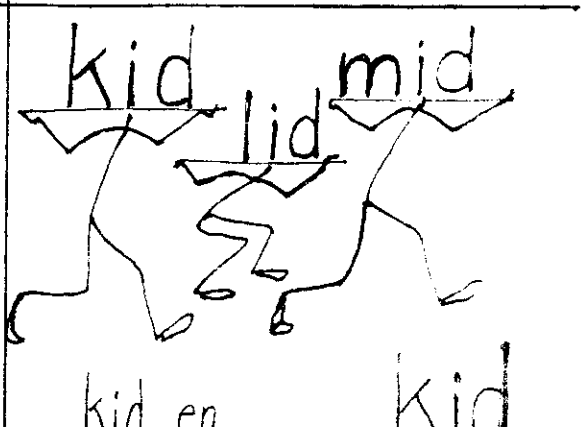
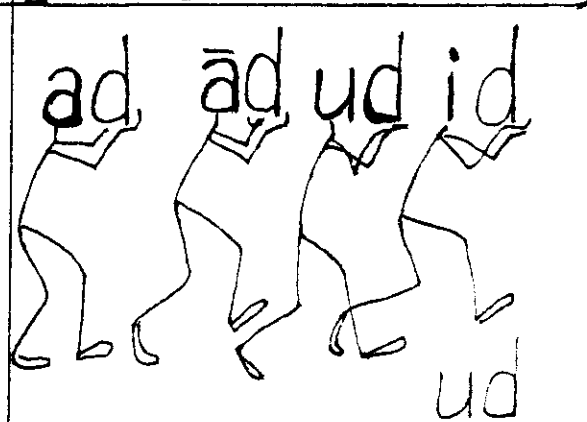
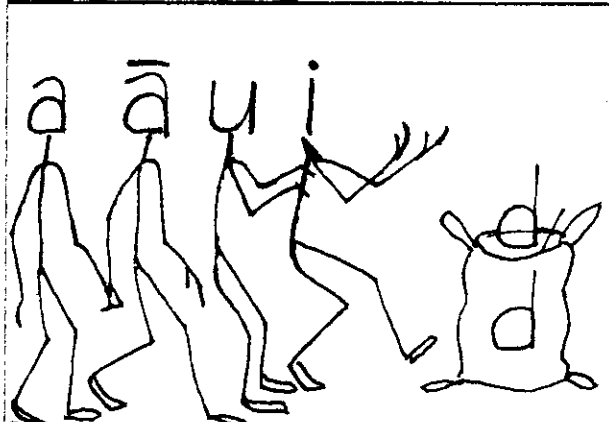
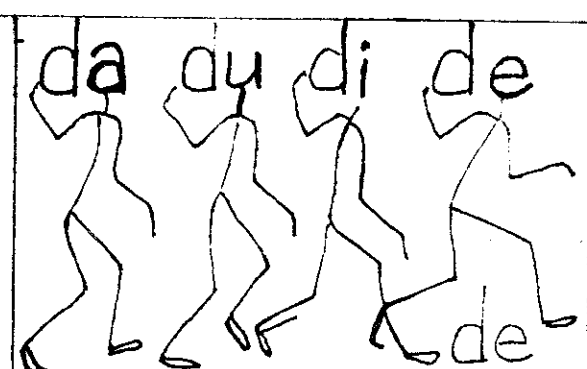
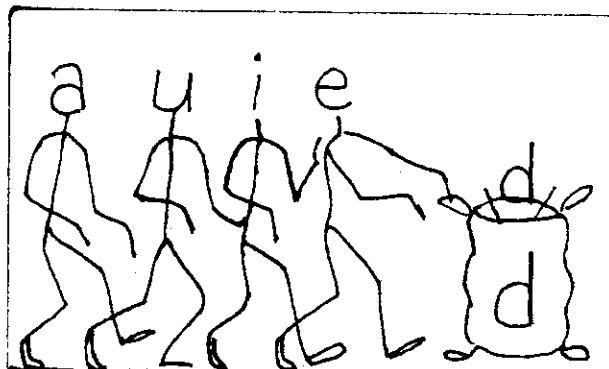
Row four: The carriers want to double carry the new letter d. What new words can we now read if we can read these new sounds?

kad	kād	kad				
kad da	kād du	gā kad	kād	tad	tād	tad
kad dat	kād dug	gāk kad	i u kād	i a tad	me ku tād	un tad
<u>kaddat</u>	<u>kāddug</u>	<u>gākkad</u>	<u>iukād</u>	<u>iatad</u>	<u>mekutād</u>	<u>untad</u>

(1.to r.:grass,stab pain,to plot,to open,to give,to be kicked,and stumps)

tad		ged		(1.to r.:tamp down earth,to be
ta tad	ged	ma leg ged	nud	unsucessful,to scratch in dirt,
tat tad	me ge ged	mag leg ged	uk nud	to gather up, an assortment)
<u>tattad</u>	<u>megeged</u>	<u>maglegged</u>	<u>uknud</u>	
<u>kād</u>	kād	kād		nud
	tu kād	a li kād		ma ma ga nud
	<u>tukād</u>	a lik kād	mag + alikkād	mag ma ga nud
		<u>alikkād</u>	<u>magalikkād</u>	<u>magnaganud</u>

(1.to r.:entirely,fall trees,play,playing)



On student page there are five words in the box at the bottom of your page, read the part of a sentence written then choose and write the word that best fits to make a good sentence.

English translation:

1. Anita and her puppy are playing.
2. The Agtas are lying on the grass.
3. There are many stumps in their garden.
4. He went and gave his corn to their duck!
5. What is that in the can of Leti and her companion?
I think there are all kinds of things in their can.

1. _____ i Anita ikid na atātu na.



2. Magidda ya Āgta kiden ta _____.



3. Āddu na _____ kiden ta uma da.



4. Enna _____ ya mait na ta itik da.



5. Anu yan ta lāta nig Leti?

Ittā de ya _____ ta lāta da.



magmaganud

iatad

untad

Magalikkād

kaddat

This is a picture of an axe(watay).
This is the writing that says watay.

Let's count the sounds in the word watay.
wa is the first sound in the word.

This (point to the large wa) is the writing that says wa.

What are other words beginning with the wa sound?

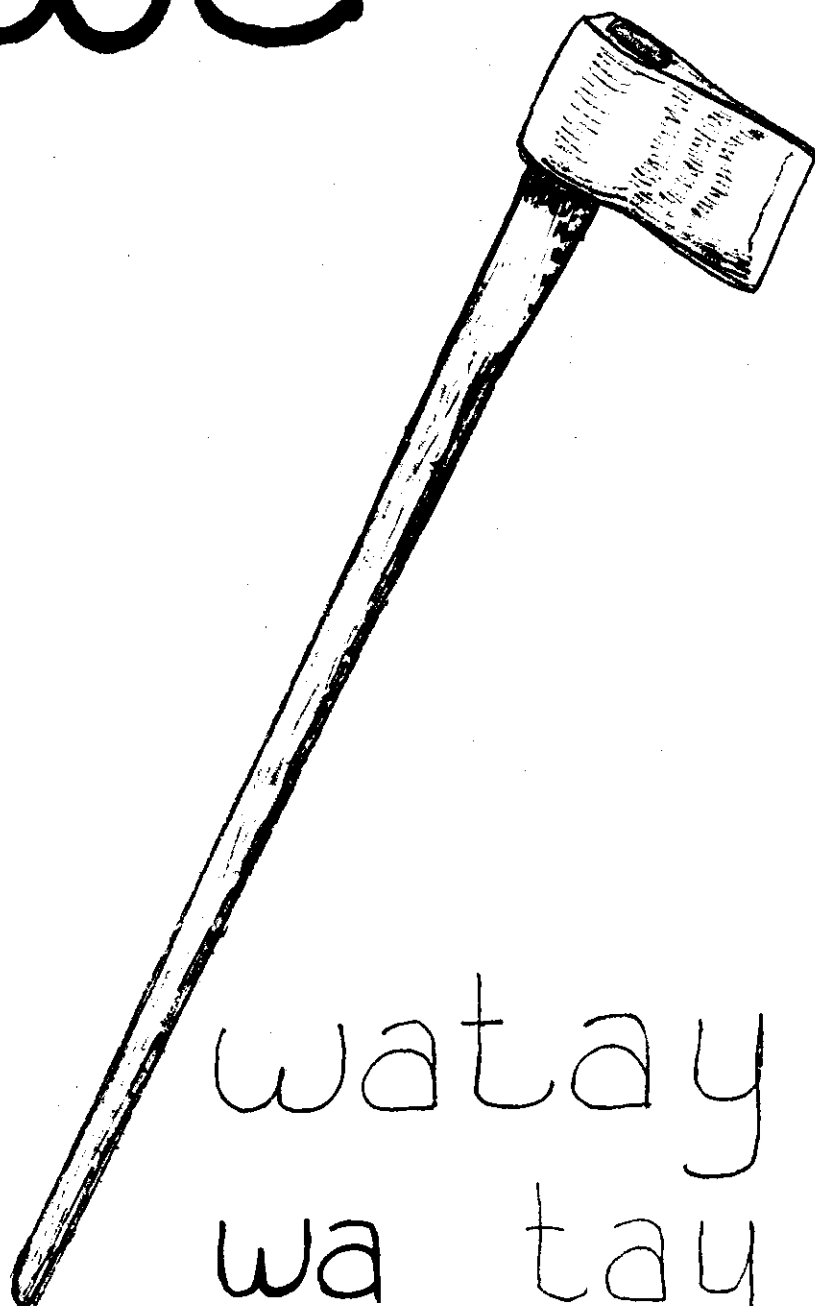
wagi	younger sibling
walu	eight
wanād	root vegetable
watek	scattered
wawa	an evil spirit
watay	an axe

Contrast Drill

wa	ta	wa	ta	wa	ma	wa	wa	ma
ta	wa	ma	wa	ta	wa	ma	wa	ta

Proceed with a writing lesson for the new letter w and W.

wa



watay
wa tay

Students read row one. The workers are going to carry the new letter w. Who can read them as they are on the trail? Yes, wa, wā, wi and we. Mr. u refuses to backpack doesn't he? (wu is not a sound in Agta)

If we can read these new segments we can read these new words:

wa	wa	wa	wa		wa		wa
<u>wa:</u>	<u>wa gi</u>	<u>wa lu</u>	<u>wa nā</u>	<u>wa te</u>	<u>wa</u>	<u>wa</u>	<u>i wa gā</u>
	<u>wagi</u>	<u>walu</u>	<u>wa nād</u>	<u>wa tek</u>	<u>i ka ta wa</u>	<u>a ta wa</u>	<u>i wa gāk</u>
			<u>wanād</u>	<u>watek</u>	<u>ikatawa</u>	<u>atawa</u>	<u>iwagāk</u>

(l.to r.:younger sibling,eight,edible root,scatter,laugh,spouse,leave behind)

	wa		wa		wa		wā		gā wa ta		wi
	ti mā wa		du wa		a lā wa		a wā		gā wa tan		ma wi ni
	<u>tināwa</u>		<u>duwa</u>		<u>alāwa</u>		<u>awā</u>		<u>gāwatan</u>		<u>mawini</u>

(l.to r.:mouth harp,two,wide,if not,grasp,itchy vine)

we	we	we	we	we	
we le	a we	a we na	u ma we	i ma we	(l.to r.:talkative,ex.surprise,
<u>wele</u>	<u>awe</u>	<u>awena</u>	<u>umawe</u>	<u>imawe</u>	he won't,he does not like,he
					did not like)

Students read row two. Today we see some strong workers. Mr. a goes to the sack. He will magabbān the letter w. But he goes to another sack also, he will magabbān two letters! Who will try to read row two for us? Yes, kwa this is how we read the word kwa (a thing).

Students read row three. Here is another strong man, Mr. ā, (besure to notice his hat is on). Mr. ā will magabbān the letter w. And he will go to another sack and magabbān two letters. Who will try to read row three for us? Yes, dwā, this is how we read dwā in the word dwāgatut(two hundred).

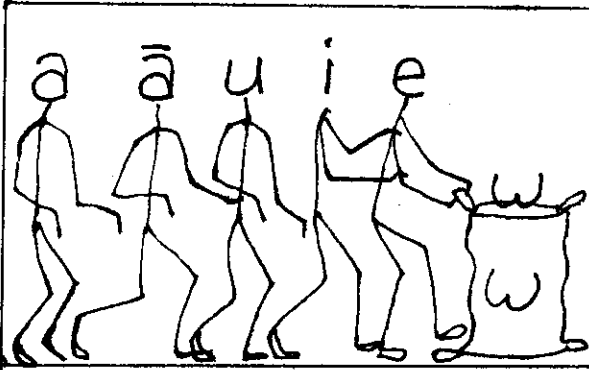
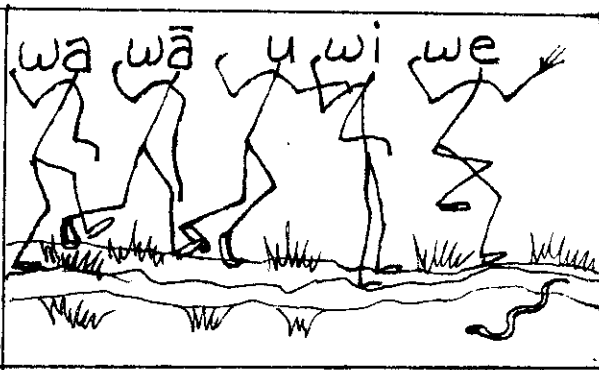
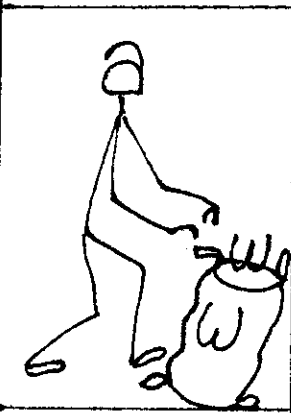
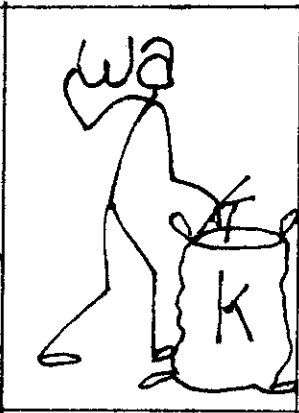
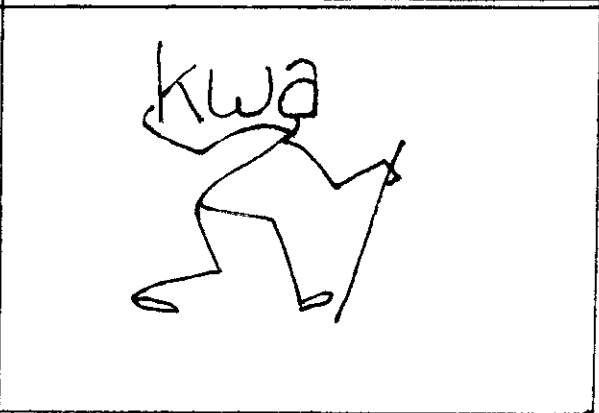
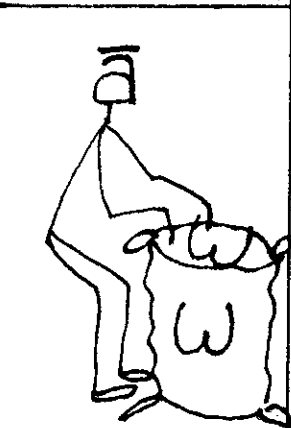
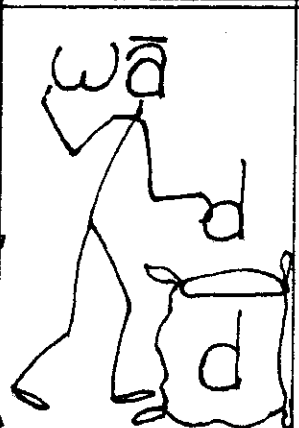
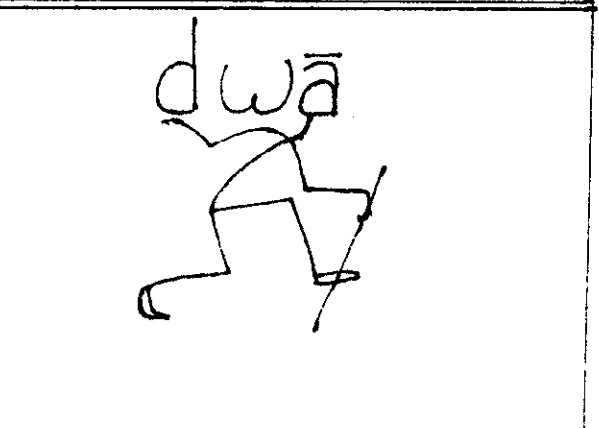
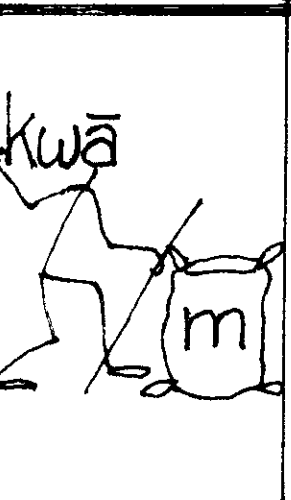
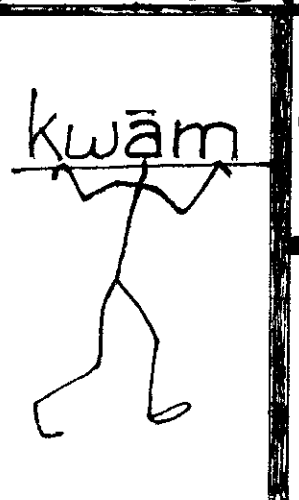

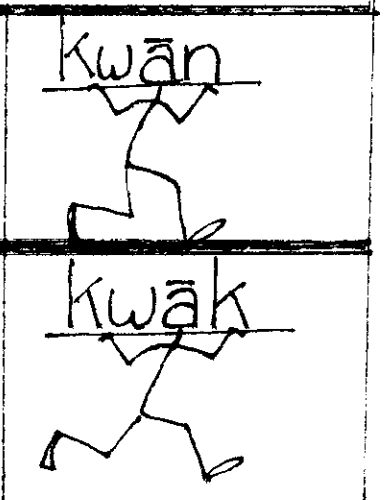

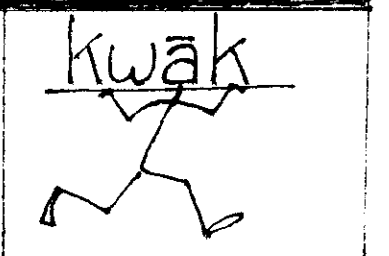
Students read row four. The strongmen are going to mangisaw. Mr. ā is backpacking with two letters so that we read him kwā but it looks like he is going to a sack for another letter. Who can read him after he puts all his letters up? Yes, kwām (your thing).

What do we read if the last letter he lifts up is n? Yes, kwān (doing).

What do we read if the last letter he lifts up in k? Yes, kwāk (my thing).

If we can read these new segments then we can read these new words:

ma kā wa	i a wa	ma mi wa	ga wa	
ma kā kwa	i a dwa	ma mi dwa	ga dwa	(l.to r.: owner,to vomit,
<u>makākwa</u>	<u>iadwa</u>	<u>mamidwa</u>	<u>gadwa</u>	to do twice, to half)

Let's read row one: Here we see Mr.i. It looks like he is strong too. Who can read Mr.i at work? Yes, i, wi, kwi and kwid. The last letter he put up is this one d. Lets write all our new words together. (Teacher use the independent writing method with flash cards for makākwa, iadwa, mamidwa, and gadwa, and kwid.

None of the workers have front carried yet. Mr.a will show us how to front carry w. Who will read Mr.a front carry? Yes, a, aw. If you can read this sound you can read this sentence:

"awwi, ta wagi men." 'Wow, your little brother is great!'

Let's read row three. Here are two Mr.e's. They put up the new letter and what do we read? Yes, we. But one of them finds this m to carry also. He will mangisaw it. What do we read? Yes, wem. If you can read this you can read the word awem 'don't'.

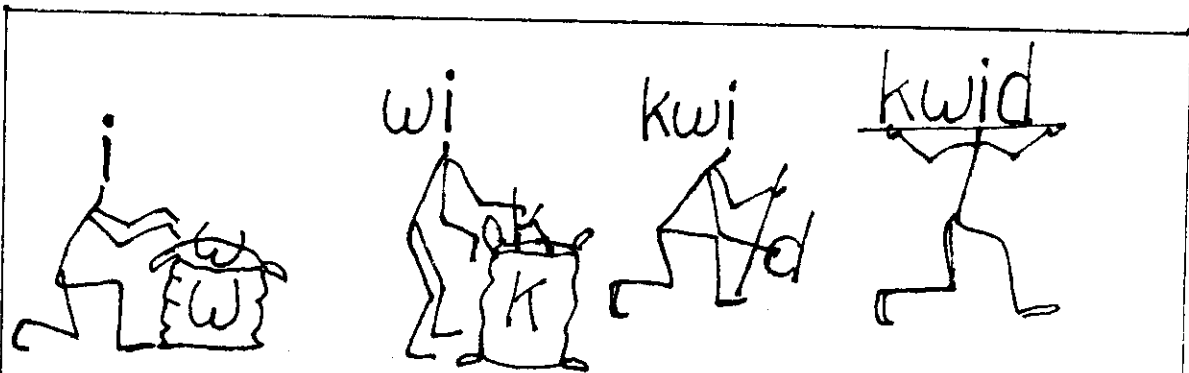
What letter did the other Mr.e mangisaw? Yes, wek. If you can read wek you can read the word awek 'I won't'

a we	a we
a wek	a wem
<u>awek</u>	<u>awem</u>

Let's read row four. Mr.ā will magabbān our new letter, then he finds this letter n. He will isawān it. Who can read Mr.ā at work? Yes, ā, wā, and wān. If you can read this sound you can read these new words:

tā	wā	kā	wā	wā	ka wā	li wā	wā
tāk	wān	kād	wān	a wān	ka wān	li wān	kwā n
<u>tākwān</u>	<u>kādwān</u>	<u>awān</u>	<u>kawān</u>	<u>liwān</u>	<u>kwān</u>		

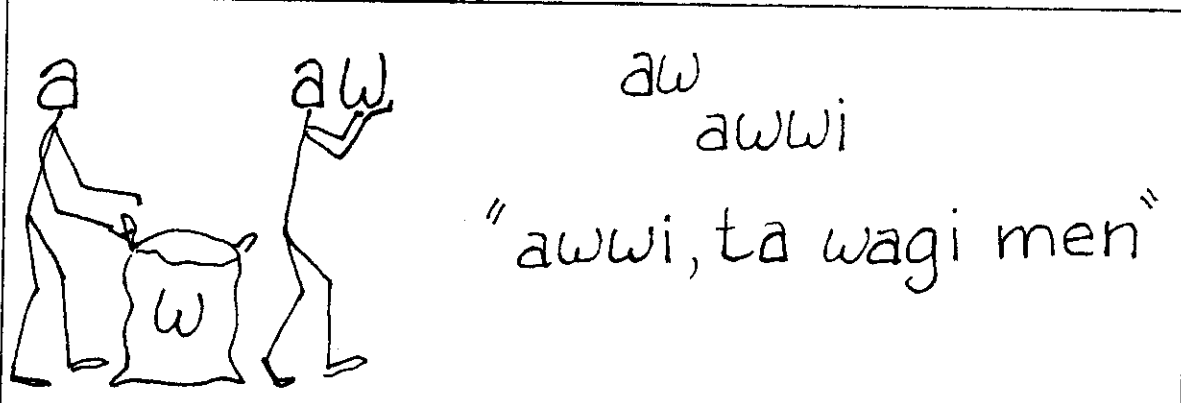
(l.to r.:another one,some others,none,typhoon,outside and to do)



wi

kwi

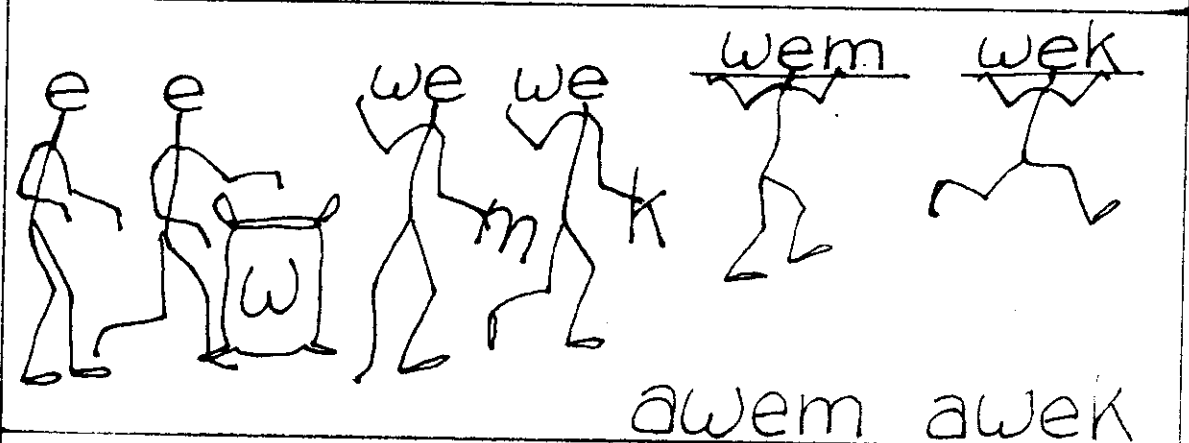
kwid



aw

awwi

"awwi, ta wagi men"



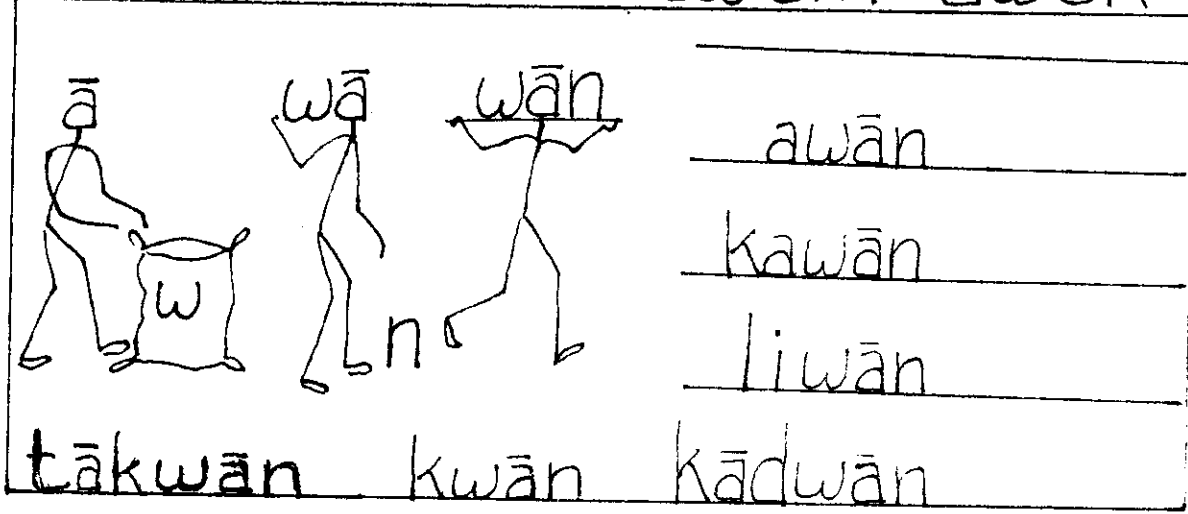
we

we

wem

wek

awem awek



ā

wā

wān

awān

kawān

liwān

tākwān

kwān

kādwān

Who will read row one? Two Mr.a's will backpack the letters beside them. Yes, ma and ta. Next they want to mangisaw the new letter. Who can read The Mr.a who carries ma picks up the new letter and we read what? Yes, maw. Read the other Mr. a. Yes, a, ta, and taw. If you can read maw and taw you can read these new words:

ka ta	ma ma	ma ta ma	ma la ma
ka taw	maw maw	mag ta maw	mag la maw
<u>kataw</u>	<u>mawmaw</u>	<u>magta-maw</u>	<u>maglamaw</u>

(l.to r.:a mat, mythical boar, hold in palm of hand, scald chicken)

Who will read row two? Two Mr.a's will backpack the letters beside them. Yes, na and ka. Next they rangisaw the new letter also. Who can read na after w is added? Yes, raw. Who can read ka after w is added? Yes, kaw. If you can read these you can read these new words:

ma la na	ma li na	ma la na	a na	ma ta ka
mag la naw	ma li naw	ma lan naw	a naw	mag ta kaw
<u>maglanaw</u>	<u>malinaw</u>	<u>malannaw</u>	<u>anaw</u>	<u>magtakaw</u>

(l.to r.:to track game, clear water, cool, palm, to steal)

ma tu ka	u mā ka	
mag tuk kaw	u māk kaw	(l.to r.:to strike at, to head off)
<u>magtukkaw</u>	<u>umākkaw</u>	

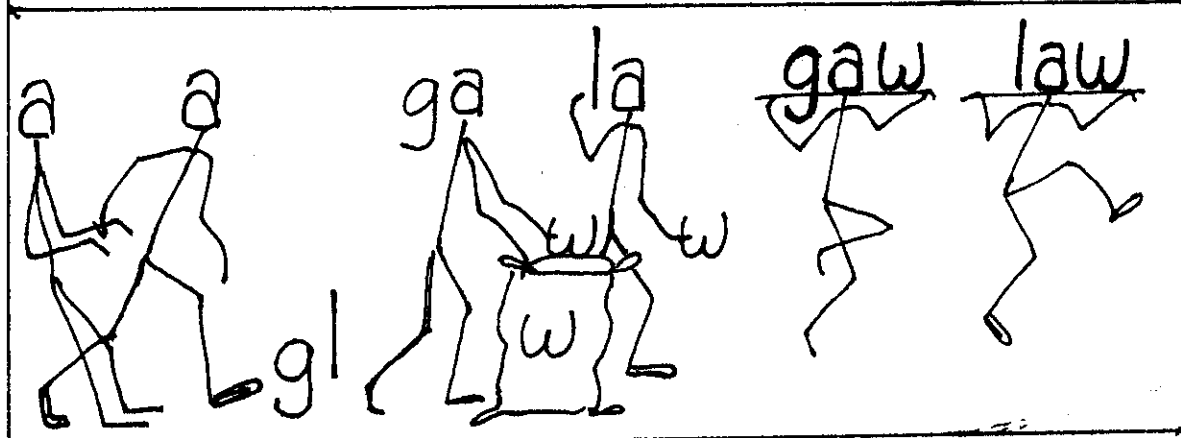
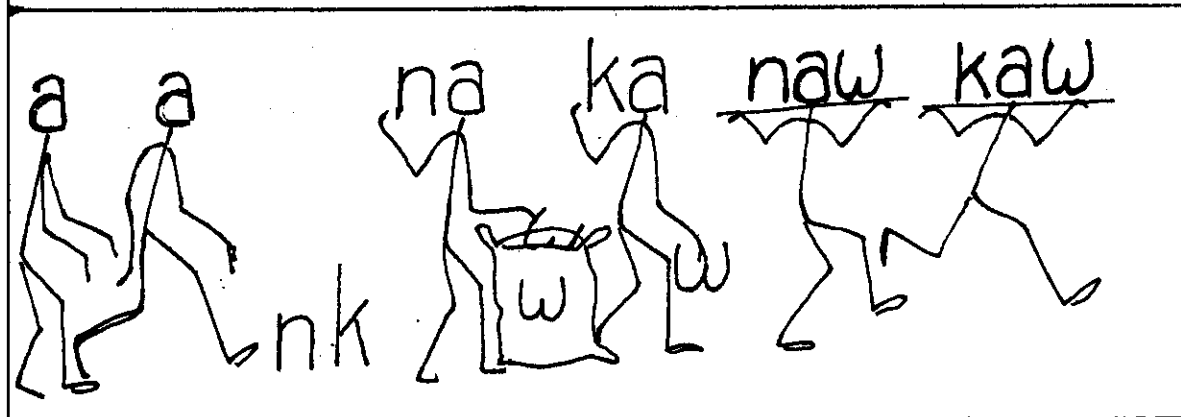
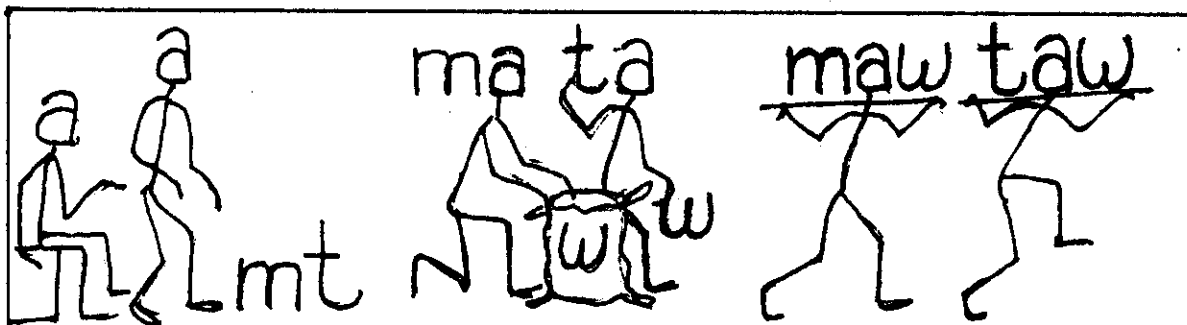
Have the students read row three in the same manner and say, "If you can read these sounds you can read these new words:

kā ga	i gā	u ga	ma ta lā	ma da lā	ma lā
kā gaw	i gāw	u gaw	mag ta lāw	mag dal lāw	mai lāw
<u>kāgaw</u>	<u>igāw</u>	<u>ugaw</u>	<u>magtalāw</u>	<u>magdallāw</u>	<u>melilāw</u>

(l.to r.germ/fungus, winnow basket, monkey, afraid, adulterer, drunkard)

Students read row four in the same way. If they can read waw and daw they can read these words:

tu wa	ma ku li da	
tu waw	mag ku li daw	(l.to r.:the panic bird, and to shed hair)
<u>tuwaw</u>	<u>magkulidaw</u>	



On the students page there are five words in the box at the bottom of your page. Read the part of the sentence written for you and then choose and write in the word that should go in the space to make a good sentence. Complete all five sentences.

1. I don't like monkeys because they steal.
2. They are laughing at the one who got into the itchy-vine.
3. Don't you run off and leave your little brother.
4. "Wow, the one playing the timawa is something else!"
5. "Our corn will be gone if there is a typhoon," he said.

1. Awek ya ugaw te _____.



2. Ikatawa da ya ittā ta _____.



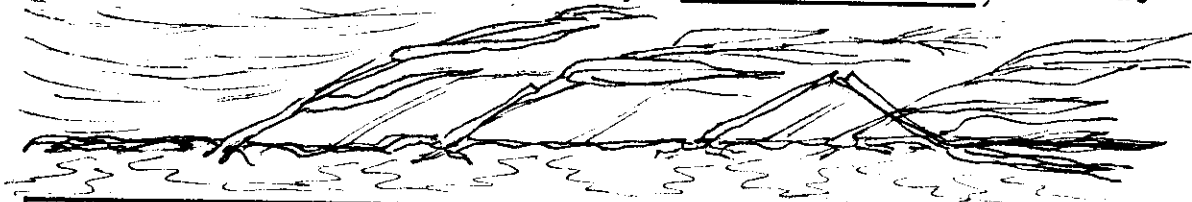
3. Awem iwagāk ya _____ men.



4. "Awwi ta mag _____," kun da.



5. "Awān ta mait tām am ittā ya _____," kunna.



mawini wagi timāwa magtakaw kawān

This is a picture of a salamāgi branch. (a tamarind tree branch)
This is the writing that says salamāgi.

sa is the first sound in the word salamāgi.
Let's say the word and count on our fingers the sounds in the word.

What is the first sound? sa. This writing says sa (point to the large syllable sa).

What are other words beginning with the sa sound?

sabun	soap
sabokan	gather into skirt
sakop	district
sage	a little
sagirut	hair clip
sagolyāt	reward
sahokan	entrance
salaksak	kingfisher bird
sagelsel	Virginia rail bird
Sabido	m. name

Give a short contrast drill with sa, ta and ma
on the blackboard.

Proceed with a writing lesson for the letter s and S.

sa



salamāgi
sa la mā gi

Student page row one. Who will read? Here we see all the workers headed for a sack with our new letter. They all magabbān the new letter and run off to make new words. Let's read them: Yes, sa, sā, su, se and se. If you can read these segments of words you can read these new words:

sa	sa	sa	sa	sa	sa
sa ge	sa la mā gi	sa ge se	sa gu ku	i sa gi	i wa sa
<u>sage</u>	<u>salamāgi</u>	sa gel sel	sa gu kud	<u>isagi</u>	<u>iwasa</u>
		<u>sagelsel</u>	<u>sagukud</u>		

(l.to r.:a little,tamarind,rail bird,walking stick,to rescue,to forsake)

sā	su	su	su	su	si
ma ki sā la	su su ma	su su	su ni	ma su na	si da
<u>makisāla</u>	<u>susuma</u>	<u>susu</u>	<u>suni</u>	ma su nak	<u>sida</u>
				<u>masunak</u>	

(l.to r.:dancing,folk-song,breasts,backwards,upside down,meat dish)

si	si	si	si	si	si
si li	ma si	ma si ka	ma si du	si ge gu	at si
<u>sili</u>	<u>masi</u>	ma si kan	ma si dug	si ge gud	<u>atsi</u>
		<u>masikan</u>	<u>masidug</u>	<u>sigegud</u>	

(l.to r.:hot peppers,dead,strong,asleep,3-prong arrow,ex.how awful!)


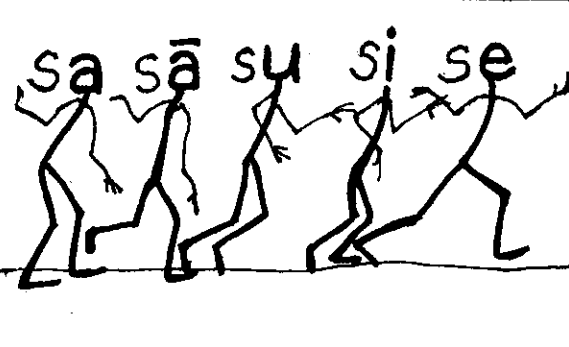


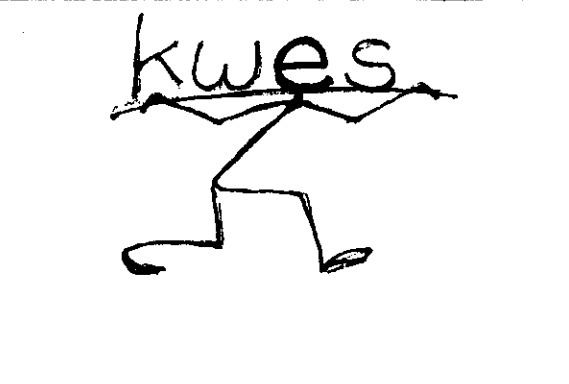
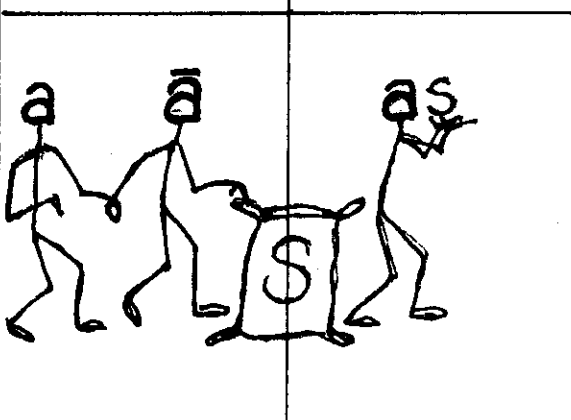


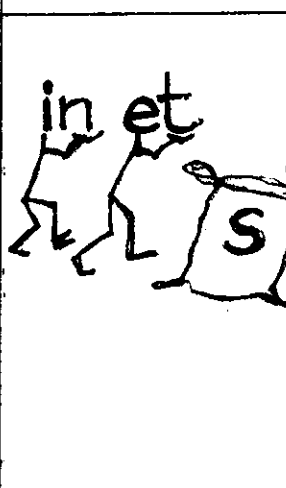
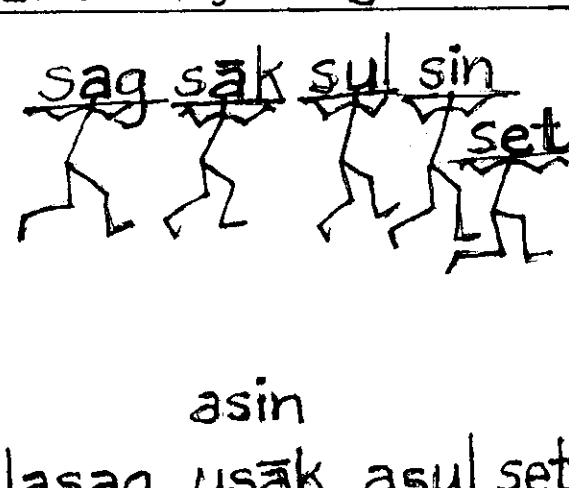
se	se	se	
se lu	se nu	a se te	(l.to r.:f. name,in sucession,motor oil)
selut	se nut	<u>asete</u>	
<u>Selut</u>	<u>senut</u>		

Row two: Here is a strong letter, Mr.e. He is already magabbān and we read him how? Yes, we. He goes to a sack and picks up an old letter. He magabbān two old letters. How do you read him? Yes, kwe. Now he goes to a sack with the new letter in it. He is going to mangisaw. Who can read him mangisaw? Yes, kwes (a Judge)

Row three: Here are the two brothers, one with the hat and one without. They are going for a sack with the new letter. Who can read them magākhuy the new letter? Yes, as and ās. If they can make these two segments of words they can make the word assi(like assi ya danum na ālug 'shallow is the water in the lake'), and the word ās-ās (like ās-ās na ya waig 'the creek is now dried up').

Row four, here we see all the workers magākhuy old letters. Who can read them with their old letters? Yes, ag, āk, ul, in and et. Now they are all going to the sack with the new letter. They will mangisaw so they can make the words we have here.

la sa	u sā	a su	a si	se	
la sag	u sāk	a sul	a sin	<u>set</u>	(l.to r.:testicle,peeling,blue,
<u>lasag</u>	<u>usāk</u>	<u>asul</u>	<u>asin</u>		salt and whetstone)

		
		
		 <div data-bbox="985 947 1268 1122"><p>assi ās-ās</p></div> <p>assi ya danum na ālug. ās-ās na ya waig.</p>
		 <div data-bbox="749 1695 1314 1836"><p>asin lasag usāk asul set</p></div>

Student read row one. Here is Mr.a, magākhuy with the new letter. He will mangisaw two old letters so read him mangisaw also. Yes, as, kas, tas. If you can read these segments of words you can read and write these new words:

ka	du	gā ta	
kas si	du ka	gā tas	(l.to r.:wild chicken,toucan,store milk)
<u>kassi</u>	du kas	<u>gātas</u>	
	<u>dukas</u>		

Row two, here is Mr. ā, magākhuy with the new letter. He will mangisaw four old letters to make the segment you will read. Let's go: Yes, ās, gās, mās, lās, and kās. If we can read these segments of words we can read and write these new words:

gā	mā	lā	kā
<u>gās</u>	mās ki	lā lā	kās kā su
	<u>māski</u>	<u>lā-lās</u>	<u>kāskāsu</u>

Row three, here is Mr.u, magākhuy with the new letter. He will mangisaw five old letters. Let's read him: Yes, us, gus, mus, kus, nus, and lus. If we can read these sounds we can read and write these new words:

gu	mu	kā da	ku tā	me lu nu	du lu
gus tu	mus	kā da	kus tāl	me lu nus	duk lus
<u>gustu</u>	<u>muskāda</u>	<u>kustāl</u>	<u>melunus</u>	<u>dukulus</u>	

(l.to r.:okay,tobacco,a sack,hungry,snare a chicken) magdukulus

Row four, here is Mr.i, magākhuy with the new letter. He will mangisaw three old letters. Let's read him: Yes, is, nis, gis, and lis. If we can read these new segments we can read these new words:

ni ni	lu ni	ga li	ma li ni	a li tu	ma du gi
ni-nis	lu nis	ga lis	ma li nis	a lis tu	mag du gis
<u>ni-nis</u>	<u>lunis</u>	<u>galis</u>	<u>malinis</u>	<u>alistu</u>	<u>magdugis</u>

(l.to r.:wipe-rag,Monday,skin fungus,smooth,fast,to bawl)

Row five, here is our strong letter again. Who will read him? Yes, es, wes, kwes. "Awwi, malalāki, ammi awena de akātan?" (Wow, he's marvelous, but maybe he can't lift it?)



kassi dukas gātas



gās māski lā-lās kāskāsu



magduklus

gustu muskāda kustāl melunus



Lunis

malinis

ni-nis

galis

alistu

dugis



On the students page there are six words in the box. Read them and then read the story, choosing the best word to write into the blanks.

English translation:

1. Even though an Agta is singing a folk-song, Selut is sleeping.
2. It should be wild chicken for our meat-dish.
3. Fine, because I'm starving already.
4. Oh nut's, because we have no salt or peppers.
5. They say someone is dead. When did it happen? On Monday, they say.
6. Their Judge in the town is powerful, he will deliver them.

1. Māski magsusuma ya Āgta, masidug i_____.
2. Kassi minā ya _____tām.
3. Gustu te_____āk na.
4. _____te awān ta asin tām ikid na sili.
5. Ittā kām ya masi. Ta kānu? Ta_____kām.
6. Masikan kām ya Kwes da ta ili, _____na kid.

isagi	Lunis	Atsi	melunus	sida	Selut
-------	-------	------	---------	------	-------

This is a picture of a house.
This is the writing that says house (bali).

ba is the first sound in the word bali.
Let's say the word and listen to the sounds in the word.

What is the first sound? ba. Point to the large ba. This writing says ba.

What are other words beginning with the ba sound?

Bagābag	a town
bali	house
batu	rock
basikaw	ground lizard
bahi	body
bapor	boat
baludān	jailed
balayāng	iron metal
bagāw	a yard/clearing

On the board write a short contrast drill for ba with ma and ta.

Proceed with a writing lesson for the letter b and B.

ba



bali

ba li

On students page row one, we see the workers ~~going~~ for the sack with the new letter b. Let's read them magabbān the new letter. Yes, ba, bā, bu, bi, and be. If we can read these new sounds we can read these new words:

<u>ba</u> : ba li	ba tu	ā ba	ka la ta	lā ba	sā ba du
<u>bali</u>	<u>batu</u>	<u>āba</u>	<u>kalaba</u>	<u>lā-ba</u>	<u>Sābadu</u>

(l.to r.:house,rock,taro,bees,basket,and Saturday)

<u>ba</u> : bā ka	bā la	bā si	ma bā sa	mā bā li
<u>bāka</u>	<u>bāla</u>	<u>bāsi</u>	mag bā sa	mās bā li
			<u>magbāsa</u>	<u>māsbāli</u>

(l.to r.:cow,bullet,brew,student,much more so)

<u>bu</u> : bu us	bu bu	ta gā bu	si bu ka	<u>bi</u> : bi da
<u>buus</u>	<u>bubu</u>	<u>taqābu</u>	si bu kal	<u>bida</u>
			<u>Sibukal</u>	

(l.to r.:ants,fish-trap,servant,round,and story)

bi gā	ma bi la	a bi ka	ma ga bi	i be si
bi gād	mag bi lag	a bi kan	mag ga bi	<u>be</u> : i be sin
<u>bigād</u>	<u>magbilag</u>	<u>abikan</u>	<u>maggabi</u>	i besin
				<u>ibesin</u>

(l.to r.:a wound,to run,near,leave early morn,to hang up)

a be	ka lu be ta	
abe	ka lum be tag	(l.to r.:elder sibling adl. term,small bat)
<u>Abe</u>	<u>kalumbetag</u>	

Row two: The same workers come to a sack that is halo-halo with old letters. Each takes one. Who will read Mr.a? Yes, bag. Mr.ā? Yes, bāk. Mr.u? Yes, bun. Mr.i? Yes, bil. Mr.e? Yes, bet. Now we can read these new words:

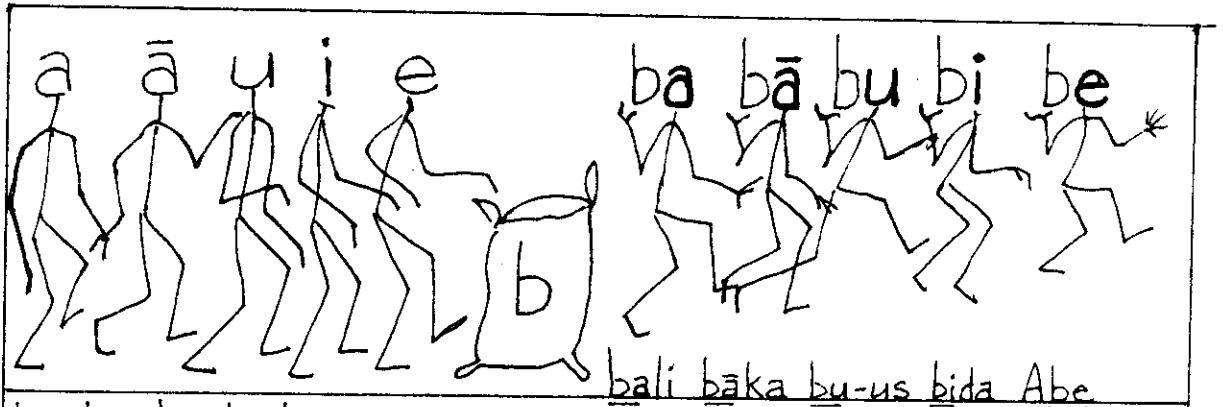
ba gā	Ba gā ba	ma a bā	bu nu bu	bi sā	be ti
bag gāt	Ba gā bag	ma ā bāk	bu nu bun	bil sāg	bet ti
<u>baggāt</u>	<u>Bagābag</u>	<u>maābāk</u>	<u>bunubun</u>	<u>hilsāg</u>	<u>Betti</u>

(l.to r.:rice,a town,defeated,new rice plants,flesh and f. name)

Row three, three friends want to magākhuy the new letter. Read Mr.a. Yes, ab. Mr.ā? Yes, āb. Mr.i? Yes, ib. Now we have sounds to read these new words:

ab bā	ab be	āb wā	ib ba	ib ba lā
ab bān	ab bek	āb wān	ib bat	ib ba lām
<u>abbān</u>	<u>abbek</u>	<u>ābwān</u>	<u>ibbat</u>	<u>ibbalām</u>

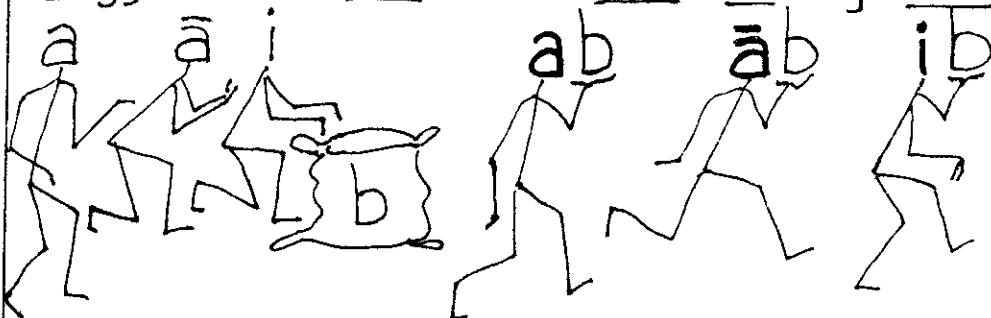
(l.to r.:back-carry,ex. beautiful!,evil spirit,let loose,and hold in hands)



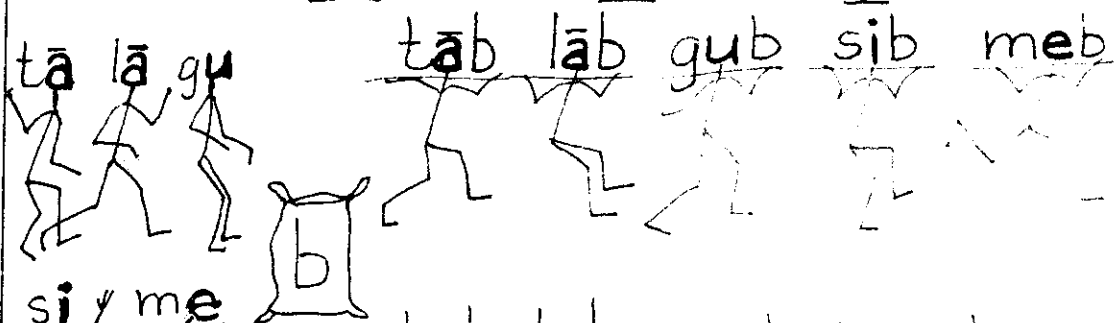
bali bāka bu-us bida Abe



baggāt maābāk bunubun bilsāg betti



abbek ābwān ibbat ibbalām



gatāb lāb igub kassib mehlās

Row four continued:

ga tā	lā	ma gu	ka si	me la
ga tāb	<u>lāb</u>	mag gub	kas sib	meb las
<u>gatāb</u>		<u>maggub</u>	<u>kassib</u>	<u>meblas</u>

(1.to r.:harvest,smell,eat breakfast,to divide,and a wild boar)

English translation of story on page 133. (includes four sentences with multiple choice words)

1. It was rice harvest they said, in Bagabag.
2. Betty and elder brother Busikag went harvesting.
3. They went early Saturday morning.
4. But the other Agtas were at the house.
5. And they are hungry because they have no rice,
6. in spite of the fact they hung up dried cow meat.
7. "If Busikag folks went harvesting, how much more ought we to go, seeing that we have no rice," Atan said.
8. "Then why don't we go to my uncles house, its close to the town," Selut said.
9. "Would it be alright then if we went there?" said Atan. "Of course," Selut said.
10. They went off without the younger sibling of Betty, because he goes to school.
11. And as they traveled along the way,"It's terrific, all the variety you've put into this basket here," Atan says to Selut.
12. Atan quickly lifts it up and,"Why's this basket so heavy?" he says.
13. "Oh, because there's everything here, there's taro, and dried beef, and ant eggs, and squash and brew. The only thing missing is rice," Selut says.
14. "Let's hurry along because they'll get more than us at the harvest," Atan said and so they hurried up.
15. Betty folks were already there and they were pounding rice. Already they had three baskets full they said.
16. Atan folks were glad that they were harvesting except that they hadn't had any real breakfast.(breakfast has to have rice to be qualified)

1. Ittā kǎn ya gatǎb ta iten _____ .
(igub Bagǎbǎg meblas)
2. E nakigatǎb ig Betti ikid ni Abe Busikag.
3. Naggabi kid ta lǎlǎ-wǎt ta Sǎbadu en.
4. Ammi ittā ya kǎdwan kiden Āgta ta _____ .
(batu bida bali)
5. Ā mabisin kid na te awǎn ta baggāt da,
6. mǎski ittā ya bilsǎg na bǎka nebesin da ta bilǎg.
7. "Am makigatǎb ig Busikag ā mǎsbǎli ta ikitām ya makigatǎb te awǎn ta baggāt tām," kun ni Ātǎn.
8. "Ā entām minā ta bali na ulitag ku te abikan ta ili," kun ni Selut.
9. "Ā mabalin de am entām ten?" kun ni Ātǎn. "Āanu," kun ni Selut.
10. Nagtugutǎn da wagi ni Betti te magbǎsa.
11. Ā tekid en nakatugtugut ta dalǎn ā "Abbek ta magmaganud ya netum en ta lǎ-ba ina," kun ni Ātǎn te Selut.
12. Ibbalǎn bit ni Ātǎn ya lǎ-ba en ā "Ānu madǎmmat ya lǎ-ba in," kunna.
13. "Ā te ittā ya magmaganud, ittā ya āba ikid na bilsǎg na _____, ikid na iklug na buus ikid na kalubǎsa ikid na bǎsi. Intu lǎ awǎn ya baggāt," kun ni Selut.
(mabalin sibukal bǎka)
14. "Magbilag kitām te abǎkan da kitām ta āggatabǎn en," kun ni Ātǎn ā alistu kid na.
15. Ittǎn ten ig Betti ā makataltǎg kid na. Ittā kǎn na ya tallu na lǎ-ba da.
16. Matalak ig Ātǎn te makigatǎb kid na ammi aweda _____ .
(li-bag kalubasa naggub)

This is a picture of a wild duck (ngaga).
This is the writing that says ngaga.

nga is the first sound in the word ngaga.
Let's ~~say~~ the word and count the sounds in it.

What is the first sound? nga. This writing says nga (point to the large syllable nga)

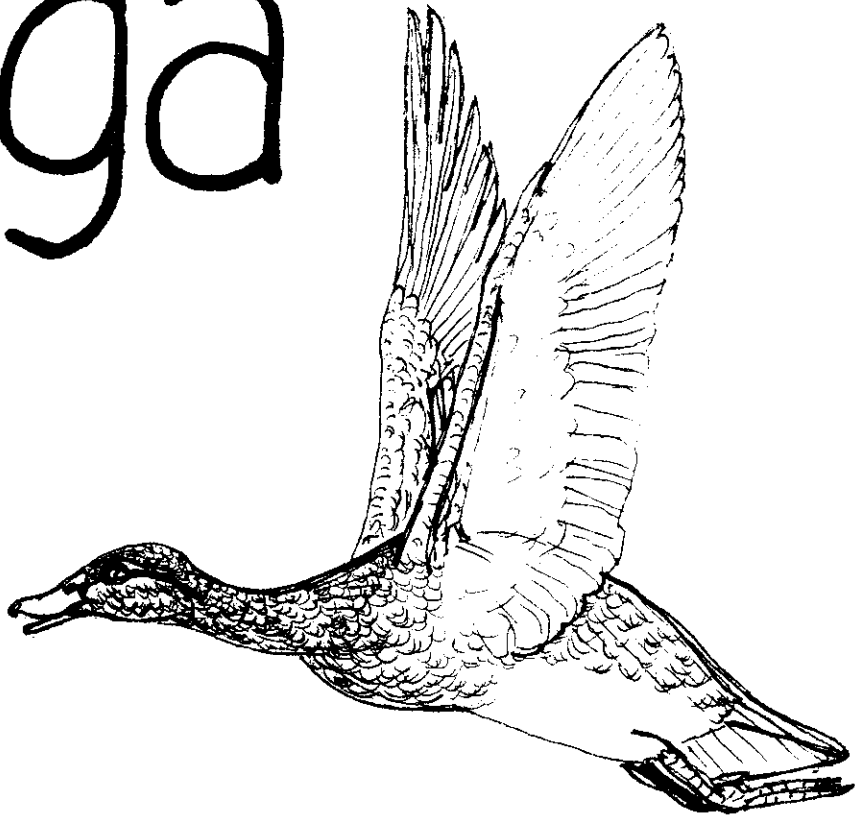
What are other words beginning with the nga sound?

ngaga	wild ducks
ngalngalan	to chew
ngalud	kind of grass
ngagān	name
ngarāb	cutting edge of knife
ngahāl	voice
ngarngaran	to growl
ngayaw	a raider

Give short contrast drill between na and ga and nga syllables.

Proceed with a lesson writing the letter nga & Nga.

nga



ngaga

nga ga

On the student page row one, we see the workers and the sack with the new letter. They will all magabbān the new letter. Let's read them, yes, nga, ngā, ngu, ngi, and nge. If we can read these sounds we can read and write these new words:

	nga ga	nga gā	ba nga	ta nga da
<u>nga</u> :	<u>ngaga</u>	nga gān	<u>banga</u>	ta nga dan
		<u>ngagān</u>		<u>tangadan</u>

(l.to r.:wild duck,name,pots, and look up at)

	ngā mi	a ngā nā	dwa ngā ga	ta ngā ga
<u>ngā</u> :	ngā min	a ngā nān	dwa ngā gaw	ta ngā gaw
	<u>ngāmin</u>	<u>angānān</u>	<u>dwangāgaw</u>	<u>tangāgaw</u>

(l.to r.:all,eating place,two days,and one day)

	ma ngu da	ngi la	ngi si	ma ngi na
<u>ngu</u> :	ma ngu dal	<u>ngi</u> : <u>ngila</u>	ngi sit	
	<u>mangudal</u>		<u>ngisit</u>	<u>mangina</u>

(l.to r.:dull,yellow,black and made expensive)

ma ngi li	a nge	u ma nge	(l.to r.:sacred,go,went)
ma ngi lin	<u>nge</u> : <u>ange</u>	<u>umange</u>	
<u>mangilin</u>			

Row two, the same workers come now to a sack that is halo-halo. It has five old letters. Each worker takes one old letter to mangisaw instead of just magabbān. Who will read Mr.a? Yes, ngaw. Mr.ā? Yes, ngān. Mr.u? Yes, nguk. Mr.i? Yes, ngit. And Mr.e? Yes, ngem, which means 'but' (Ilocano).

Now we are able to read these new words:

sa nga	ta bu nga	ma ngā	ngu	la ngi	ma ta ngi
sa ngaw	ta bu ngaw	ma ngān	<u>nguk</u>	la ngit	mag ta ngit
<u>sangaw</u>		<u>mangān</u>		<u>langit</u>	<u>magtangit</u>
	<u>tabungaw</u>				

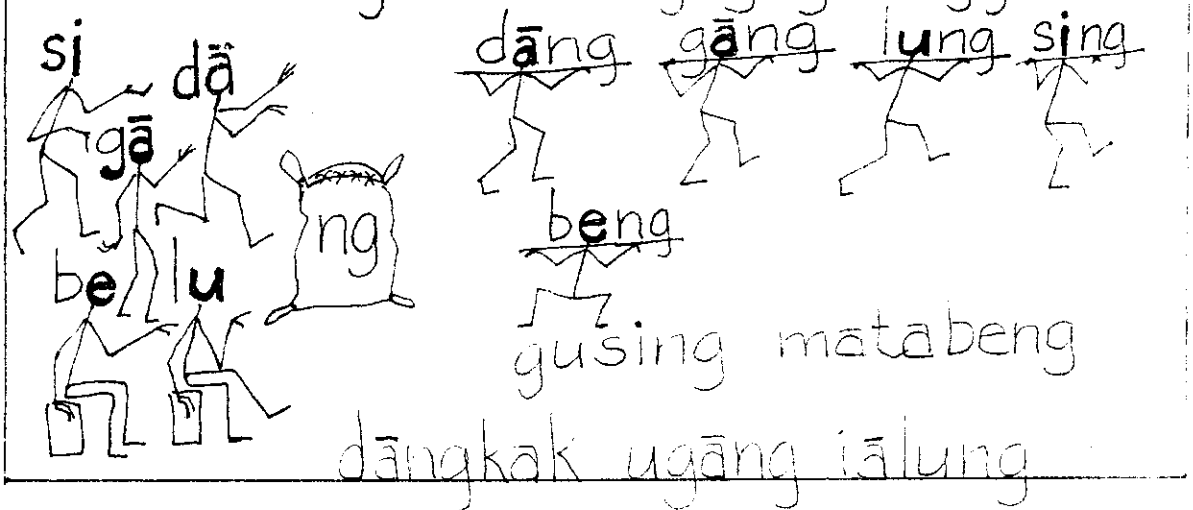
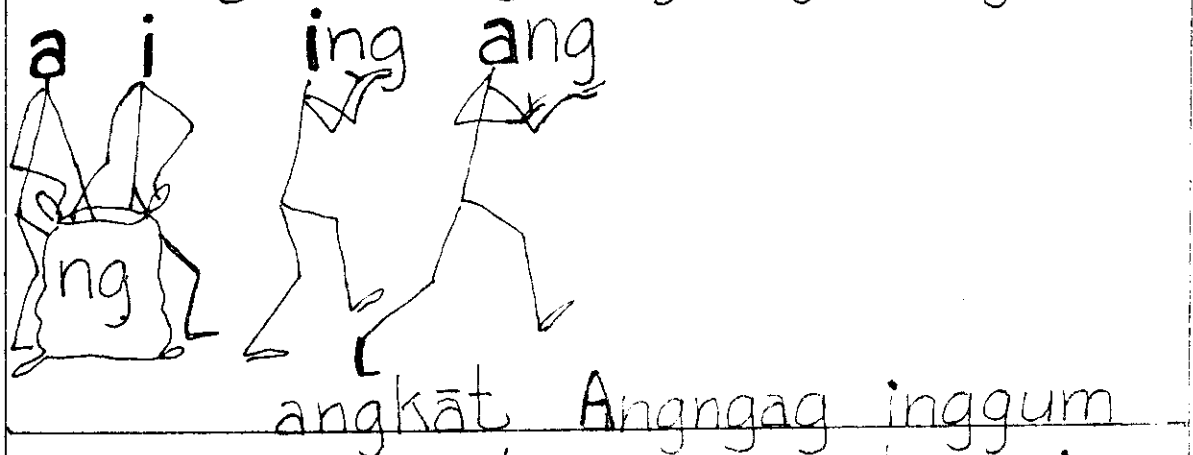
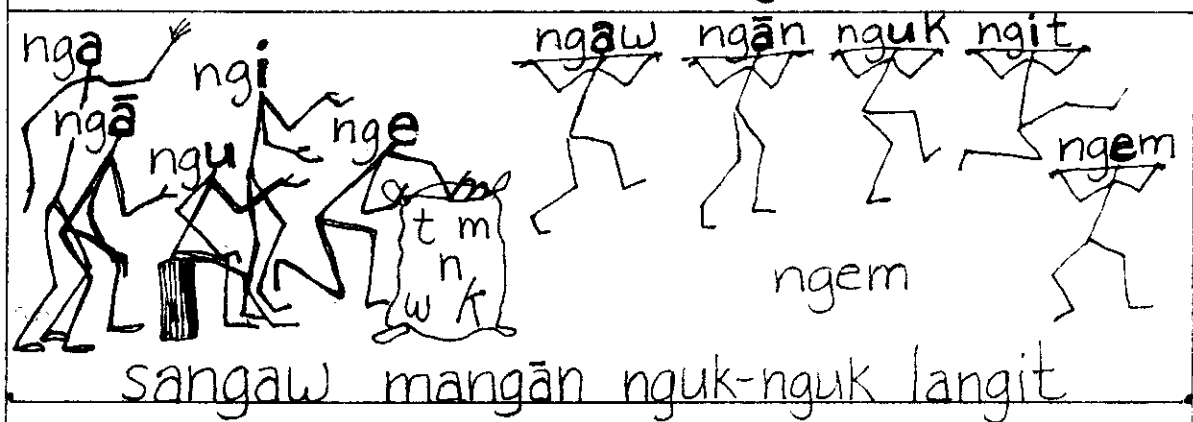
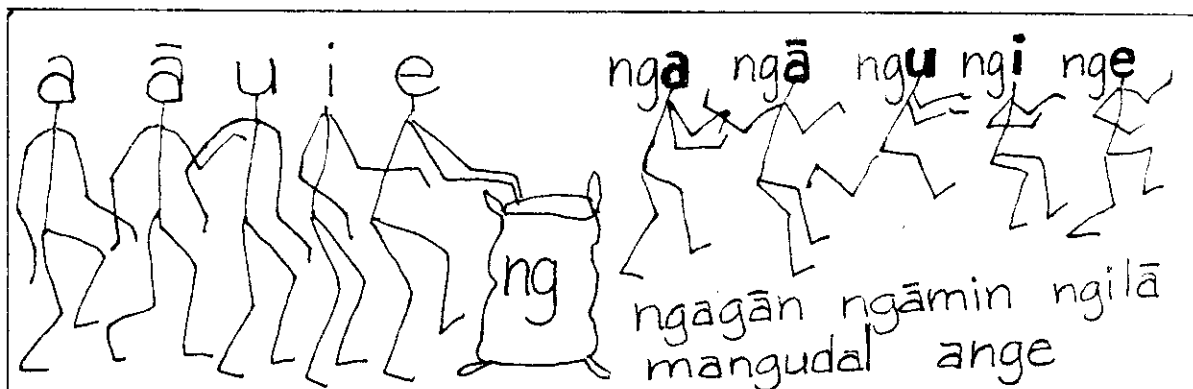
(l.to r.:later,squash,eat,pigs grunt,sky,to cry)

Row three, two friends want to magākhuy. They go to a sack with the new letter. Who will read Mr.i? Yes, ing. Mr.a? Yes, ang. If we can read these new sounds we can read and write these new words:

ang kā	ing gu	ang nga	
ang kāt	ing gum	ang ngag	(l.to r.:hunt,greedy,and n. name)
<u>angkāt</u>	<u>inggum</u>	<u>angngag</u>	
		<u>Angngag</u>	

In row four the workers all are magabbān with old letters and coming for the new letter. Who can read Mr.ā while he is magabbān and then after he will mangisaw? Yes, dā and dāng. Mr.ā? Yes, gā and gāng. Mr.u? Yes, lā and lung. Mr.i? Yes, si and sing. Mr.e? Yes, be and bang. If we learn these sounds we can read and write these words:

me dā ka	da dā	la dā	(l.to r.:fall flat,open
me dāng kak	dang dāng	lad dāng	boat to open eyes)
<u>medāngkak</u>	<u>dangdāng</u>	<u>laddāng</u>	



It's Reported the Agtas Will Meet on Sunday

1. The Agtas are making their place to eat together, because they say they will have a meeting Sunday.
2. Some of the men have gone hunting but it's been two days and they haven't gotten back..
3. The cooks are almost finished with the food. They've roasted the corn, cooked the summer squash, and there's mango beans and wild duck meat.
4. The cooks are sweaty in their weariness because they have hardly rested from cooking.
5. What's all the noise? Maybe it's those who went hunting?
6. The men have arrived! There's wild pig they say, and they'll butcher it after they finish singeing off the hair.
7. They cut it all up, slice the pig up. They are almost finished now.
8. The Agtas will gather together for a meeting when they've finished eating, because they are going to listen to gong playing.
9. "Look at your child there, Angngag, because he is crying, he won't stop."
10. "You shush, son, because you are interrupting the conversation, we can't hear the talk," said Angngag,
11. but Bubut just kept on crying because he was now hungry.
12. Some of the other children played in the soot and their whole heads and clothing got black.
13. "Look at that child there, his hat, it was yellow, but now it's black with soot.
14. "Why did you play with the cooking pots, son, get away from there, don't you listen?"
15. "You go wash up, son, and wash your face, because we'll eat soon," Mommy said to her child there.
16. "Everybody eat now, you all come here, because we'll all eat," they said, so they all came around.
17. "Bubut there is such a glutton, his mouth just hangs open and he eats everything he sees."
18. "Sure because everything probably tastes good to him," Setang said.
19. "Oh dear, how come we don't have salt? Food is flat if there's no salt."

Row four built-words continued:

gu dā	bi da	u gā	ag ga wa	ga ga lā	ma ta be
gu dāng	bi dang	u gāng	ag gang wa	gang gang lāk	ma ta beng
<u>gudāng</u>	<u>bidang</u>	<u>ugāng</u>	<u>aggangwa</u>	<u>gangganglāk</u>	<u>matabeng</u>

(1.to r.:bee larva,skirt,sweat,habits,cracked earth,insipid taste)

gu si	gu la li si	nga nga la	me nga	li nga	ba nga
gu sing	gulali sing	nga nga lan	me ngal	li ngad	ba ngag
<u>gusing</u>	<u>gulalising</u>	<u>ngangalan</u>	<u>mengal</u>	<u>lingad</u>	<u>bangag</u>

(1.to r.:chipped,parakeet,chew,clever,behind,deaf)

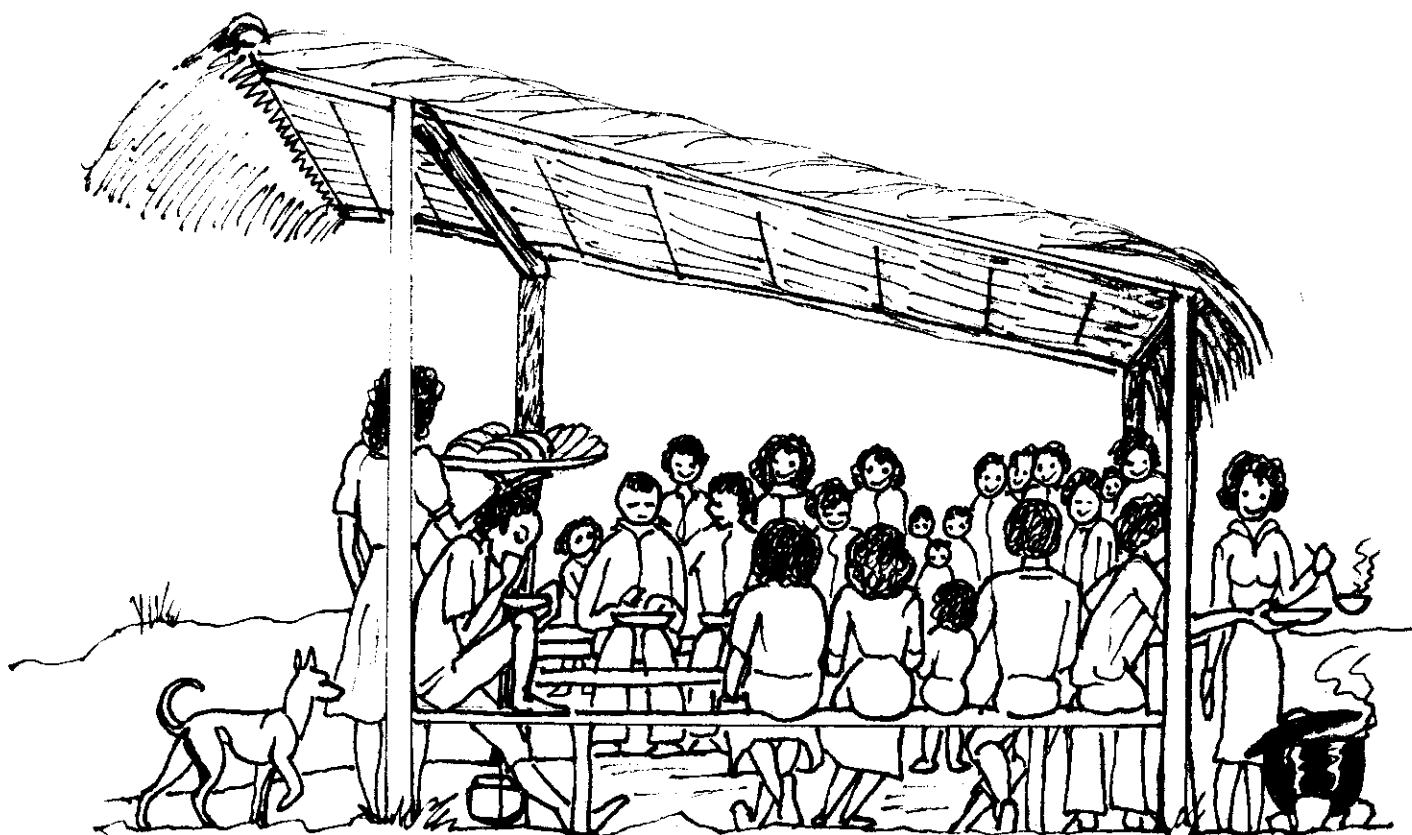
a nga
a ngat (life)
angat

Magāmmung kân ya Āgta kiden ta Liggu

1. Mangwa ya Āgta kiden ta angānān da te magāmmung kid kân ta Liggu.
2. Umange nagangkāt ya kādwan kiden lālāki, ammi dwāngāgaw kid na ā awedan dumatang.
3. Māgge nabalín na ya naglutu kiden ta kānan. Sinibbāng da ya mait, linutu da ya tabungaw, ā ittā ya balātung ikid na bilsāg na ngaga.
4. Magugāng ya maglutu kiden ta banbannāg da te māgge awede nagimmāng naglutu.
5. Anu ya kuga masitang? Ittān de ya umange kiden _____ (ngāmin magtangit nagangkāt).
6. Dumatang na ya lālāki kiden, ittā kân ya lamān ā bangngatān da sangaw am mabalín kid maglangan.
7. Magbābangngāt kid, maggāgalgal ta lamān en. Māgge mabalín kid na.
8. Magaāmmung sangaw ya Āgta kiden am mabalín kid mangān, te magdangag kid sangaw ta maggāsa.
9. "Itām ya anāk mina Angngag, te magtangit, awena _____ (tangāgaw binting magimmāng)."
10. "Sitang ka, Aleng, te manabtabang ta bida, awemi madangag ya bida," kun ni Angngag,
11. ammi magtangit lā i Bubut en te mabisin na.
12. Magalālikkād ya kādwan kiden abbing ta dungit ā nagngisit na ya ngāmin ulu da ikid na bādu da.
13. "Itām ya taddung na abbing ina, ngila bit en ammi nagngisit na ta dungit."
14. "Anum magalikkād ta banga kiden, Aleng, lilik ka sina, anu awem magdangag?"
15. "E ka magbaggaw, Aleng, anna magangwās ta mukat mu te mangān kitānan sangaw," kun ni Māmmi ta anāk na en.
16. "Mangān kitānan, e kānan sin, te mangān kitānan," kunda, a nagdadātang kid na.
17. "Kuga mainggum ya Bubut in, imangāt lā ya simuk na en. ā kānan na ya ngāmin maita na."
18. "Ā te masingat de ya ngāmin tentu," kun ni Setang.
19. "Atsi, anu awān ta asin tām? Matabeng ya kānan am awan _____ asin."

20. "Son, go buy salt, even just a little," Atan said.
21. "Twenty five centavos is enough, it's not expensive," he said.
22. He went and bought the salt, and he got back quickly.
23. Everyone was happy now because their food was delicious because they had salt.

20. "Aleng, e ka _____ (assang bāwang gumātāng)
ta asin, māski assang lā," kun ni Ātān.
21. "Gustu ya binting te awena mangina," kunna.
22. Umange gumātāng ta asin, ā alistu dumatang.
23. Sā matalak kid na te masingat ya kānan da, te ittā ya asin
da.



This is a picture of plant roots.
This is the writing that says plant roots (ramut).

ra is the first sound in the word ramut.
Let's say the word and count the sounds it has.

What is the first sound? Yes, ra. This writing says ra (point to the large ra).

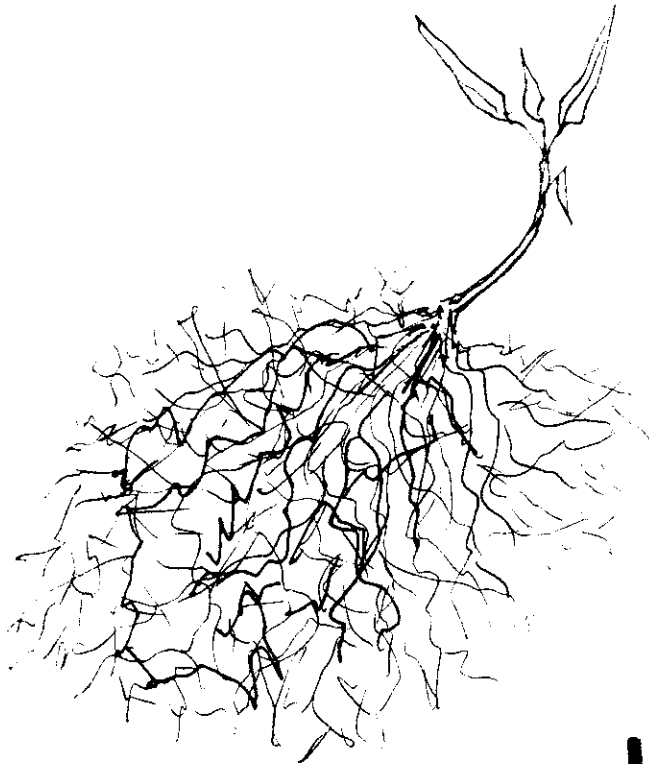
What are other words beginning with the ra sound?

radāng	chest
ragādi	saw
raep	rice transplants
ratek	crack of thunder
razon	excuse
rabung	bayug bamboo shoots

Write a short blackboard drill contrasting the new syllable with two other CV syllables already learned.

Proceed with a writing lesson for the letter r and R.

ra



ramut

ra mut

On student page, row one: Here we see the workers and the sack with the new letter. They all magabbān the new letter. Let's read them: Yes, ra, rā, ru, ri and re. If we can read these sounds we can read and write these new words:

ra mu	ra gā di	ra dā	ge ra	a ra	kā ra bi	ba ra wā si
ra mut	<u>ragādi</u>	ra dāng	<u>gera</u>	<u>ara</u>	<u>kārabi</u>	<u>barawāsi</u>
<u>ramut</u>		<u>radāng</u>				

(1.to r.:roots,saw,chest,war,ex. go ahead,yesterday and shirt/dress)

u ru	si gu ru	ru ke	i ke ru tā	i kā ru	le ru
<u>uru</u>	<u>siguru</u>	ru keb	i ke ru tān	<u>ikāru</u>	leb ru
		<u>rukeb</u>	<u>ikerutān</u>		<u>lebru</u>

(1.to r.:medicine,maybe,slope,rescue,redeem,and book)

ka ru ba	si ri	ba ri	a ri gi	ma ri bu	a re na	ma re ri
<u>karuḇa</u>	<u>siri</u>	<u>bari</u>	<u>arigi</u>	<u>maribu</u>	<u>arena</u>	mag re rit
						<u>magrerit</u>

(1.to r.:neighbor,lie,body,post,thousand,flour, and to move)

ma re bi
mag re bing
magrebing
(side by side)

In row two, the same workers come now to a sack that is halo-halo. It has five old letters we already know. Who will read Mr.a magabbān and then as he will mangisaw? Yes, ra & rad. Mr.ā? Yes, rā & rāk. Mr.u? Yes, ru & rut. Mr.i? Yes, ri & ris. Mr.e? Yes, re and reng. If we can learn these sounds we can read and write these new words:

mi ra	i wa ra	me tu ra	rā bu	ā rā	ta rā	i si rā
mi rad	i wa rad	<u>me tu rad</u>	rāk bu	ā rāk	ta rāk	i si rāk
<u>mirad</u>	<u>iwarad</u>		<u>rākbu</u>	<u>ārāk</u>	<u>tarāk</u>	<u>isirāk</u>

(1.to r.:eye matter,throw,brave,body side,wine,vehicle,leave behind)

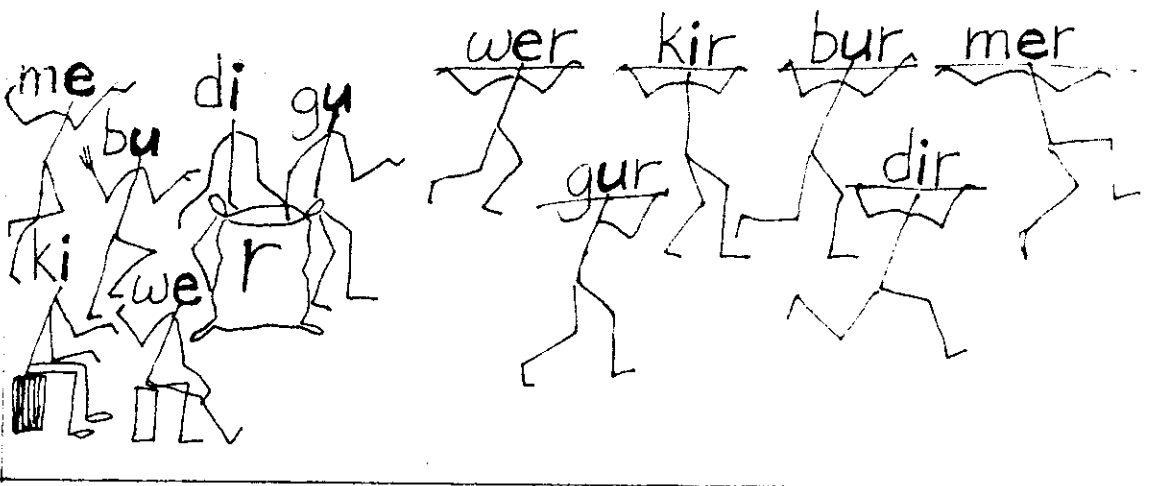
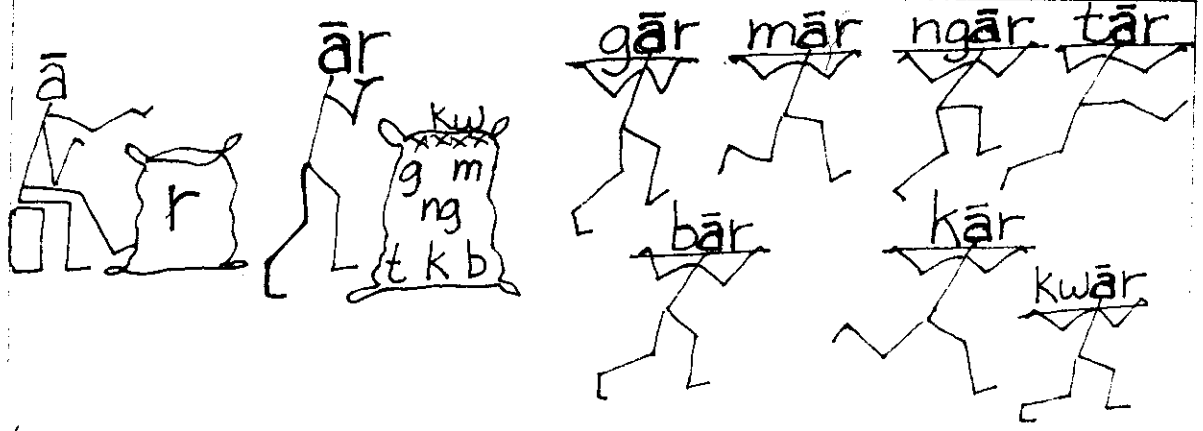
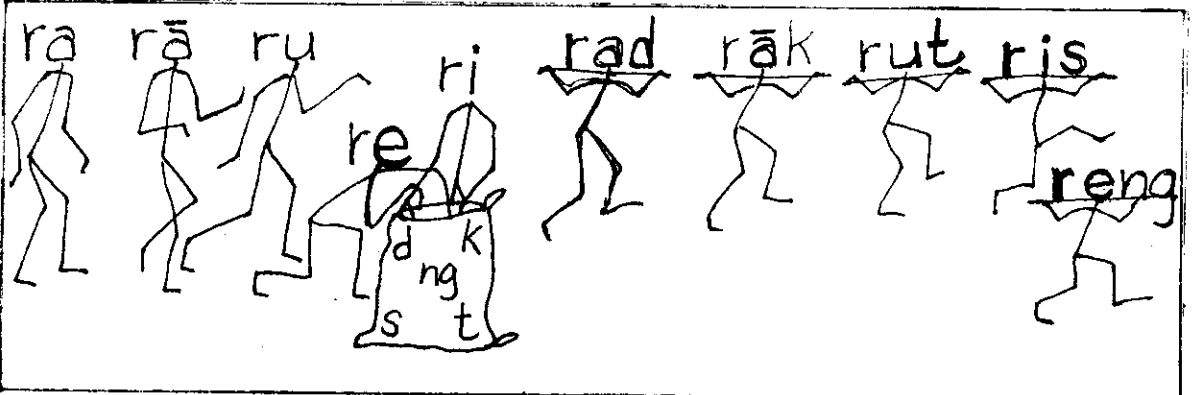
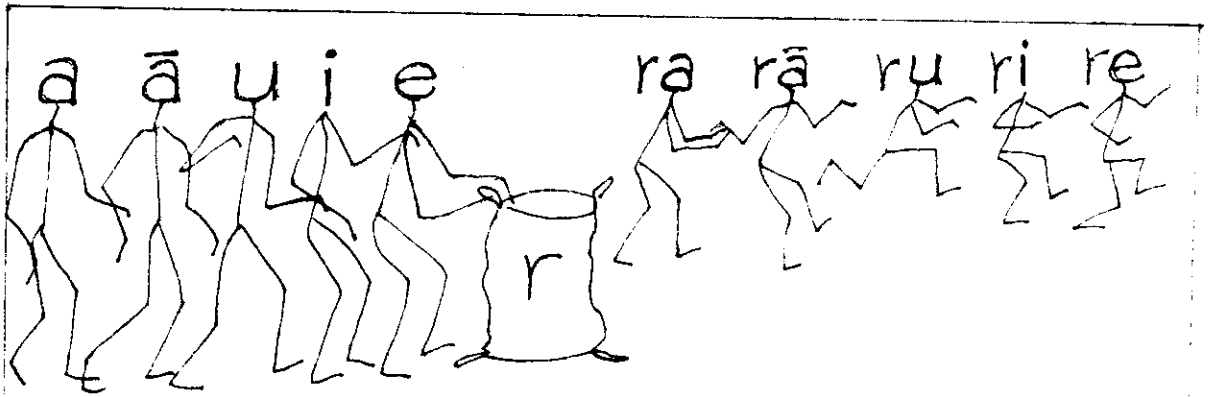
ku ru	sa re	sa ru su	ku re
ku rut	sa reng	sa rut su	ku reng
<u>kurut</u>	<u>sareng</u>	<u>sarutsu</u>	<u>kureng</u>

(1.to r.:summit,cicada,hand saw,Jew's harp)

Row three we see Mr.ā, in the chair. He will magākhuy the new letter, then get an old letter from the sack until he carries them all away. Let's read the top row: Yes, ā, ār, gār, mār, ngār, tār. Now the three on the bottom row: Yes, bār, kār, and kwār. If we learn these sounds we can read and write these new words:

i bā	wā ta	ngā ngā	i kā	ma da kā	lu gā	tā ku
i bār	kwā ta	ngār ngār	i kār	ma da kār	lu gār	tār kud
<u>ibār</u>	<u>kwār ta</u>	<u>ngārngār</u>	<u>ikar</u>	<u>madakār</u>	<u>lugār</u>	<u>tārkuḍ</u>
	<u>kwārta</u>					

(1.to r: tell,money,growl,cough,bright,place,antlers)



Row four, here the carriers are magabbān with many different old letters we know. Let's read all that we see are backpacking: Yes, me, bu, di, gu, ki, and we. Who will read the two Mr.e's? Yes, wer and mer. Who will read the two Mr. u's mangisaw? Yes, bur and gur. Who will read the two Mr.i's mangisaw? Yes, kir and dir. If we can learn these sounds we can read and write these words:

we	ki ki	ta bu	me li da	me ku li	ma di ka
<u>wer</u>	ki kir	ta bur	mer lin da	mer ku lis	ma dir kat
	<u>kikir</u>	<u>tabur</u>	<u>Merlinda</u>	<u>Merkulis</u>	<u>madirkat</u>

ma gu dā (1.to r.:creek,a saw,wallow,f. name,Wednesday,and sticky)
 ma gur dāk
magurdāk
 (go down hill)

On student page have class read story and supply missing word if sentence is multiple choice.

English translation:

1. There's Mariano, he's the driver of the truck.
2. They say he'll be going to Manila when it gets light,
3. but his wife, Marina and child Merlinda will be left behind.
4. They say he's going to Manila because their neighbor is sick.
5. Her name is Theresa and her chest hurts along with her whole body.
6. Her coughing was bad yesterday.
7. They say the medicine for her sickness is in Manila,
8. but she's hidden her money in her clothing, because she's worried about theives.
9. They say she's got a thousand pesos, but I don't know if that was a lie, because a thousand is alot.
10. Mariano, climbed into his truck,"We're off now," he said to his wife there. "Okay, go," she says.
11. "Father, I'd like to go to Manila," says Merlinda. "I'll go see different places."
12. "Hurry up then, my child, come here if you can endure it," said her father there.
13. They're off, they leave, trucking off towards Manila. Merlinda sits beside her Father.
14. And soon their truck goes down the grade to the bottom, as far as the river.
15. Later on the road was straight all the way to Manila.
16. After they had bought the medicine of their neighbor's there, they arrived back at their place on Wednesday.
17. "Whew, they sure ran fast to Manila," said their neighbors."

1. Ittā i Mariānu, intu ya driber na _____.
(tarāk ramut ragādi)
2. Ange sangaw kân ta Manila am magdakār na,
3. ammi masirāk ya atawa na en Marina ikid na anak na en Merlinda.
4. Ange ta Manila te magtakit kân ya karuba da.
5. I Teresa ya ngagân na karuba da ā matakít ya radāng na ikid na ngāmin bari na.
6. Masikan ya ikār na ta karabi.
7. Ittā kân ya uru na takit na ta Manila,
8. ammi netagu na ya kwārta na ta barawāsi na, te magburung ta magtakaw.
9. Maribu kân ya kwārta na ammi awék āmu am nagsiri te āda am maribu.
10. Imunek ig Mariānu ta tarāk na en. "E kamin," kunna ta atawa na en. "Aran, e kānan," kunna.
11. "E āk bit ta Manila, Āmang," kun ni Merlinda.
"E āk bit itān ya tākwān na _____.
(kireng lugār iwārad)
12. "Ara, anak ku, e ka sin am meturad mu," kun na dama na en.
13. Ara, nagtugut kid na naglugân kumin ta Manila. Nagrebing i Merlinda ta dama na en.
14. Ā sangaw nagurdāk ya tarāk da en abat ta wer en ta āban.
15. Ā sangaw nagtunung ya kalsāda en abat ta Manila.
16. Nekabalin da gumātāng ta uru na karuba da en ā dumatang kid ta lugār da ta araw na Merkulis.
17. "Ari, masikan kid nagbilag ta Manila," kun na karuba da kiden.

This is a picture of a bolo (palataw).
This is the writing that says palataw.

pa is the first sound in the word palataw.
Let's say the word listening to how many sounds it has.

This is the writing that says pa. (point to the large syllable pa)

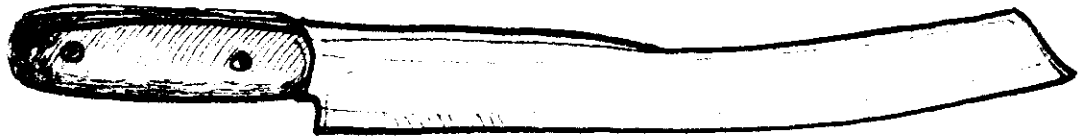
What are other words beginning with the pa sound?

palātug	gun
paligat	whip
pakaw	handle
pabelo	wick
pabilya	buckle
pakāk	kind of wild breadfruit tree
pagām	pay up

Put a short contrast drill on the blackboard for pa with two old syllables.

Proceed with a writing lesson for the letters p and P.

pa



palatāw

pa la tāw

Student page row one. Here we see the workers going to the sack with the new letter. Who can read Mr.a? Yes, pa. Mr.ā? Yes, pā. Let's read the others. Yes, pu, pi and pe. If we can learn these sounds we can read and write these new words:

pa de	pa ra	pā ke	pā bu	pā tu	pa ka	pā ku
<u>pade</u>	<u>para</u>	<u>pāke</u>	<u>pābu</u>	<u>pātu</u>	pa kaw	<u>pāku</u>
					<u>pakaw</u>	

(l.to r.:at that,yet,very,turkey,hot,handle,edible ferns)

pa ke	pa ti	pa tā ni	pā du su	pa lā tu	pa ru bā
pa kek	pa ting	<u>patāni</u>	pā dung sul	pa lā tug	pa ru bān
<u>pakek</u>	<u>Pating</u>		<u>Pādungsul</u>	<u>palātug</u>	<u>parubān</u>

(l.to r.:cluck of chicken,f. name,wingbeans,a settlement,gun,to try)

pa ga	pa la tā	pa si kā la	pa kā du	am pa de
<u>paga</u>	pa la tāw	pa sik kā lan	pa kād dun	<u>ampade</u>
	<u>palatāw</u>	<u>pasikkālan</u>	<u>pakāddun</u>	

(l.to r.:price,bolo,verify,increase and hopefully)

la pā da	a pā pe	ma pa a nu	um pa	pu lu	pu ma si
lam pā dan	a pā pet	mag pa a nup	<u>umpa</u>	pu lus	pu mas sil
<u>lampādan</u>	<u>apāpet</u>	<u>magpaanup</u>		<u>pulus</u>	<u>pumassil</u>

(l.to r.:upland rice,bitter melon,hunt using dogs,ex."Right!",none,envious)

pi ga	pi tu	pi li	ma pi li	pi ngi	pi le ti
<u>piga</u>	<u>pitu</u>	pi lis	mag pi li	pi ngit	<u>pileti</u>
		<u>Pilis</u>	<u>magpili</u>	<u>pingit</u>	

(l.to r.:how much?,seven,m, name,choose,edge,fare)

pi tā ka	pi rā	pi se ta	pe su	ma pe na
<u>pitāka</u>	pi rāk	<u>piseta</u>	pe suk	ma pe nam
	<u>pirāk</u>		<u>pesuk</u>	<u>mapenam</u>

(l.to r.:wallet,money,twenty centavos,peso, and accustomed)

Row two, again there's the workers all back-packing the new letter. They come to the halo-halo sack. Who can read Mr.a mangisaw? Yes, pag/pag/pa-par/pai. Mr.ā, yes, pās. Mr.u? Yes, pun. Mr.i? Yes, pit/pir. Mr.e? Yes, per/pes. We can read these new sounds,we can read and write these new words:

a pa	na sa pa	ma la pa	pā tu	pā wa
a paw	nag sag paw	ma lam paw	pās tur	pās kwa
<u>Apaw</u>	<u>nagsagpaw</u>	<u>malampaw</u>	<u>Pāstur</u>	<u>Pāskwa</u>

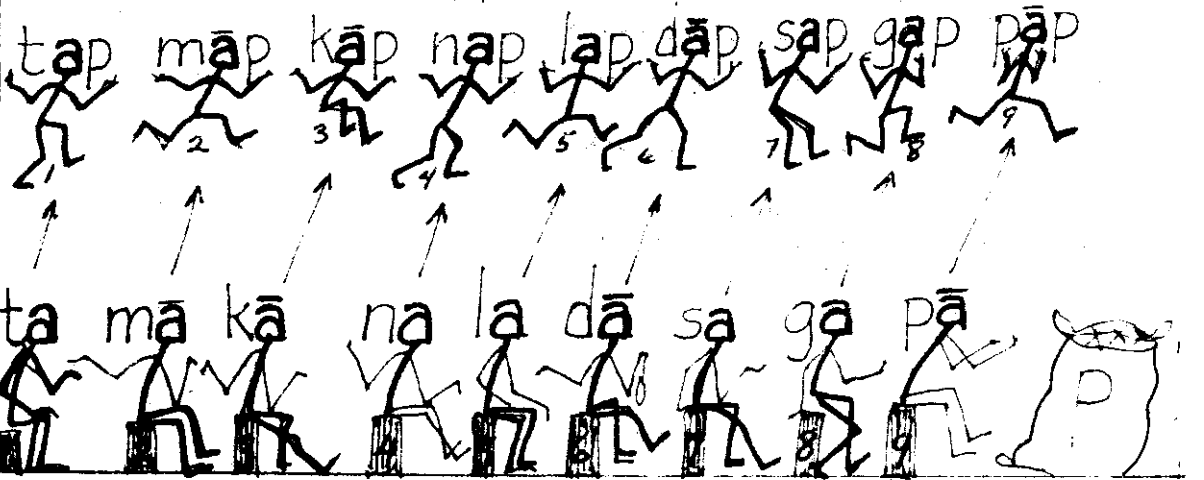
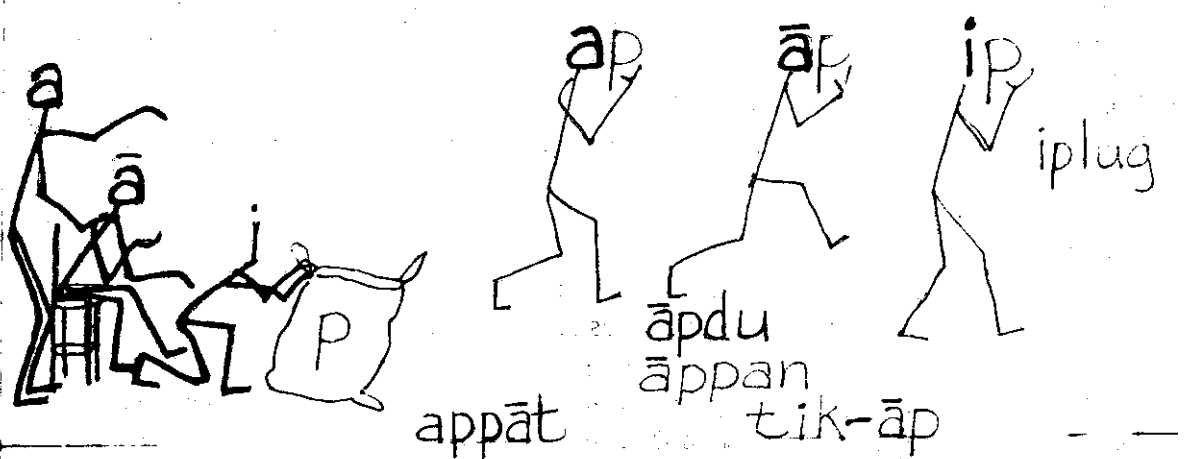
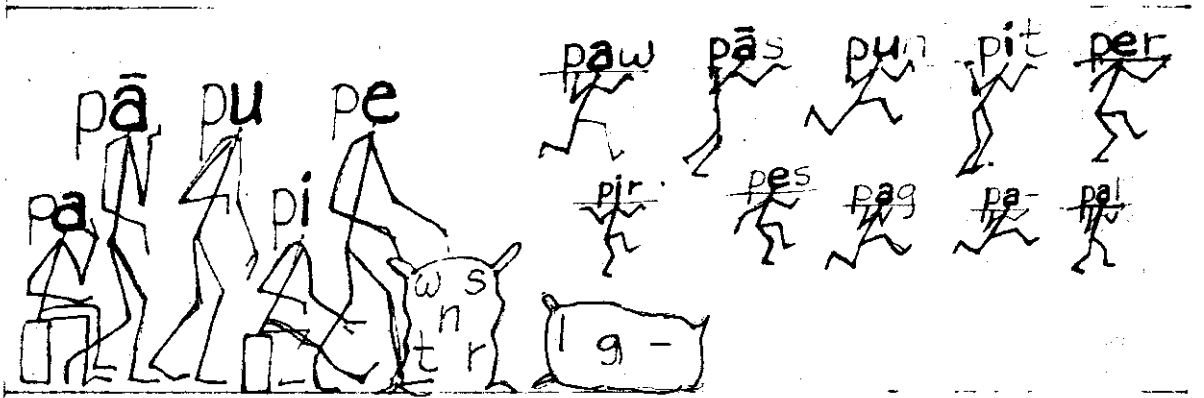
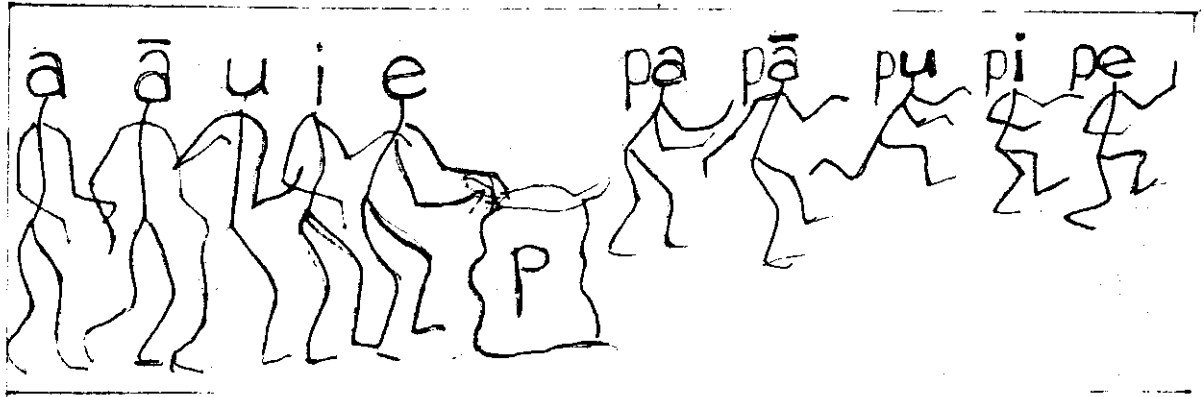
(l.to r.:m. name,perch,light wt.,pastor,Christmas)

na pa ka	pa gā nga	pa tu tu dā	me pa la	dā pu	bi mi
na pak ka	pa- gāng ngan	pag tut tu dān	me pāi lat	dā pun	pir mi
<u>napakka</u>	<u>pa-gāngngan</u>	<u>pagtuttudān</u>	<u>mepallat</u>	<u>dāpun</u>	<u>pirmi</u>

(l.to r.:broken,punish,sitting place,severe,market,intense,fifty centavos)

pā tu	na pā	pe ta	na ka pe	dā pu	ta la pi
pās tu	naī pās	pes ta	na kap pes	dā pun	tal la pit
<u>pāstu</u>	<u>nalpās</u>	<u>pesta</u>	<u>nakappes</u>	<u>dāpun</u>	<u>tallapit</u>

(l.to r.:pasture,finished,fiesta,flattened,market,and fifty centavos,



Word-building drill continued from page 150:

ma ga pi	ma lá lā pi	ag li pi	si pi	i pe sa
ma ga pit	ma lā lā pit	ag li pit	sir pit	i per sa
<u>Magapit</u>	<u>malālāpit</u>	<u>aglipit</u>	<u>sirpit</u>	<u>ipersa</u>

(l.to r.:place name,very thin,pliers,hair clip, and to force)

pe sā du	pe si	ma pe di	pe ma
per sā du	per sing	ma per di	per ma
<u>persādu</u>	<u>Persing</u>	<u>maperdi</u>	<u>perma</u>

(l.to r.:necessary,f. name,ruined, and thumbprint)

Row three, here we see Mr.a,ā, and i. They are waiting for the new letter in the sack. They will magākhu. Who will read Mr.a magākhu? Yes, ap. Now Mr.ā? Yes, āp. Now Mr.i? Yes, ip. If we learn these parts we can read these new words:

ap pi	ap pā	ti āp	ip lu	up pa
ap pit	ap pāt	tik āp	ip lug	<u>Uppa</u>
<u>appit</u>	<u>appāt</u>	<u>tik-āp</u>	<u>iplug</u>	

(l.to r.:betel bag,four,bus,egg, and m. name)

Row four, here we see a long row of workers magabbān. Let's try to read them: Yes, ta, ma, ka, na, la, da, sa, ga, and pa. They all sit waiting for the new letter. They all want to mangisaw with it. Someone read the worker Mr.a first as he is magabbān then mangisaw. Yes, ta and tap. Now someone read the second worker. Yes, ma and map. The third worker, the fourth, the fifth, sixth, seventh, eighth and ninth? Yes, ta, tap; mā, māp; ka, kāp; na, nap; la, lap; da, dap; sa, sap; ga, gap; and pā, pāp. If we can learn these new sounds we can read and write these new words:

mā pa	lu mi ta	la pa	i na lā	na ta ri na
māp pat	lu mi tap	lap pa	i na lāp	nag ta ri nap
<u>māppat</u>	<u>lu mi tap</u>	<u>lappa</u>	<u>inalāp</u>	<u>nagtarinap</u>

(l.to r.:cheap,disappear,vegetables,got,dreamed)

i kā la	da pu	ma dā dā da	i ma ki sa	ga pa
i kāp la	dap pug	ma dā dā-dap	i ma kig sap	gap pak
<u>ikāpla</u>	<u>dappug</u>	<u>madādā-dap</u>	<u>imakigsap</u>	<u>gappak</u>

(l.to r.:despise,huge,sleepy,close eyes,chop off)

English translation:

1. Persing folks are going to market. They are at Magapit waiting for a ride.
- 2.They are going to town to sell their vegetables, so that they'll have money.
3. Now they are there, "Your money, Persing, because I'm going to pick out hair clips, Christmas presents for Pating folks."
4. "Oh dear, these are too thin, they'd probably break very soon, and they are fifty centavos each at that." Betty said.
5. "Hold off on that, Betty, because first I'll sell the bitter melon and wingbeans."
6. "I thought that hair pins were only twenty five cents each."
7. "They used to be cheap before," Persing said.

1. Umange ig Persing ta dāpun. Ittā kid na ta Magapit magindag ta _____.

(tik-āp patuk pāsma)

2. E kid ta ili maglāku ta lappa da, petta ittā pirāk da.
3. Ittā kid na ten, ā "Pirāk mu Persing, te e āk bit magpili ta sirpit, Pāskwa nig Pating.
4. "Atsi, pāke malālāpit kid, maperdi de sangaw, pate awa tagtallapit kid," kun ni Beti.
5. "Awem lā bit, Beti, te ilākuk bit ya apāppet ikid na patāni.
6. Āgutātāpisetā lā ya gipit.
7. "Māppat kid ta kwa en sina," kun ni _____.

(Persing dāpun iplug)

8. Ā sangaw ā naita da i Pāstur Liām ta dāpun.
9. Ittā ya dappug na pābu na, para Pāskwa da kām ta Pādungsul.
10. Inalāp na hapa ya palāttug na suddālu te magpaanup sangaw ta Agta.
11. Ā sangaw sā nelāku ya kwa ni Persing. Awān ta apāppet na, awān ta iplug na, awān ta pāku na, awān ta patāni na.
12. Ammi Ittā para lā ya manuk.
13. "Pakek pakek," kunna, te parubān na magiplug.
14. Ittā ya gumātāng ta manuk na. "Piga ya paga na manuk ina?" kunna.
15. "Pitu pesuk te mataba," kun ni Persing.

8. And later on they saw Pastor Liam at the market.
9. He had a huge turkey, it was for their Christmas they say, at Padungsul.
10. He got a gun from the soldiers for the Agtas to hunt with later on.
11. After awhile all Persing's things were sold. No more bitter mellon, no more eggs, no more edible fern, and no more wingbeans,
12. but there was still the chicken.
13. "Cackel cackel," it said, because it was trying to lay an egg.
14. Someone's there to buy her chicken. "How much is the chicken there?" he said.
15. "Seven pesos because it's a fat one," Persing said.
16. He would like to force it for only four pesos, but, Persing said, "It is necessary that it be seven pesos, because of Christmas for my children."
17. So he took it then. Now there's money in Philip's wallet, money in Persing's purse, enough for their Christmas, and for their fare home & for all they tasted of at the market.
18. The boy Uppa is eating candy, but he's sleepy.
19. "Look at that child, his eyes are closed, I guess he's dreaming now," Apaw said.
20. His candy disappeared into Pating's mouth, because maybe she coveted it.
21. "Alright, Pating, do that again and I'll teach you a lesson the next time," Betty said.
22. "How come there's no mountain rice seed at the market? Just if there were some for sale, because I should plant," Philip said. "You said it," said Apaw.
23. After a while they were ready to go, but Apaw was bargaining with them about the price of a new bolo, because the handle of his bolo was broken.
24. "How much do their bolo's cost," Philip asked. "They are expensive, they have increased the price of it, and I can't pay it," Apaw said.
25. "Then let's go because its going to be hot on the trail from Magapit," they said.
26. They rode on a jeepney headed for Magapit, but they were forced to perched on the sides because there were no seats for them.
27. "The heat of the sun is awful," Philip said. "Terrible!" Apaw said.
28. But they were happy because they had ~~their~~ Christmas gifts.

16. Persān na minā ta appāt ta pesuk lā, ammi, "Persādu ta pitu pesuk, te Pāskwa na ānāk ku kiden," kun ni Persing.
17. Ā inalāp na mantu. Ittān ya pirāk ta pitaka ni Pilis, ittā ya pirāk ta appit ni Persing, ittā ya gustu ta Pāskwa da, ikid na piletī da ta bali, ikid na ngāmin kakkapan da ta dāpun.
18. Mangān i aleng Uppa ta dulce, ammi madādā-dap.
19. "Itān muy ya abbing en imakigsap, magtarinap na de," kun ni Apaw.
20. Lumitap ya dulce na ta simuk ni Pating, ā te pumassil de.
21. "Ara pidwām, Pating, ā pa-gāngan ta ka sangaw," kun ni Beti,
22. "Anu awān pulus ta lampādān ta dāpun? Ampade ittā ilāku da te imulāk minā" kun ni Pilis. "Umpa", kun ni Apaw.
23. Ā sangaw magtugut kid na minā, ammi pasikkālan ni Apaw ya paga na bāgu na palatāw, te napakka ya pakāw na palatāw na en.
24. "Tagpiga ya palatāw da," kun ni Pilis. "Mangina, pāke pakāddun da ya paga na, awek mapagān", kun ni Apaw.
25. "Entānan mantu te mapātu sangaw ya dalān ta magapit", kunda.
26. Naglugān kid na ta tik-āp kumin ta Magapit, ammi napersa kid nagsagpaw ta pingit te awān ta pagtuttudān da.
27. "Pirmi ta pātu na bilāg", kun ni Pilis. "Mapallat", kun ni Apaw.
28. Ammi matalak kid te ittā ya pāskwa da.

This is the picture of an auto (oto).
This is the writing that says oto.

o is the first sound in the word oto.
Let's say the word and listen to the sounds it has.

This writing says o (point to the large O.)

What are other words beginning with the o sound?

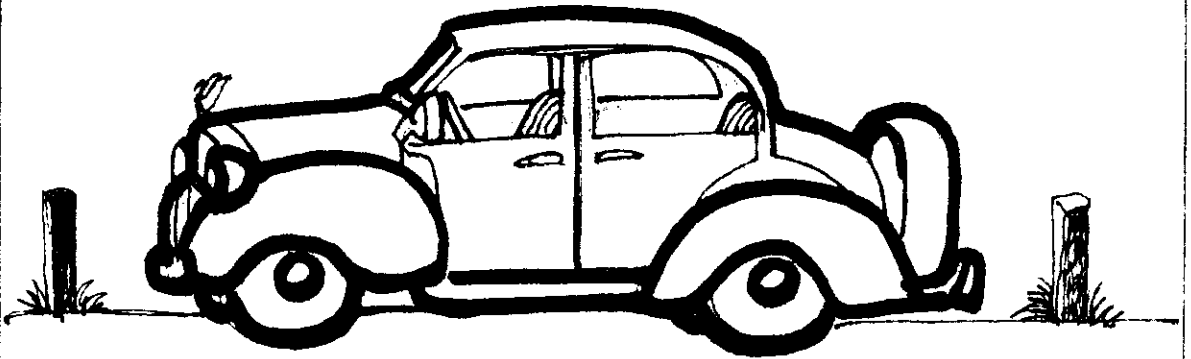
otoyo
oto
oras
obra
Oklay
Osias
Odel
Olug
on

o is one of the worker letters that carries like a, a, u, i, and e.
Okay, so let's call him Mr. o.

Write a short contrast drill for o on the blackboard with a and u and e.

Proceed with a writing lesson for the letter o and O.

O



oto
o to

On the student page, we see the new letter sitting down. His name is Mr.o. He is the last of the worker letters for you to learn. He wants to show us that he can backpack all the old letters. Who will read Mr. o backpack the top row? Yes, do, ro, ko, lo, bo, and no. and to. Who will read him pack the other four letters? Yes, so, go, ngo and mo. Someone look at Mr. o's mouth, what is he saying? Yes, "oe" (Hey there.) So he is friendly, too. If we can learn to read and write Mr.o backpacking all these old letters we can read these new words:

	o to	o no	lo ko	lo bo	tā lo	kā ko	go ma	do se
Row one:	<u>oto</u>	<u>ono</u>	<u>loko</u>	<u>lobo</u>	<u>tālo</u>	<u>kāko</u>	<u>goma</u>	<u>dose</u>

(l.to r.:auto,or,crazy,balloon,in case,grandma,rubber, and twelve)

bo la	bo lo	bo da	ngo ngo	gā to	bā ko	si ko	bā ke ro
<u>bola</u>	<u>bolo</u>	<u>boda</u>	<u>Ngongo</u>	<u>gās to</u>	<u>bāng ko</u>	<u>sing ko</u>	<u>bāng ke ro</u>
				<u>gāsto</u>	<u>bāngko</u>	<u>singko</u>	<u>bāngkero</u>

(l.to r.:ball,bolo,wedding,m, name,spend,bench,and five,ferry)

pi lo to	to kā	ma to li	pa ko la ngā	u mo mu	i pa ko ma
<u>piloto</u>	<u>to kār</u>	<u>mag to li</u>	<u>pa ko la ngān</u>	<u>u mo muk</u>	<u>ipakoma</u>
	<u>tokār</u>	<u>magtoli</u>	<u>pakolangān</u>	<u>umomuk</u>	

(l.to r.:pilot,music,return,crave,wrapped in blanket, to forgive)

ko dā	lo nga	u no ne	do ba	wā ro	sa bo ka	da ro ga
ko dāk	lo ngam	u no nek	do ban	kwā ro	sa bo kam	da ro gas
<u>ko dāk</u>	<u>longam</u>	<u>unonek</u>	<u>doban</u>	<u>kwāt ro</u>	<u>sabokam</u>	<u>darogas</u>
				<u>kwātro</u>		

(l.to r.:camera,shoot arrow,climb,send,four,carry in clothing,cheat)

Row two, who can read Mr.o magākhuy? Yes, on, ob and ot. If we learn these sounds we can read and write these new words:

on se	ob ra	ot tu ru	(l.to r.:eleven,work, and)
<u>onse</u>	<u>obra</u>	<u>otturu</u>	

Row three, here we see three Mr.o's backpacking old letters. They all like to mangisaw with the letter in the sack. Who can read them? Yes, sor, tor, and por. If we can read these sounds we can read and write seven new words:

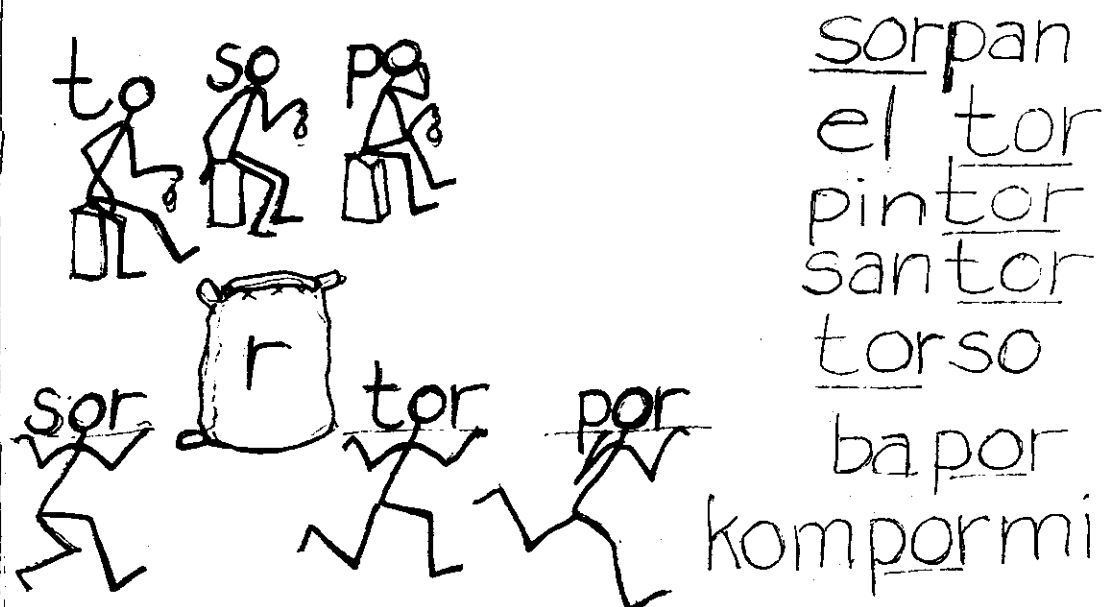
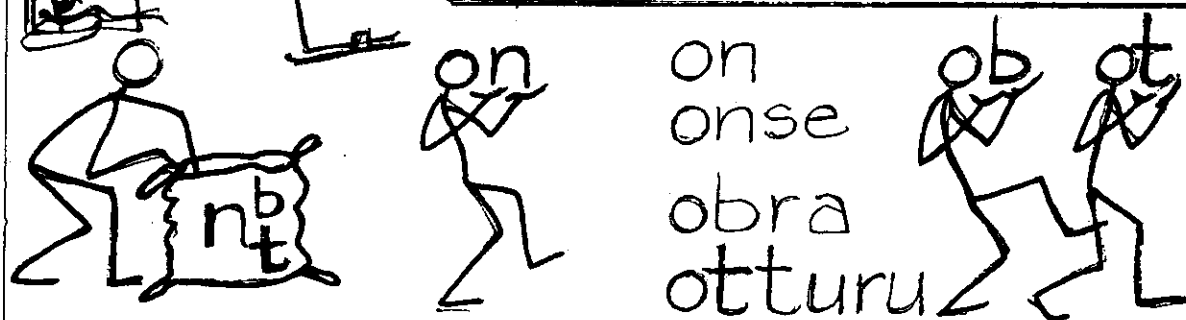
so pa	pi to	sā to	el to	to se	ba po	ko po mi
sor pan	pin tor	sān tor	el tor	tor so	ba por	kom por mi
<u>sorpan</u>	<u>pintor</u>	<u>sāntor</u>	<u>eltor</u>	<u>Torso</u>	<u>bapor</u>	<u>komporni</u>

(l.to r.:shorts,paint,a fruit,cholera,m. name,boat and whatever)

ma ta ga	me lo go	me so	le ro	i ma to ko	i lo ko
ma ta gop	me lo got	me sod	le ros	i ma tog kok	i lo kes
<u>matagop</u>	<u>melogot</u>	<u>mesod</u>	<u>leros</u>	<u>imatogkok</u>	<u>llokos</u>

(l.to r.:have time for,disappoint,snag up,clock,sitting,llocos)

ma ta po	ha bo	
ma tap pok	hab bok	(l.to r.:break glass/pottery,the bush)
<u>matappok</u>	<u>habbok</u>	



Students look at the o family all backpacking old letters. Who can try to read them? Yes, to, po, so, lo, ro, ko, and go. See the old letter on the sack nearby? If they all mangisaw this old letter can we read them? Read first the worker backpacking then mangisaw. Yes, to & ton, po & pon, so & son, lo & lon, ro & ron, ko & kon, go & gon. If we can learn these sounds we can read and write these new words:

ko ta ra	ko to du	go	ma lo go	bā lo	kā po	kā to
kon ta ra	kon to du	gon	ma lo gon	bā lon	kām pon	kār ton
<u>kontara</u>	<u>kontodu</u>		<u>malogon</u>	<u>bālon</u>	<u>kāmpun</u>	<u>kārtun</u>

(l.to r.:enemy,including,ascent,easy,satchel,pretend,carton)

pā ta lo	kā mi so	ma ta ro	kā ro	ka ro si	gā lo
pān ta lon	kā mi son	mag ta ron	kā ron	ka ron si	gā lon
<u>pāntalon</u>	<u>kāmison</u>	<u>magtaron</u>	<u>kāron</u>	<u>karonsi</u>	<u>gālon</u>

(l.to r.:trousers,the undershirt,care for,wooden box,orchids,gallon)

Row two, here are four Mr.o's, someone read them as they backpack. Yes, to,go, ro, and bo. If they mangisaw with the letter in the sack can we read them? Read first the worker backpacking then mangisaw. Yes, to & tong, go & gong, ro & rong, bo & bong. If we learn these sounds we can read and write these new words:

to	bo	tā to	ta ro	sā bo	si go	bo to
<u>tong</u>	<u>Bong</u>	<u>tā tong</u>	ta rong	sā bong	si gong	bog tong
		<u>Atong</u>	<u>tarong</u>	<u>sābong</u>	<u>sigong</u>	<u>bogtong</u>

(l.to r.:tusk,child name,m. name,eggplant,flower,shade,only child)

Row three: Here are many Mr.o's all backpacking old letters, waiting to mangisaw. Someone read them backpacking, yes, to, lo, bo, ro, so, and po. If they mangisaw with the letter in the sack can we read them? Yes, to & tok, lo & lok, bo & bok, ro & rok, so & sok, po & pok. If we can tell these sounds apart we can read and write these new words:

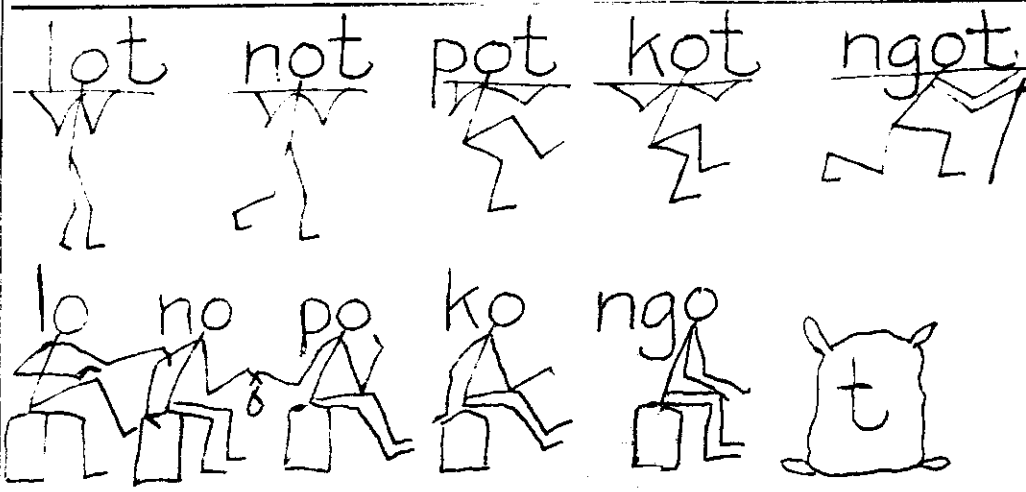
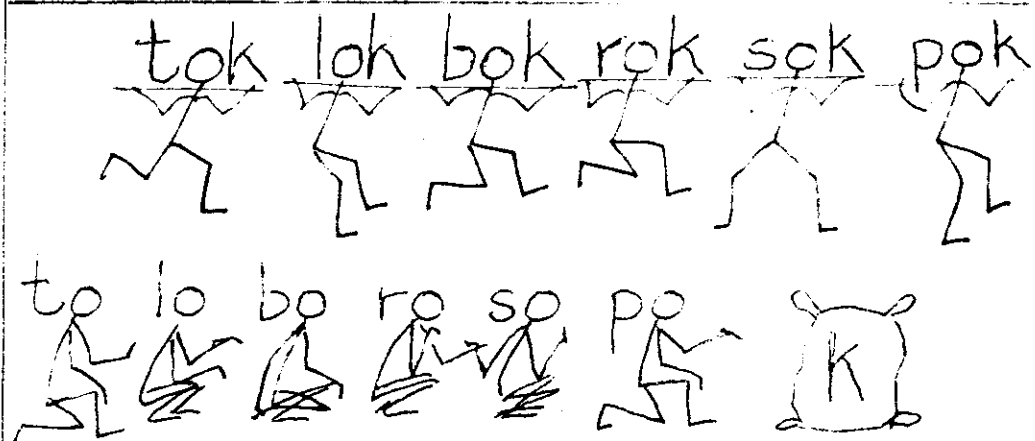
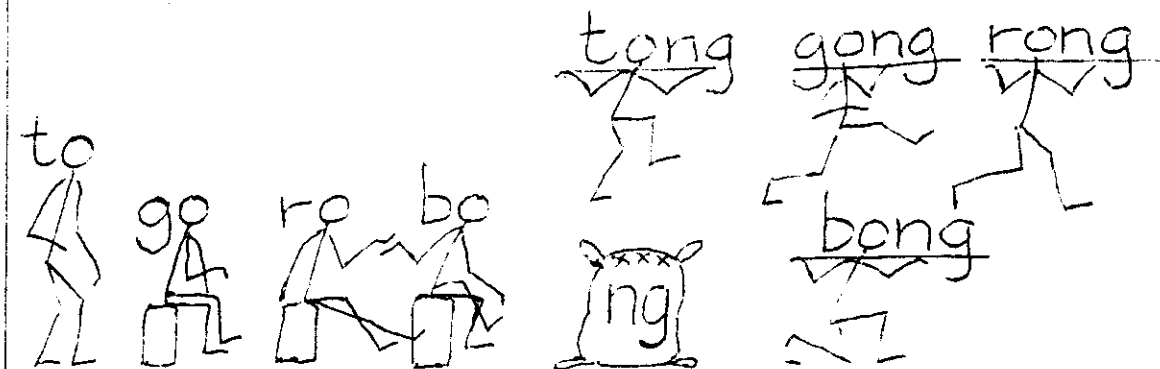
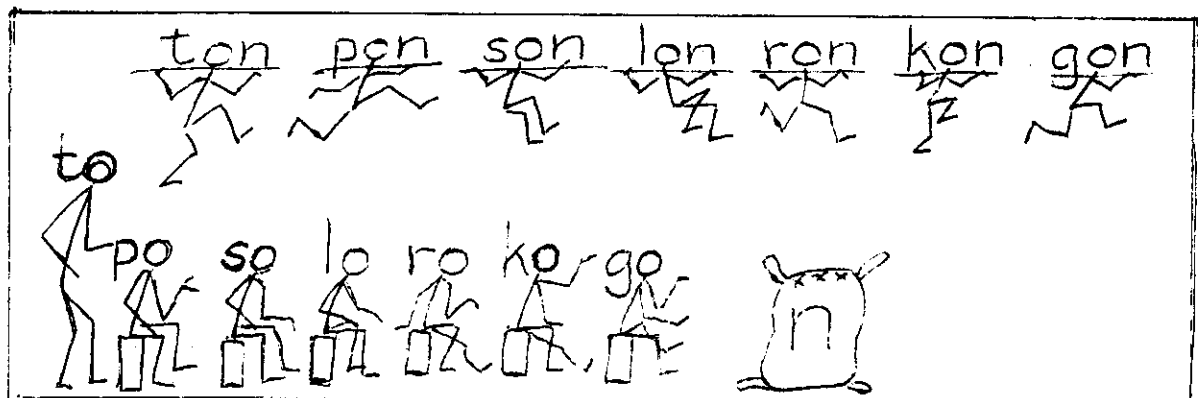
i po	a so	ma ta po	na su ro	i sa bo	pi lo lo	ti mo to lo
i pok	a sok	ma tap pok	na su rok	i sa bok	pi lok lok	ti mo to lok
<u>Ipok</u>	<u>asok</u>	<u>matappok</u>		<u>isabok</u>	<u>piloklok</u>	<u>timotolok</u>

(l.to r.:m. name,smoke,broken glass,surplus,carry in skirt,bird,bounce along)

Row four,here are many more Mr.o's all backpacking old letters waiting for a chance to mangisaw. Read them first backpacking then mangisaw: Yes, lo & lot, no & not, po & pot, ko & kot, ngo & ngot. Learn these and you can read the following words:

no no	ma no	is po	ma du lo	u ko ko to	pi lo ngo
no not	mag not	is pot	mag du lot	u kot kot tong	pi lo ngot
<u>nonot</u>	<u>magnot</u>	<u>ispot</u>	<u>magdulot</u>	<u>ukotkottong</u>	<u>pilongot</u>

(l.to r.:mind,folksong,beautiful,stop by,mosquito larva,a four prong arrow)



English translation:

1. The Agtas are there at the Bangkero.
2. It is Atong, Torso, little Bong, Ipok, Ido, Odel, and Bong's grandmother. They've come to see the huge boat.
3. Ipok has his camera, he says he'll take pictures.
4. What is on little Bong's mind? because he's wearing trousers and all dressed up. Maybe he'll visit on the boat there?
5. Why would he crave to get on that boat there?
6. "Oh because he says he wants to go up on that boat, because Ipok knows the pilot of it," Torso said.
7. Later Ipok spoke with the pilot to see if he had time for them.
8. He said they can go, the pilot sent them, so little Bong won't be disappointed after all.
9. And they go up and down on the waves on the way to the boat.
10. They wrap up in blankets against the wind.
11. Soon they are alongside that boat. "Hey, it's huge!" they said, "Man, yes!" said the others.
12. There's a ladder they lowered to them.
13. It's easy to climb if you don't get tangled in the ropes.
14. Soon they are all on top. Grandma got tired from the climb of it.
15. There were many Ilocanos painting the boat.
16. And the inside of it along with the top part of it was very beautiful.
17. Odel wanted to buy some santor fruits at the Ilocano's store in Bangkero but, "Hold off on that, son, don't spend your money here, it might be they're stingy. We are going to eat on the boat over there," Ipok said to Odel.
18. So later on, "Everybody eat now!" they said to the Agtas, and they went into the very center of it. Their tables were lovely loaded with food, just like at a wedding. Whatever you can imagine, it was all there.

1. Ittā ya Āgta kiden ta iten _____.
(dose Bāngkero nonot)
2. Ittā ig Ātong, Torso, Bong, Ipok, Ido, Odel, ikid ni kāko ni Bong. E kid kām itān ya dappug na bapor.
3. Ittā ya kodāk ni Ipok te magkodāk kām sangaw.
4. Anu ya ittā ta nonot ni Bong, te magpāntalon anna magbarawāsi. Magdulot de ta utun na bapor ewan?
5. Anu panaw ya pakolangān na ta bapor ewan?
6. "O, imunek kām minā ta bapor en, te āmu kām ni Ipok ya piloto na," kun ni Torso.
7. Ā sangaw nagbida i Ipok ta piloto tālo am matagop na kid.
8. Ā e kid kām na, dohan na kid na piloto en. Awena mantu melogot ni Bong.
9. Ā timotollok kid ta utun na palung kiden ange ta bapor.
10. Magumomuk kid na te masikan ya paddād.
11. Ā sangaw ittā kid na ta bikat na bapor en. "Dappug O," kunda. "On O," kun na kādwan.
12. Ittā ya āddān en nedāgut da tekid.
13. Malogon maunek am awem mesod ta galut na en.
14. Ā sangaw ittā kid ngāmin ta utun. Nabannāg na i kāko ta gon na en.
15. Ittā ya āddu na Ugsin magpintor ta bapor en.
16. Ā pāke ispot ngāmin umag na kontodu utun na.
17. Gumātāng minā i Odel ta sāntor paglāku na Ugsin kiden ta Bāngkero, ammi "Awem lā bit, Aleng, awem lā bit igāsto ya pirāk mu ta isina tālo am darogas. Mangān kitām kām sangaw ta umag na bapor ewan," kun ni Ipok te Odel.
18. Ā sangaw ā "Mangān kitānan," kunda ta Āgta kiden, ā simarok kid ta pāke umag. Ispot ya lamesa da kiden natunān ta kānan ta kuman na boda. Kompormi ya manonot mu ittā ngāmin ten.

19. There was even a musician playing while they ate.
20. Alot was left over of what they fed to them, so,"Gather it up in your shirt, son,"they joked, while at the same time they put the left overs into a carton for the Agta to take with them.
21. They gave Odel folks pretty balloons, lots of them, so they could take them to their homes and there were twelve in all for children.
22. It was four o'clock by their clock, so"Let's be going, we ought to return," Ipok said.
23. And they went down the ladder. "See that you don't go headfirst," they said to Grandma. " Oh, now why would I decide to go head first?" she says to them.
24. When they arrived at Ipok's car, Atong folks saw Agtas from the east.
25. "Hey there," elder brother Atong called,"Stop by here a minute, in the shade here," he said. So they talked, squatting in the shade.
26. They had just arrived, they had been at the market selling egg plant. They said they sold two cartons full, and then left. They said they wouldn't stop by the eastern part because there was alot of cholera there.
27. "Then let's go to Padungsul," Torso said. "Well okay, let's go," they all said, and they all walked up the hill to Ipok's car.
28. "Grandma, grandma," little Bong says,"The boat over there is smoking maybe it is ruined?" They all looked intensely at it and it was indeed smoking badly.
29. "It's nothing, son, it smokes now because it's leaving, returning to Ilocos, because it is filled with it's cargo and will return now," Ipok told him.

19. Māsiki ittā ya nagtokār tekid en nangān.
20. Pāke nasurok ya nepakān tekid, ā "Sabokam, Aleng", kunda kāmpon, otturu netun da ya nasurok ta kārton petta bālon na Āgta kiden.
21. Inatadān da ig Odel ta ispot na lobo, āddu kid, petta idatang da sangaw ta bali te dose kid ngāmin, para abbing.
22. Oras kwātro kām ta leros da ā "Entānan o te nagtoli kitām minā", kun ni Ipok.
23. A dumāgut kid na ta āddān en. "Itām bit Ina ta awem magposuk", kunda kāmpon te kāko. "O, ka-mān ku magposuk O", kunna tekid.
24. Tekid na dumatang ta oto ni Ipok, neitān nig Ātong ya lodan kiden.
25. "O", kun ni Abe Ātong, "Magdulot kām bit sin ta sigong in", kunna. Ā nagbabida kid imatogkok ta sigong.
26. Bāgu dumatang kid te ume kid kām ta dāpun naglāku ta tarong. Duwa na kārton kām nelāku dan. Ā magtugut kid na. Aweda kām nagdulot ta lod te āddu kām na eltor ta iten.
27. "Ā entānan mantu ta Pādungsul", kun ni Torso. "A entānan", kunda ngāmin, ā sā gimon kid na ta oto ni Ipok.
28. "Kāko, kāko, anu maasok na ya bapor ewan, maperdi de?" kun ni Bong. It-itān da ā pāke magasok mantu.
29. "Awān, Aleng, Magasok na te magtugut na magtoli ta iten Ilokos, te napannu ta kārga na kiden magtoli kid na", kun ni Ipok.

This is a picture of a seive.

This is the writing that says yukuyuk (seive).

yu is the first sound in the word yukuyuk.

Let's say the word and count the sounds in the word.

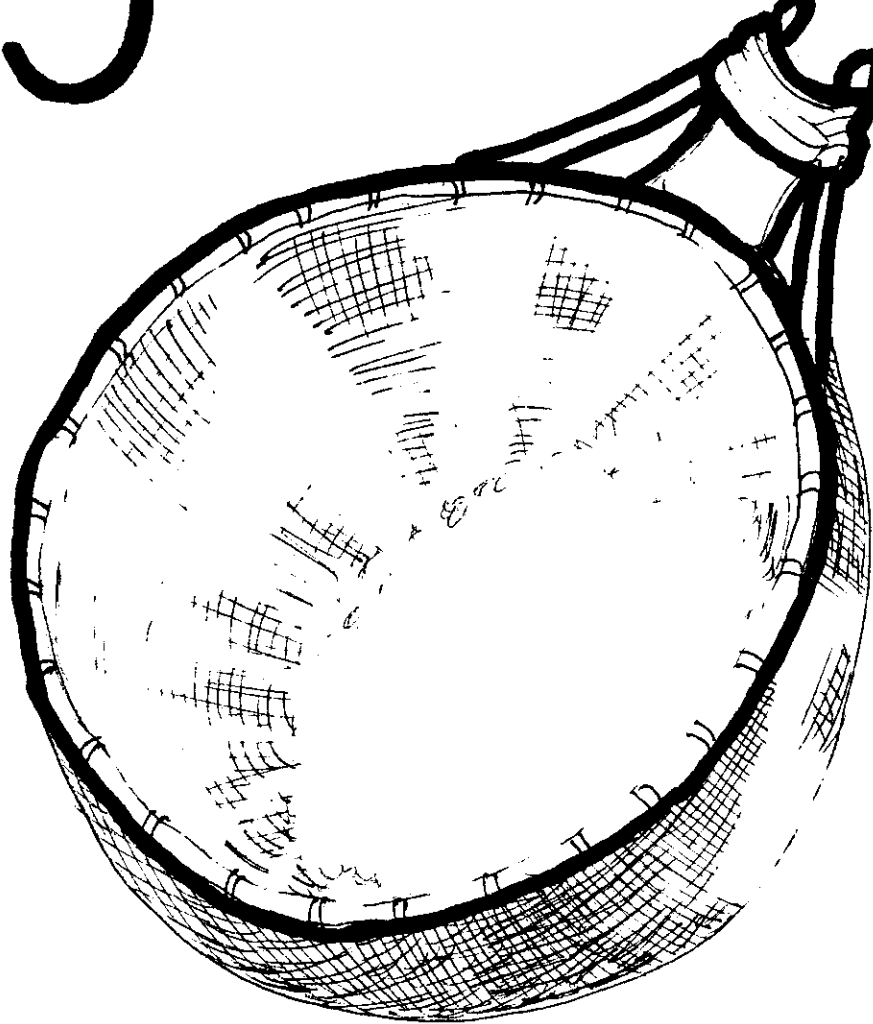
What is the first sound? yu. This (point) is the writing that says yu.

What are other words beginning with the yu sound?

yukuyuk	seive
yuyu-yutan	drips or droppings of rice or water
Yuli	f. name

On the blackboard write a short contrast drill for yu with two old syllables. Proceed with a writing lesson for the letter y and Y.

yu



yukuyuk
yu ku yuk

Student page: In row one we see the workers going to the sack with the new letter. Who will read them as they all back-pack? Yes, ya, yā, yu, ye, and yo. If we can learn these new sounds we can read and write these new letters:

Blackboard Work

ya:

pa bi ya	pa lā ya	ku yā ra	tu wā ya	si	
pa bil ya	pa lān tya	kut yā ra	tu wāl ya	sil	lā
<u>pabilya</u>	<u>palāntya</u>	<u>kutyāra</u>	<u>tuwālya</u>	<u>silya</u>	<u>lāya</u>

(l. to r.: bucket, iron for clothes, spoon, towel, saddle, ginger)

ya	ya	ya	ma su ya	yā	u yā da
<u>yana</u>	<u>dāya</u>	<u>inya</u>	<u>masuya</u>	<u>yāga</u>	<u>u yā dan</u>
					<u>uyādan</u>

(l. to r.: there, east, who, sated, and at the same time, stretch out your hand)

yu:

ot yu	ka yu	i yu	ka bā yu	ma ba yu	a dā yu	i ta ta mā yu
<u>otyu</u>	<u>kayu</u>	<u>iyu</u>	<u>kabāyu</u>	<u>mag ba yu</u>	<u>adāyu</u>	<u>i tam ta mā yu</u>
				<u>magbayu</u>		<u>itamtamāyu</u>

(l. to r.: eight, tree, shark, horse, pound off sheaves, far, adore)

ye	yo	si yo na	u yo yu	yo mām
		sil yo na	u yo yung	syo mām
		<u>silyona</u>	<u>uyoyung</u>	<u>syomām</u>

(l. to r.: here take it, there it is, shell game, trick/tease, adopted child)

Row two: Mr. ā is the only worker who front-carries. He can make five words when he front-carries the new letter. Who will read him front-carry? Yes, āy. These are the new words we can read and write if we learn āy.

<u>āy</u>	<u>āy</u>	<u>lā lā āy</u>	<u>āy -ā ya</u>	(l. to r.: exclamation 'Oh dear!')
<u>āy-e</u>	<u>āāy</u>	<u>lā-laāy</u>	<u>āy -ā yam</u>	ex.'oh', an old man, a pet animal)
			<u>āy-āyam</u>	

Row three: Here the workers back-pack the new letter and wait for an old letter n from the sack so they can cross-shoulder carry (mangisaw). Let's read them first magabbān then mangisaw: Yes, ya & yan, yā & yān, yu & yun, ye & yen, yo & yon. If we can read these sounds we can read and write these new words:

	ag yā	ki ne ya	ka ra yā	do yā	ma yā
ye ya	ya	ag yān	ki nel yan	ka ra yān	do yān
<u>ye yan</u>	<u>yan</u>	<u>agyān</u>	<u>kinelyan</u>	<u>karayān</u>	<u>doyān</u>
				<u>mayān</u>	

(l. to r.: it's there, that one, a place, servant, river, swing, fruit/contents)

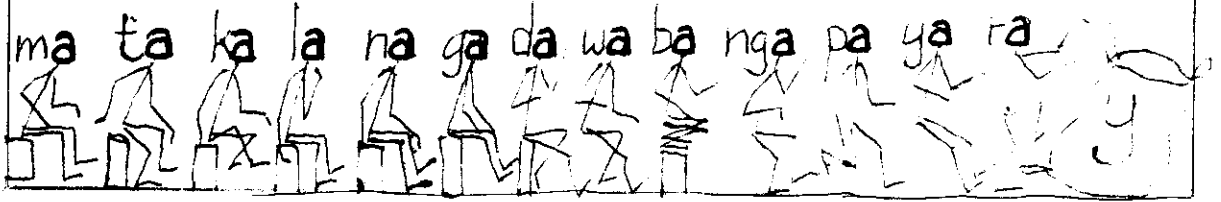
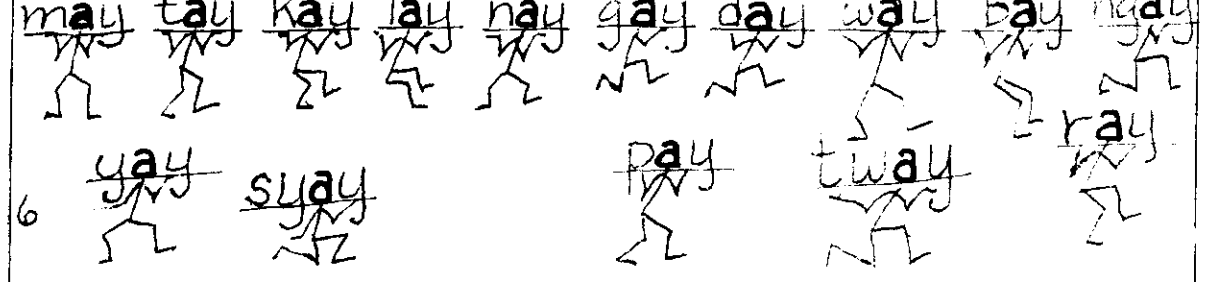
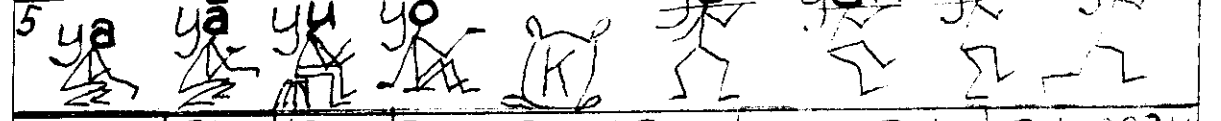
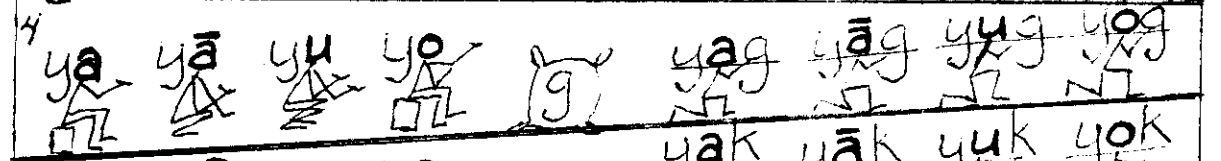
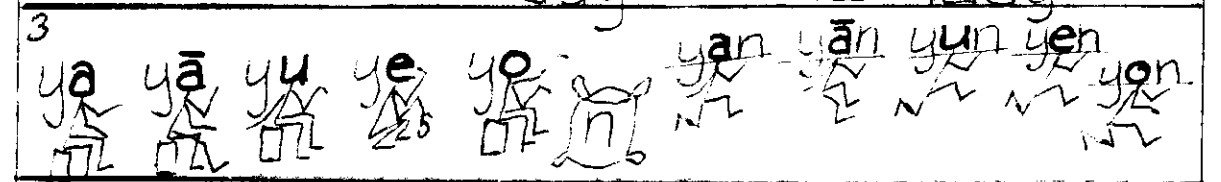
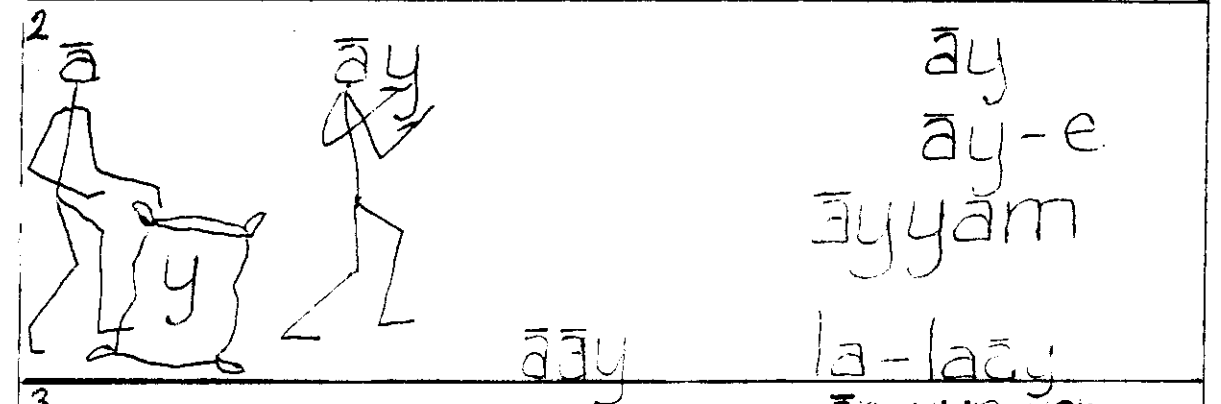
ma pa to to yā	ma na yu	ot ye ta
mag pa to to yān	mag na yun	ot yen ta
<u>magpatotoyān</u>	<u>magnayun</u>	<u>otyenta</u>

(l. to r.: walk back & forth, everlasting/forever, eighty)

Row four: Here the workers back-pack the new letter and wait for the old letter g from the sack so they can mangisaw both. Let's read them: yā & yāg, yu & yug, and yo & yog. If we know these we can read and write these new words:

ma tu ya	ma ya ya	ma ba yā	lā yā	du yu	an yo
ma tu yag	mag yag yag	ma ba yāg	lā yāg	du yug	an yog
<u>matuyag</u>	<u>magyagyag</u>	<u>mabayāg</u>	<u>lāyāg</u>	<u>duyug</u>	<u>anyog</u>

(hard, to jerk/quake, longtime, boat's sail, bowl, coconut)



Row five: Here workers back-pack the letter that is new and wait for the old letter k so they can mangisaw. Let's read them: Yes, ya & yak, yā & yāk, yu & yuk, yo & yok. If we learn these we can read and write the new words below:

te yā	i yā	ma ga ri yā	yu ku yu	pa ra yu
te yāk	i yāk	ma ga ri yāk	yu ku yuk	pa ra yuk
<u>teyāk</u>	<u>iyāk</u>	<u>magariyāk</u>	<u>yukuyuk</u>	<u>parayuk</u>

(to me, me, bark after game, seive, rounded bottom fry-pan)

ma tā yu ki yo

mag tā yuk ki yok (l. to r.: stand, squawk of startled chicken)

magtāyuk kiyok

Row six: Here we see all the Mr. a's carrying on their back many kinds of the old letters. They all want to mangisaw using the new letter y. Read them first magabbān then mangisaw; Yes, ma & may, ta & tay, ka & kay, la & lay, na & nay, ga & gay, da & day, wa & way, ba & bay, nga & ngay, pa & pay, ya & yay & syay, ra & ray. If we can way these sounds, we can read and write these new words:

am ma	mā sa	ka gā ma	da ta
am may	māy sa	ka gā may	da tay
<u>ammay</u>	<u>māysa</u>	<u>kagāmay</u>	<u>datay</u>

(l. to r.: grown rice, one, centipede, ghost)

a si ta	rā ta	ba ge ta	ma wa ka	ma ta ka
a si tay	rān tay	ba ge tay	ma wa kay	mag ta kay
<u>asitay</u>	<u>rāntay</u>	<u>bagetay</u>	<u>mawakay</u>	<u>magtakay</u>

(l. to r.: baby, bridge, mountain, lost, to ride)

ā sa ka	to la	pi la	pa la	du la
ā sa kay	to lay	pi lay	pa lay	du lay
<u>ā sa kay</u>	<u>tolay</u>	<u>pilay</u>	<u>palay</u>	<u>dulay</u>
		<u>mapilay</u>		

(l. to r.: "Oh nuts!", person, crippled, rice grain, bad)

a na	bu na	li ga	ā ga	ba ra nga	da	ma ma
a nay	bur nay	li gay	ā gay	ba ra ngay	tāk day	ma mad day
<u>anay</u>	<u>burnay</u>	<u>ligay</u>	<u>āgay</u>	<u>barangay</u>	<u>tākday</u>	<u>mamadda</u>

(l. to r.: termite, clay pot, wheel, "how awful", canoe, one, to make)

	ma ka wa			
u wa	mag kat way	ba ba ām	be ba	bā ba
u way	mag kat tway	bay bay -ām	be bay	bā bay
<u>uway</u>	<u>magkattway</u>	<u>baybay-ām</u>	<u>bebay</u>	<u>bābay</u>

(l. to r.: rattan, to part ways, ignore, sea, women)

ma gu nga	ga gā nga	ma li pa	ya
mag gu ngay	ga gā ngay	mag li pay	yay
<u>maggungay</u>	<u>gagāngay</u>	<u>maglipay</u>	<u>syay</u>

(l. to r.: divorce, nature of, turn head sideways, wild chicken trap)

ma po ra	u ra	ma gu ra
mag po ray	u ray	ma gu ray (l. to r.: angry, will of self, to do
<u>magporay</u>	<u>uray</u>	<u>maguray</u> one's own thing)

Student page: Read story using new letter. Write in correct missing word.

1. Ittā i Aboy Leti ta bali mangidoyān ta asitay.
 2. "Aboy, am ikayāt muy mangān ta mayān na anyog ittā ya nedatang ni Leyag tekamuy. Ye ittā in ya kutyāra muy ikid na duyug ", kun ni Māmmi.
 3. "E āk na Aboy, te e āk bit magpasyār ta bali na lāklākay en Edi", kunna.
 4. "Alapan ku ya biloy tālo am ittā ya kubay ta _____.
- (Kabāyu ikayāt bagetay)
5. "Magudān de sangaw. Ā ya pāyung en, Aboy", kunna.
 6. "Awem lā mabayāg Ina on," kun ni Leti.
 7. Ā nagtugut ya babbay en, ā nagyān lā tātākday i Aboy magtaron ta wagi na en.
 8. Magsilyona minā ammi awena āmu na asitay en.
 9. "Am awem lā manguyoyung, Aleng ittā de sangaw ya isagolyāt ni Inang teko", kun ni Leti.
 10. Intu dulay te nawakay ya tākday māmmy ni Aleng seligāy.
 11. Uray ni Aleng ta mamadday minā ta tākday.
 12. Inalāp na ya yukuyuk ikid na parayuk, ikid na palāntya ikid na tuwālya ikid na pabilya ikid na tagetay.
 13. "Anu para ya ikayāt mu Aleng? Awem lā bit alikkadān ye yana kid te magporay sangaw i Inang.
 14. Ā nagsugyab na i Aleng ā nagbilag na nakaadāyu.
 15. Āyāyagān ni Aboy ammi umadāyu para lā te madamdān na ta māmmy na kid en.

English Translations of pages 171 & 173;

1. The girl Lettie is at the house swinging the baby in the cradle.
2. "Girlie, if you want to eat coconut fruit, there's some Leyag brought for you kids. See here's your spoons and a bowl," Mommy said.
3. "I'm going now, Girlie, because I want to visit at the house of old Eddie," she said.
4. "I'll take the shopping bag in case there's vine vegetables on the hill."
5. "It will probably rain. Where's the umbrella, Girlie?" she said.
6. "Don't be long, Mother, okay?" Lettie says.
7. And so the woman left and the girl stayed alone to care for her little brother there.
8. She wanted to play the shell game but the baby didn't know how.
9. "If you won't be foolish, Boy, mother will probably have a present for you afterwhile," Lettie said.
10. The problem was one of the boy's toys with wheels got lost.
11. The boy wanted to make another one.
12. He got the seive & the frypan, and the charcoal iron, & a towel and belt buckel and a comb.
13. "What yet can you want, Boy? Don't play with these things because Mother will get angry."
14. And so his face forwned & he ran, going afar off.
15. The girl called him but he went farther on because he was unhappy about his toys.
16. "Just come back here, Boy," she called, "Oh dear, now he sees the baby chicks. This is awful, what yet is this child after!" said his sister there.
17. "Oh dear, its crippled now." Don't do that, Boy, that's bad if our chickens are crippled and those are not playthings," she said.
18. But that child just went on his own, and soon ran inside the out-house, and he was there for a while.
19. The girl just was putting up with her little brother she didn't get mad.
20. A little later, "Ow, ow," said the boy! "What's wrong?" said his sister. "Oh of all things, its a centepede, that's dangerous, Boy! Lettie said.
21. "Look at your hand, for shame! You'll learn, because you shouldn't creep around just any old where! You should have stayed in the cradle over there."
22. "Goodness! You are stupid, Boy, why did you play with a centepede?" the girl said to him.
23. So now the girl is distrustful for she doesn't know what medicine should be used for her little brother.
24. She looks around & she sees a bamboo container. "There maybe that's medicine over there," she says.
25. Fortunately, along came an old man riding a horse.
26. "Father, please come here, please look at my little brother. I don't know what his medicine should be. Maybe this is medicine in this tube," she said.
27. "Oh no, Girlie, this is wine here. Just don't be worried pacing back & forth in the house, because there's no problem, because he isn't convulsing. He'll get well because it probably was a small centepede.

16. "E ka lā sin, Aleng," kunna. "Āy-e maita na ya piyak kiden. Āgay, anu para ya ikayāt na abbing in", kun na kaka na en.
17. "Āy-e nagpilay na. Awem lā, Aleng te dulay am mapilay ya manuk tām kiden te bakkān ta māmmy ye-yana kid", kunna.
18. Ammi naguray lā ya asitay en, ā sangaw nagbilag ta umag na kasilyas, ā nabayāg bit ten.
19. Binaybay-ān ni Aboy ya wagi na en awena _____.
- (matuyag magporay syay)
20. Ā sangaw ā "Agāyoy, agāyoy", kun ni Aleng. "Anu yen? Āay, kagāmay mantu. Dulay yana aleng", kun ni Leti.
21. "Itām ya gurāmay mu, āsakay, pa-gāng mu sangaw te awem minā kumalay ta kompormi. Magyān ka minā ta doyan ewan.
22. "Āgay, maguyung ka Aleng, anum alikkadān ya kagāmay?" kun ni Aboy tentu.
23. Ā pake mapopoyung na i Aboy te awena āmu am anu minā ya uru na wagi na en.
24. Nakaliplipay ā naita na ya abyāt. "Yo, uru de yewan o?" kunna.
25. Māppya te umange ya tākday lā-lāay magtakāy ta _____.
- (maguray kabāyu matuyag)
26. "Āma, e ka bit sin, itām bit ya wagik in. Awek āmu am anu minā ya uru na. Uru de ya ittā in ta abyāt in", kunna.
27. "Āy bakkān Aboy, te binarāyang yana. Awem lā magburung makapatpatoyān ta bali te awān ta dulay te awena magbalyād. Magmāppya sangaw te assang de na kagāmay.

(The story continued below from page 173 is for the students reading)

28. Ā nagtugut ya lāklākay en nagtakay ta kabāyu na en "Ānu nagtugut ya abyāt na binarāyang en?" kun ni Aboy.
29. "Āgay, dulay na tolay yana. Āmuk am magngayaw minā teyāk", kunna.
30. "Āy Apo, māppya te kanāyan ittā ka teyān, ā māppya te nagmāppyan ya wagik in." kun ni Aboy en.
-

28. So that old man left on his horse. "What's this? The container of wine is gone?" said the girl.
29. "How awful! That was a bad man. I would not have known if he came to raid here," she said
30. "Oh Lord, it is good that you are always with me, and thank you that my little brother here has gotten better," said that girl.

Student page

This is a picture of a rice bundle (futut).
This is the writing that says futut.

fu is the first sound in the word futut.
Let's say the word and listen to the sounds in it.

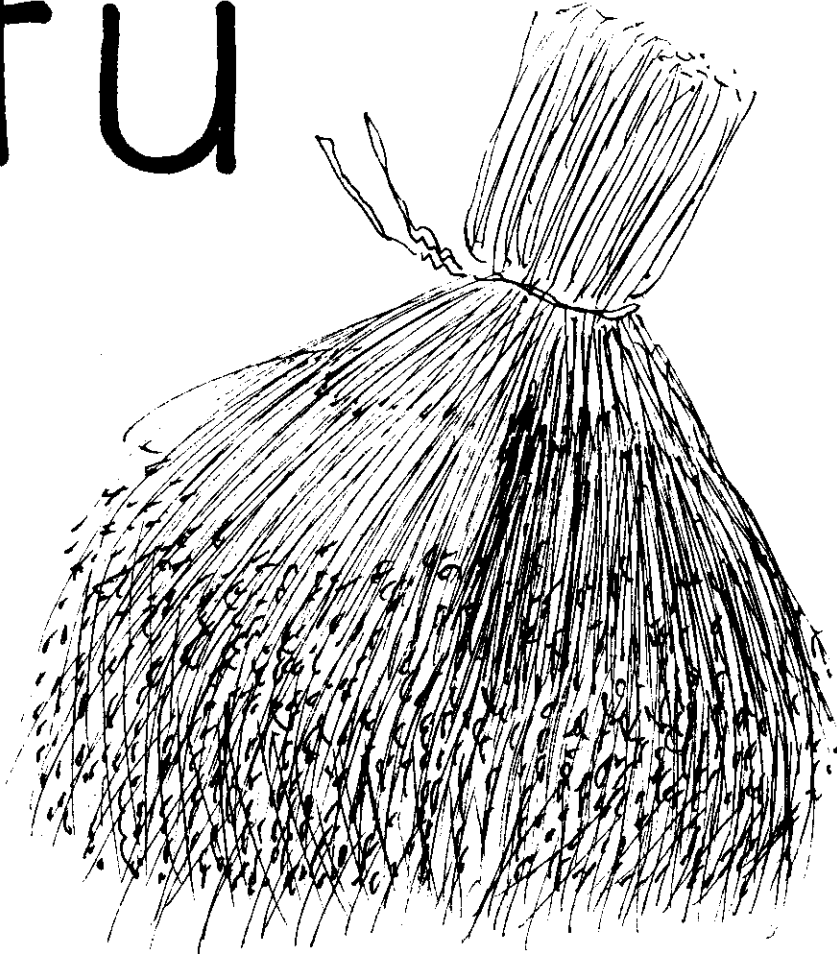
What is the first sound? fu. This (point) is the writing that says fu.

What are other words beginning with the sound of fu?

futut	rice sheaf
funay	fruit pidgeon
fugu	island
funatān	wipe up
fungān	pillow
fungu	wrist
furāb	afternoon
futefut	wrapped around
futu	heart
furaw	white
fuyak	mud

Give brief blackboard drill of fu with ma and ta.
Proceed with writing lesson for the letter f and F

fu



futut
fu tut

Student page row one:

Here we see the workers by a sack with the new letter. Let's name them standing without any load and then read them backpacking the new letter. Yes, a, ā, u, i, e, and o. then fa, fā, fu, fi, fe, and fo. We can read these new sounds so we can read these new words:

fa ni ta	fā na	fu tu	fu rā
fanita	fāna	fu tut	fu rāb
Fanita	Fāna	futu	furāt

(1. to r.: name, g. name, heart, rice bundle, afternoon)

fu ra	ā fu	ma fu ya
fu raw	afu	ma fu yak
furaw	Āfu	mafuyak

(1. to r.: white, Lord, and muddy)

fi mu ra	fi ye ra	fe mi	fo fo	fo go
fi mu raw	fiyera	fe ming	ka sa fe go	fo foy
fimuraw	Fiyera	feming	kasafego	fofoy
		Feming		

(1. to r.: becoming white, kind of bus, g. name, matches, dragonfly, kind of bird)

Row two: Here we see Mr. u and Mr. i who want to magākhuy the new letter Who can read them? Yes, uf and if. If we can read these sounds we can read the new words uffu and iffut.

u	i	
uf fu	if fu	(thigh and tail)
uffu	if fut	
	iffut	

Row three: Here are three friends back-packing. Who will read them? Yes, ga, gu and ka. If they mangisaw the new letter how do we read them? Yes, gaf, guf, & kaf. If we can read these new sounds we can read and write these new words:

ga ga fu	ma gu gu fu	ma ka fu
gaf ga fu	mang guf gu fu	mag kaf fuy
gafgafu	manggufgufu	magkaffuy

(1. to r.: the meaning, to scratch in dirt, made hot by sun)

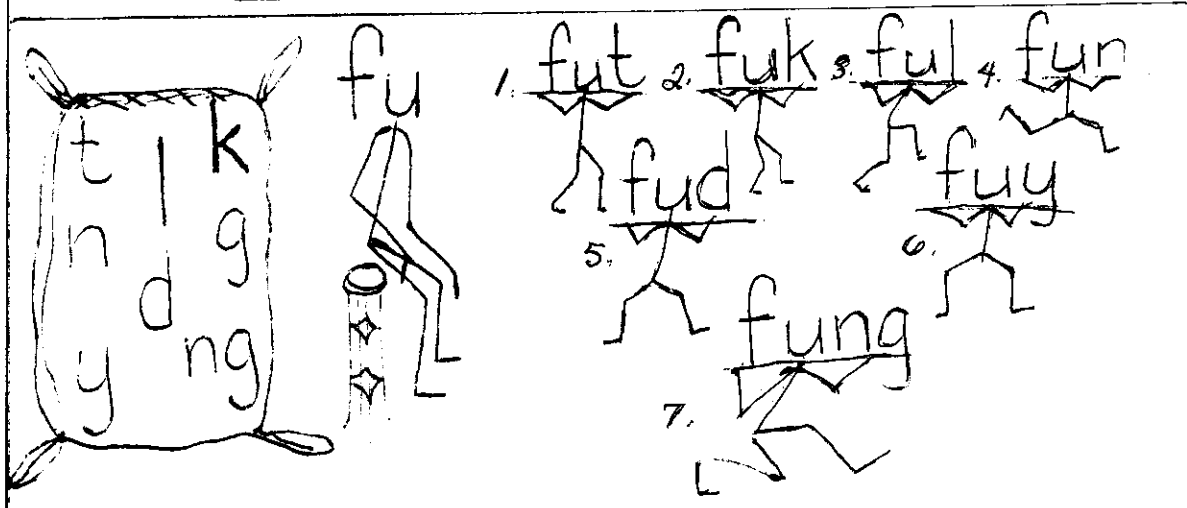
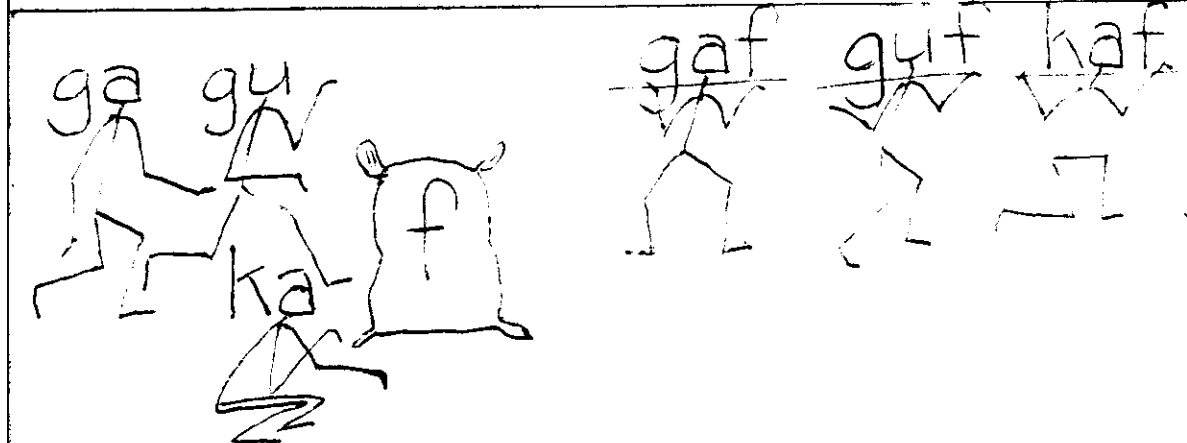
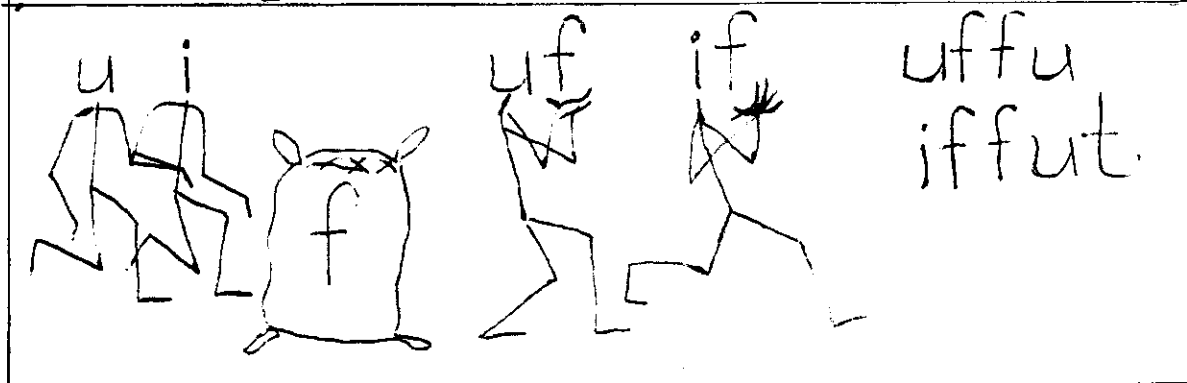
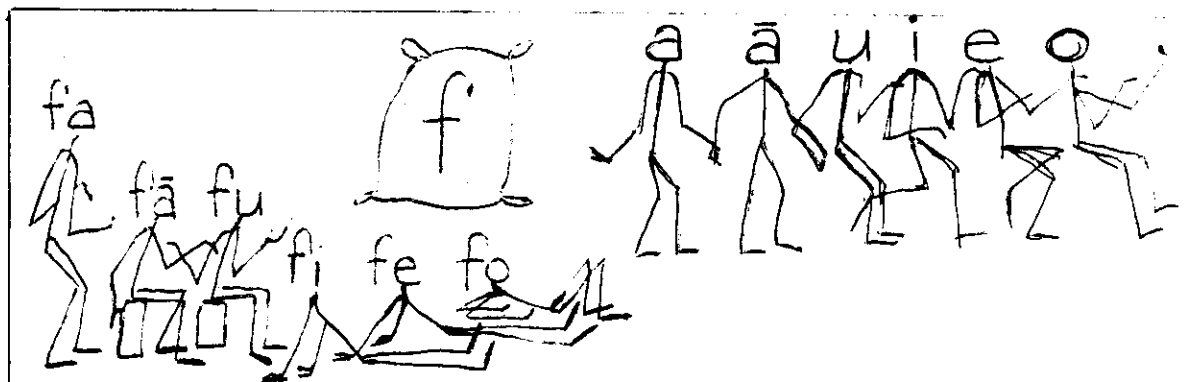
Row four: Here is Mr. u back-packing the new letter. He sits beside a big sack that is halo-halo with old letters. Who will read him by the chair then mangisaw in picture number one? Yes, fu & fut. Now number two: Yes, fu & fuk. Number three? Yes, fu & ful. Number four? Yes, fu & fun. Number five? Yes, fu & fud. Number six? Yes, fu & fuy. Number seven, Yes, fu & fung. If we can read these new sounds we can read & write these new words:

a fu	gu ma fu	ā fu	ta fu	dā fu
a fut	gu ma fut	ā fuk	ta fuk	dā fung
afut	gumafut	āfuk	tafuk	dāfung
			Tafuk	

(1 to r.: used up, take hold of, grand child, place name, to meet)

u fu	a li fu fu	a fu	i na fu	ma kā fu	ma ga fu
u ful	a li fu fud	a fuy	i na fuy	ma kā fuy	ma ga fuy
uful	alifufud	afuy	inafuy	makāfuy	magafuy

(1 to r.: mute, a whirlwind, fire, cooked rice, weak, cook)



On student page, read the story and select and write in the best words when a multiple choice sentence occurs.

1. Feming folks are in their ricefield.
2. They are at their farm there at Tafuk.
3. They are helping one another harvest the rice.
4. Its nice because they have ten bundles now.
5. The Ilocanos over at Fuyak are rowdy, because they were going to seize one bundle belonging to the Agtas, saying it was their debt owed.
6. But they weren't able to grab because the Agtas ran & disappeared out of sight in the forest.
7. Now they are at home, Feming, Fanita, Fana and Lu-fut.
8. They are all hungry because they are the last ones to eat.
9. "Oh Lord, I'm so weak now. Where's that lime & godleaf by you", said Lu-fut. "There, its there by you," Feming said.
10. "Now where's those matches, because I'm going to cook rice now", Feming said. "What's this? The matches are used up? Please go see if the old man over there has a fire going, Fana," she said.
11. So she ran over there. "And you, Fanita, you should wipe things up around here and then grab one of the chickens roosting on the house."
12. Because that's what we'll eat for dinner. "Help me, my grandchild," said Feming.
13. So they cooked rice, they helped each other with the cooking. Now the chicken is in the frypan on the place of the fire.
14. Soon their rice was cooked. And it smelled delicious!
15. They ate every bit. And they laid down with their pillows for they were terribly tired. It wasn't hot because the wind was softly blowing through the house.

1. Ittā ig _____ ta ammay da,
(Feming dafu gafān)
2. Ittā kid ta uma da ta iten Tafuk.
3. Magkāufun kid maggāpas ta lampādān,
4. Māppya te ittā mafulu na futut tekid.
5. Mefulot ya Ugsin kiden ta Fuyak ewan, te gafutan da minā
ya tā futut na Āgta te gatut da kān.
6. Ammi aweda nakagafut te nagbilag ya Āgta kiden nagtafulig ta
talun.
7. Ittā kid na ta bali, ig Feming, Fanita, Fāna ikid ni Lu-fut.
8. Mabisin kid ngāmin te maginggāfān kid mangān.
9. "Āy Afu, makāfuy āk na. Ā ya āfug minā ikid na god minā,"
kun ni Lu-fut. "Ye ittā sina," kun ni Feming.
10. "Ā ya kasafego en, te magafuy āk na," kun ni Feming. "Anu
maafut ya kasafego? Em bit itān am ittā ya afuy na laklakay
ewan, Fāna," kunna.
11. Āy nagbilag na ten. "Ā iko, Fanita, magfunāt ka minā sin
kāpyem gafutan ya tākday manuk magāfun ta bali,
12. te pamurāb tām, Ufunām āk, Āfuk ku," kun ni Feming.
13. Āy magafuy kid na, magkāufun kid na maglutu. Ittān ya
manuk ta parayuk ta pagafuyān.
14. Ā sangaw nalutu ya inafuy da. Ā mabangog āy!
15. Afutan da ngāmin. Ā nagidda kid ta fungān da, te pāke
nabannāg kid. Awena mapātu te magfuyufuy ta bali. Nagunomuk
kid petta aweda sangaw magsifun.

This is a picture of a hunting bow (hutug).
This is the writing that says hutug.

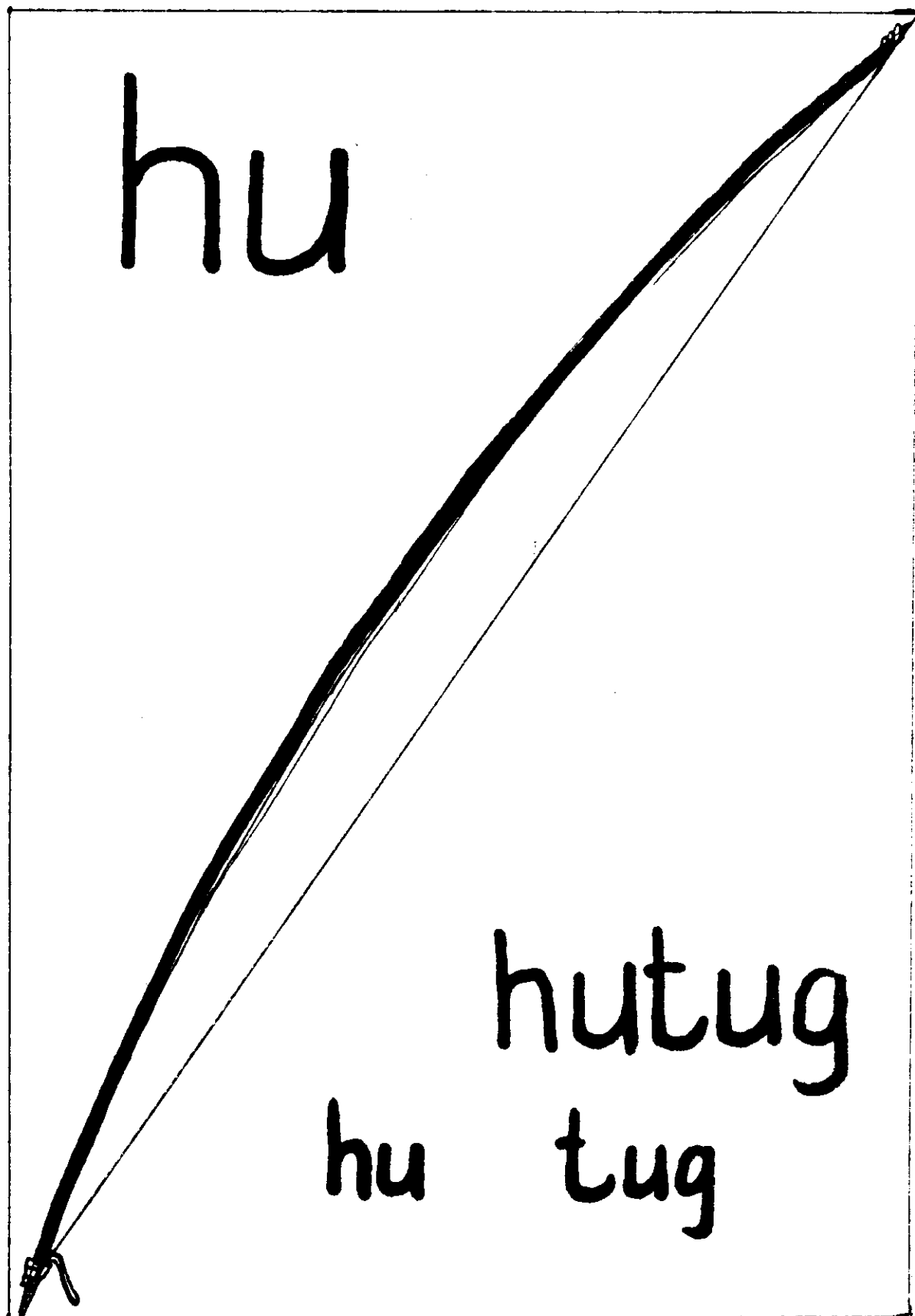
hu is the first sound in the word hutug.
Let's say the word and listen to the sounds it has.

What is the first sound? hu. This (point to large hu)
says hu.

What are other words beginning with the hu sound?

hutali	boil (skin sore)
huli	rear end
hulunan	accompany
hukal	a seed
hukalam	awake him
hukatām	open up
hukeb	hillside
huku	nodule, joint
hudu	plant hairs
•hulu	bamboo
huna	leftovers
hulotan	follow out
hulān	moon
huhun	spring or well
huhugkaw	owl
hugawam	scare off

Put short contrast drill on blackboard for hu syllable.
Proceed with a writing lesson for the letter h and H.



Student page: Row one. Here we see the workers and the sack with the new letter. Who will read them magabbān the new letter? Yes, ha, hā, hu, hi, he, and ho. If we learn to read these new sounds we can read and write these new words:

ha bo	ha bu	ha mā			
ha lā	ha pā	ha bok	ha bul	ha mān	kā hā
halā	hapa	habok	habul	hamān	kāha

(l. to r.: way, also, brush, dizzy, contrary to expectation, treasure box)

		hā po			
		hā tu	hā pon		
hā hā?	hā en	hā tung	hāpon	a pu hā du	ta hā tu
	hāen	hātung	Hāpon	apuhādu	tahātu

(l. to r.: again, what? please, firewood, Japanese, in a hurry, agreement)

hu tu	hu hu	hu lā	hu lu	ma hu lā	
hu tug	hu hun	hu lān	hulu	ma hu lāt	
hutug	huhun	hulān		mahulāt	

(l. to r.: bow, a well, moon, bamboo, tired of)

hi la	hi lā	hi na	mā hi ga	he he	i ma he wa
hila	hi lāg	hina	ma hi gal	hehe	i ma he way
	hilāg	Hina	mahigal		imaheway

(l. to r.: tongue, a light, Mother, to be scared, "I don't believe it, dangling")

he mi	u ho hu	is pe ho	i ha ho me	(l. to r.: m. name, word,
hemi	u ho hug	ispeho	i ha ho men	mirror, to persecute)
Hemi	uhohug		ihahomen	

Row two. Mr. i. will magākhuy. How do you read him, Yes, ih. This is the first sound in the word ihwāngan (door)

ih wā ngā In the space next we see workers each carrying a different old letter. Who can read them magabbān? Yes, ka, bā, tu, di, we and po. Remember these sounds because we are going to see what they become if they each will mangisaw with the new letter h.

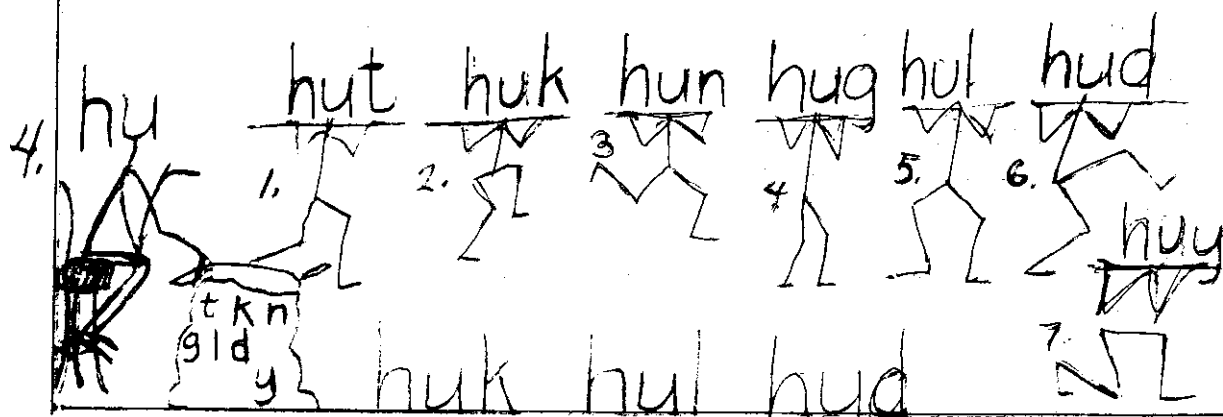
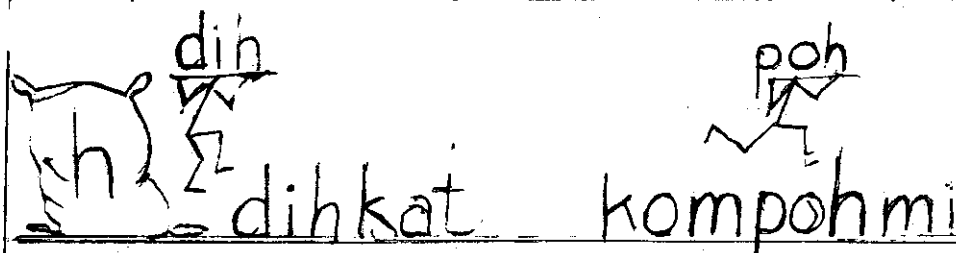
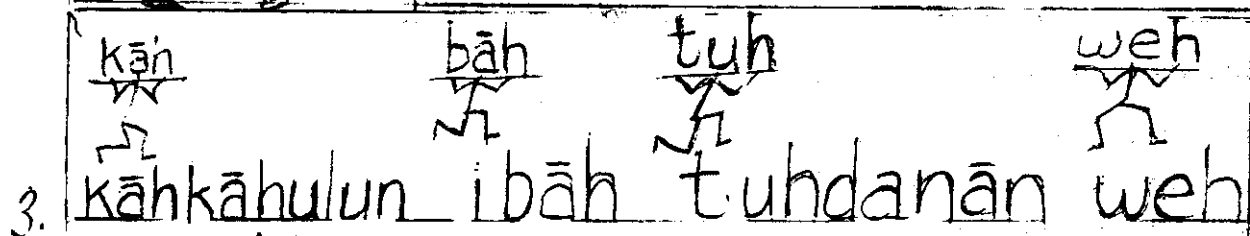
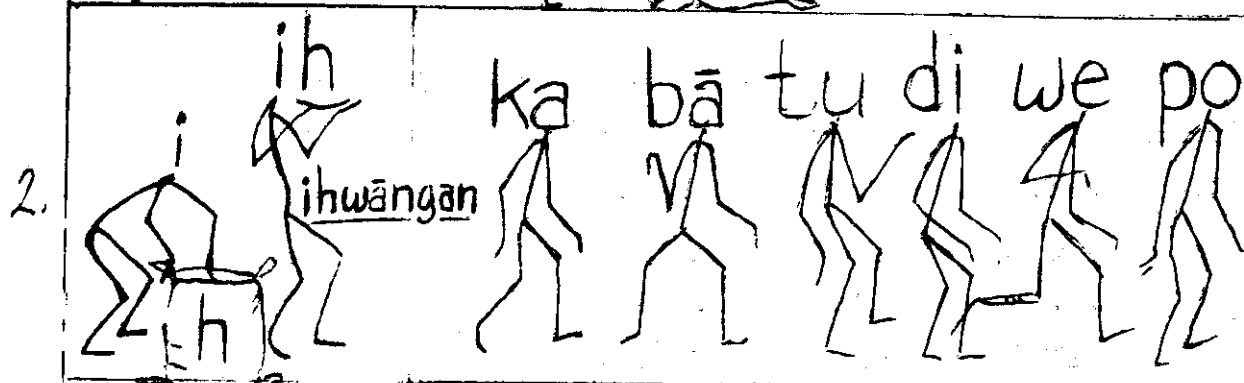
Row three. Mr. ā. now has the new letter, read him. Yes, kān. Mr. ā now has the new letter, read him. Yes, bān. Read Mr. u, Yes, tuh. Mr. i? Yes, dih. Mr. e? Yes, weh. and Mr. o? Yes, poh.

These are new words we can read and write with these new sounds:

kā	kā hu lū	i bā	tu da nā	we	di ka	ko po mi
kāh	kā hu lūm	i bāh	tuh da nān	weh	dih kat	kom poh mi
kāhkāhulūn	ibāh	tuhdanān			dihkat	kompohmi

(l. to r.: several friends, to tell, to tease, creek, to touch sticky, any old thing/way)

Row four. Mr. u. is sitting, back-packing the new letter. He has a sack that is halo-halo with old letters. Read him back-pack first then mangisaw in picture one. Do the same in picture two. Picture three? Picture four? Picture five? Six? and Seven? Yes, nu & hut, hu & huk, hu & hun, hu & hug, hu & hul, hu & hud and hu & huy. What new words can we read and write with these sounds?



i po hu ga hu ma le le hu ma ga hu hu
i po hut ga hut mag le le hut ma ga hut huk
ipohut gahut maglelehut magahut

(1.to r.:ask,roof grass,to circle,to flow, and hair)

hu ka hu lā da pa hu hu la hu hu ma nu na
huk kaw huk lā dan pag hu huk law hu hun ma hun nak
hukkaw huklādan paghuhuklaw huhun mahunnak

(1.to r.:hawk,spread out,out all night,well/spring, and fall)

u ho hu hu ta ma hu tu hi mu hu ma hu tu hu
u ho hug hug ta ma hug tung hi mul hug mag hug tuk hul
uhohug hugta mahugtung himulhug maghugtuk

(1.to r:word,leftovers,carry over shoulder,rice-mush,be alone, and throat)

hu tu ma hu bā hu ma gā hu
hud tu ma hud bā huy ma gāk huy (1.to r.:not really,back and
tumahud bāhuy magāk huy forth,pig and front carry)

English translation of story:

1. Hemi has a little monkey.
2. They shot it's mother with an arrow.
3. See it's over there sitting all alone.
4. It's tangled on the bamboo because it got it's cord wound around when it circled the house post.
5. Oh no! It's cord finally broke and now that monkey is entering the door to the house.
6. It's probably terribly hungry because his rice mush was sour beside the place he stayed in, and was smelly.
7. Whatever is that monkey up to there inside the house.
8. Oh, so he's eating people's scraps fallen off the table.
9. What was bad is he's cooped up in their house.
10. And since he's now really thirsty, he drinks the honey and wine.
11. He's almost dizzy now but he climbs up to the place their lantern is.
12. For shame. He dropped it, oh no, they wont have anything for light.
13. Oh it's shameful. Now he opens their treasure box also, and he spills out all their money, it is all small change.
14. Now he holds their mirror and studies it and there is another monkey.
15. He's really timid now because the other monkey is staring at him.

1. Ittā ya alaugaw ni _____.
(Hemi bāhuv magkihu)
2. Linong da ya hina na en.
3. Yo, ittā tewan imahugtuk lā.
4. Mesod hapa ta hulu te nefufutefit ya galut na en tentu
en nagpalelehut ta ahigi na bali.
5. Āy-e, nagasāt hamān ya galut na en, ā kimihut na ya ugaw
en ta ihwāngan na bali.
6. Pāke nabisin na de te nahunglag ya hinulhug na ta hebing
na nagyanān na en ā mahuyuk na.
7. Anu panaw ya uhay na ugaw en āy ta umag na bali?
8. Āy kānan na mantu ya hugta na tolay kiden nahunnak ta
tābla.
9. Intu dulay te mefukuk na ya ugaw ta bali da.
10. Ā gafu ta gimtāng na hapa ta māppya, ā uminum na ta tahu
ikid na hinahāyāng.
11. Medyo mahabul na ammi imunek halā ta agyān na hāsag da.
12. Hallā! nehunnak na, āy-e awān na sangaw ta paghilāg da.
13. Hallā! hukatān na hā ya kāha da hapa, ā nebudud ya pināk
da kiden dipuhu sinsilyo.
14. Ibbalān nan ya ispeho da ā it-itān na ā ittā ya tākday
ugaw!
15. Pake mahigal na te magbuya lā ya tākday ugaw.
16. Am gumanghit ā gumanghit hapa ya tākday en.
17. "Ā te awem imuhet petta makikāhulun kita", kunna de na
nonot na, o pāhig na de ta kahālwa na.

English translation continued:

16. When he grimaces, the other one also grimaces.
17. "How come you won't come out so that we can be buddies?" perhaps he is thinking, or maybe he thinks it is his spirit.
18. Then, since he is now bored with that mirror he also goes out to tease the dog.
19. That's right, he picks on him. He climbs up on his rump there and rides on his back.
20. And the dog is angry too, and he runs to take refuge in his master.
21. Hemi folks are at the well getting water. It's fortunate it is still welling-up, even though the creek over there has no more current.
22. And like that, the dog is running through the brush on his way to that well.
23. And that monkey rode him, too, his tail dangling along.
24. He really gripped the dog's hair.
25. And since the dog there felt it so bad, he stopped and laid down on the trail.
26. Too bad, now the monkey has no ride. He is let down.
27. Because of this he leaves the brush and returns again to the house.
28. Again he gets the mirror and packs it over his shoulder, taking it up to the top beside the roof.
29. He licks the mirror to see if it's taste is good, and since it isn't he dropped it, and it broke below, too.
30. Soon the monkey came down again and went and got the matches.
31. Luckily he didn't know how to strike a match, and also that Hemi folks arrived just then.
32. "Get out, monkey," Hemi said, "Whew, that monkey almost burned down this house," he said.

18. Ā gafu ta mahulāt na ta ispeho en. umange hapa nagtuhdān ta atu.
19. On o, ihahomen na. Imunek ta huli na en nagtakay ta hitlag na.
20. Nagpohay hapa ya atu ā nabilag na umahāt minā ta dafu na en.
21. Ittā ig Hemi ta huhun en magtāhu. Māppya te tumuhāyuk paha lā māski awān na ta ahut na weh ewan.
22. Ā kuman en nagbilag ya atu en ta habbok kumin ta huhun en.
23. Nagtakay hapa ya ugaw, imaheway ya iffut na en.
24. Pāke gumafut ta dutdut na atu en.
25. Gafu ta mahikna na ta dulay ā nagimmāng na ya atu en ā magidda ta dalān.
26. Āy-e, awān na ta pagtakayān na ugaw. Nelogot na.
27. Ā gafu ta kuman en imuhet ta habbok ā nagtoli hā ta bali en.
28. Inalāp na hā ya ispeho en ā hinugtung na nebilag ta utun ta hebing na atap en.
29. Hilhilan na ispeho en tālo am masingat. ā gafu ta awān ā
na kasafego.
30. Ā sangaw dimāgut hā ya ugaw en ange nangalāp
31. Māppya te awena āmu manibbat yāga dumatang ra
32. "Huriyā, ugaw," kun ni Hemi. "Āhu, māgge neapa
ya bali in." kunna.

This is a picture of a bumble bee.

This is the writing that says avuyug (bumble bee).

vu is one of the sounds in the word avuyug.

Let's say the word and listen to the sounds in the word.

vu is the second sound in the word avuyug. This is the writing that says vu, (point to the large syllable vu.)

What are other words that have a vu sound?

avut	hole
imalvu	intermittant
uvun	foal
uvut	tender tips of vine (like camote)

Put on blackboard a short contrast drill for vu with yu & hu.
Proceed with a writing lesson for the letter v and V.

vu



avuyug
a vu yug

Student page row one; Here we see Mr. u going to back-pack the new letter. Yes, yu. If we learn this sound we can read these new words:

i ma	vu	a vu	yu	
i ma	vu	a vu	yug	(l. to r.: intermittant, bumble bee)
<u>imal</u>	<u>vu</u>	<u>av</u>	<u>yug</u>	

In the next space on the same row Mr. a is about to front-carry the new letter: Read him: Yes, av. If we learn this sound we can read the word:

av	wa	(betel nut)
<u>av</u>	<u>wa</u>	

Row two: Here we see Mr. u back-packing the new letter. He sits beside a big sack that is halo-halo with old letters. Read him first back-packing and then cross-shoulder packing. Yes, vu & vut, vu & vuk, vu & vun, vu & yub. If we learn these sounds we can read and write these new words:

a vu	ka vu	i ka vu	u vu	me la vu	ra vu	ma la vu
a vut	ka vut	i ka vut	u vut	me la vut	ra vuk	mag la vun
<u>avut</u>	<u>kavut</u>	<u>ikavut</u>	<u>uvut</u>	<u>melavut</u>	<u>ravuk</u>	<u>maglavun</u>

(l. to r.: hole, armpit, finish off, leafy tips, fall in a hole, a spirit of a spring, guess/predict)

u vu	ta vu	ka vu	(l. to r.: calf/colt, sap/juice, bent over)
u vun	ta vug	ka vub	
<u>uvun</u>	<u>tavug</u>	<u>kavub</u>	

Row three: Here are three workers back-packing old letters. Read Mr. ā back-packing then cross-shoulder packing: Yes, kā & kāv, gā & gāv. Now read Mr. e. Yes, ke & kev. If we can read these sounds here are the new words we can read and write:

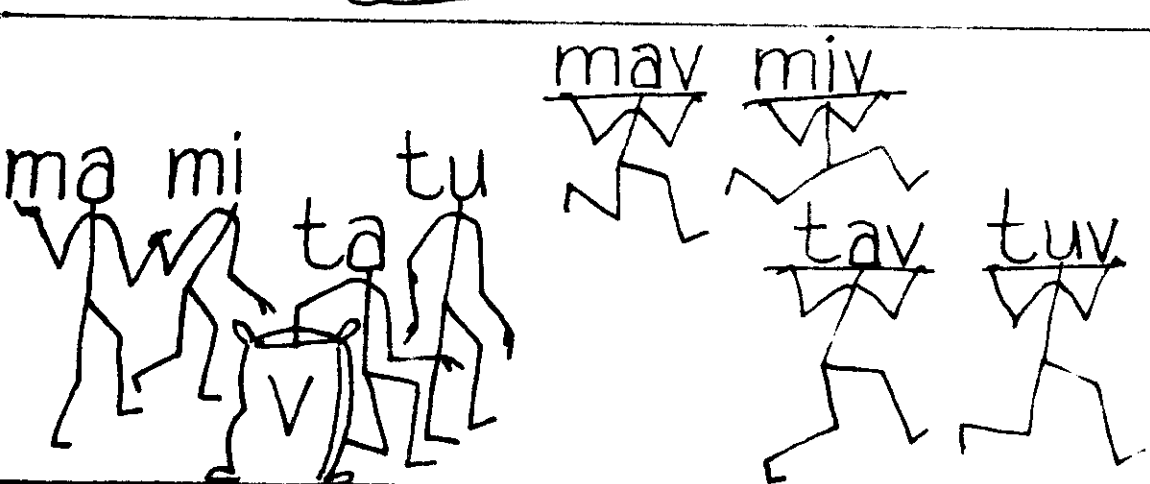
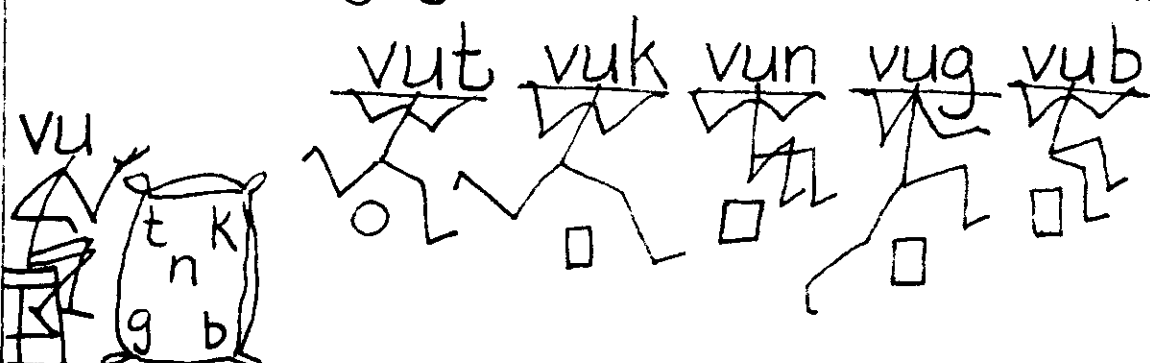
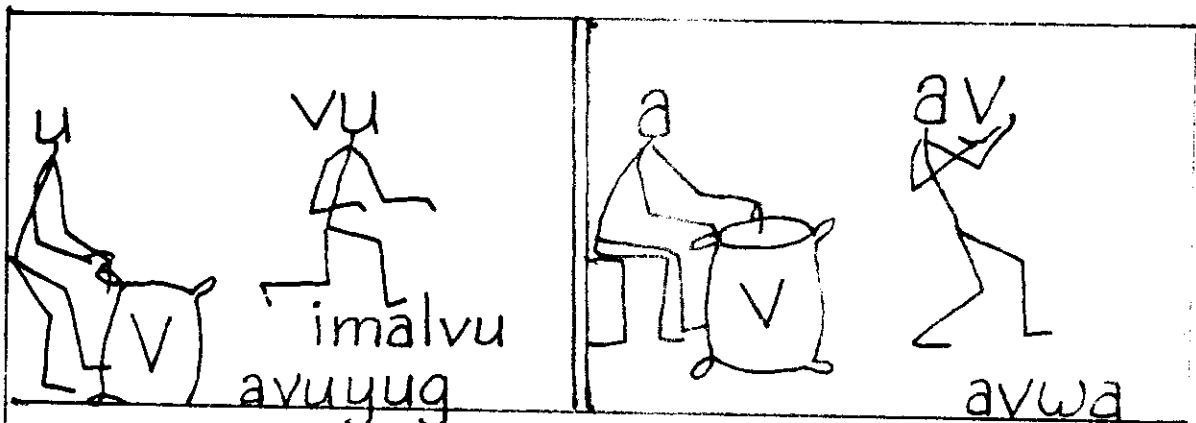
	a li kā	wa	a ni gā	wā	ma ga wāt
ke wa	a li kāv	wad	a ni gāv	wāng	ma gav wāt
kevwar	a li kāv	wad	a ni gāv	wāng	<u>maggavwāt</u>
	<u>alikävwad</u>		<u>anigāvwāng</u>		

(l. to r.: rise/swell, earthworm, cobra, and to lunge at/charge)

Row four: Here are four workers packing on their backs. Let's read them: Yes, ma, mi, ta and tu. Read ma take the new letter cross shoulder: Yes, mav. Read mi doing it. Yes, miv. Read ta doing it: Yes, tav. Read tu doing it" Yes, tuv. If we can read these new sounds we can read and write these new words:

ma wi	i mi wā	ma ta wa	ma tu wi
mav wit	i miv wāt	<u>magtav</u> war	ma tuv wid
<u>mavwit</u>	<u>imivwāt</u>	<u>magtavwar</u>	<u>magtuvwid</u>

(l. to r.: do quickly, get up, to throw at someone, to join together)



1. "Where is she?" "Who?" "That child, Anita," said Uncle Atong. "She was here a moment ago, and now she's gone," he said.
2. And he got up & he called the child. "Girlie, Anita, come here, just come here," he said.
3. "Hey, she's here, Father, the girlie is here," Mati said from the bushes.
4. "Shame on you, maybe there's a snake in the bushes by you. If a cobra were to bite you, there'd be nothing we could do," she said.
5. "What are you doing here, Girlie? What are you doing by that hole there?" Matti also said.
6. "Auntie, please come here, it has a noise. The hole here has an intermittent noise, maybe the sound of earth worms?" Anita says.
7. "Of all things! An earthworm makes no noise! Where is it? O, that's a thing..., that's the noise of a bumble bee there."
8. "What is that, Auntie?" said the girl. "It's vicious, Girlie. Get away from that hole there because that bumble bee will be angry & bite you," Matti said.
9. "Why does a bumble bee stay in a hole?" Anita also says.
10. "Of course, its because it's its house, Girlie."
11. "Auntie what would a cobra do if say a bumble bee went into his hole. Which of them would be the winner of it?" that child said.
12. "Oh for goodness sake! Am I a prophet? How should I know which would win in this case? The cobra would probably finish off the bumble bee.
13. "Alright now, Girlie, go now, don't just stay there. Get up & return to the house, your parents are worried about you.

1. "Hād na en." "Inya?" "Āya abbing en Anita", kun ni Ute Ātong. "Ittā pāen sin, ā awān na," kunna.
2. A imiwāt na te enna āyagān ya abbing." Aboy, Anita, e kan sin, e ka lā sin" kunna.
3. "O ittā sin, Āma, ittā i aboy ta isin", kunni Matti ta agyān na habbok.
4. "Hallā, ittā de ya ulag ta habbok ina. Am kagatan na ka sangaw na anigāvwāng ā ittā paha," kunna.
5. "Anu kwām sina Aboy. Anu kwām ta avut ina," kunna hapa ni Matti.
6. "Ānti, e ka bit sin, ittā ya adug na. Imalvu ya adug ta avut in, adug de na alikāvwad", kun ni Anita
7. "Āsakay, magsitang hud ya alikāvwad. Hād en? O, kwa o, adug na avuyug yana.
8. "Anu yen, Ānti?" kunni Aboy. "Mapohay. Aboy. Lillik ka ta avut ina te magpohay sangaw ya avuyug ina ā kagatan na ka." kun ni Matti.
9. "Ānu magyān ya avuyug ta avut?" kunna hapa ni Anita.
10. "On āy, te yen ya bali na, Aboy."
11. "Ānti: anun na anigāvwāng am angarigān ta umange ya avuyug ta avut na. Hād sin sangaw tekid ya mangābāk?" kun na abbing en.
12. "Āsakay, aglavun āk hud? Ānu āmuk am ānu ya mangābāk sina. Ikavut de na anigāvwāng ya avuyug.
13. "Ara, e kan Aboy, awem lā magyān sina. Imiwāt ka te magtoli ka ta bali, magburung na ya dadāgkal kiden teko.

14. "See if there's betel nut at the house, please & bring some to me. I'm going over where the cows are, to gather camote tips & kubay and also look for papayas," Matti said.
15. "Okay, I'll go now, Auntie, I'll come to you if there's betelnut at the house," said the child. And she arose " left.
16. And because of all this Matti also leaves because she went to find papayas. Unfortunately, the sap of the papaya stem dripped off onto he armpit.
17. In a short time Anita was there. "How come you're so fast, Girlie." Matti said.
18. "Sure, see, here's this betelnut, Auntie," the girl said. "What's wrong with your armpit, Auntie, it's turned red," said the child.
19. "It swelled up, Girlie, because the sap of the papaya stem dropped on my armpit," Matti said.
20. "Lets go to the house, see that the cow there doesn't change because it has newly given birth. It has its calf now.
21. "Yes, Auntie, let's go then."

14. "Itām bit sangaw am ittā ya avwa ta bali ā alapam sangaw teyāk. E āk na tewan ta agyān na bāka ewan, te e āk magilappa ta _____ na kamoti ikid na kubay, yāga magita āk sangaw ta kapāya," kun ni Matti.
- (melavut anigāvwāng uvut)
15. "On, e āk na, Ānti, e āk sangaw teko am ittā ya avwa ta bali", kun na abbing en ā imivwāt na nagtugut.
16. Ā gafu ta kuman en ā nagtugut hapa i Matti, te ange magita ta kapāya. Dulay te nagsaddu ya tavug na kapāya ta kavut na.
- 17.* Maganānwān lā ā ittān i Anita. "Anu mavwit ka Aboy?" kunni Matti.
18. "On o, ye avwa in Anti," kunni Aboy. "Anu yana ta kavut mu, Ānti, te nagdahāg na?" kun na abbing.
19. "Nagbagan Aboy, te nagsāddu ya tavug na kapāya ta kavut ku," kun ni Matti.
20. "Ā entanan ta bali, itām ta awena maggavwāt na bāka ewan te bagu nagānāk. Ittā ya uvun na."
21. "On Ānti, entanan mantu."

This is a picture of someone crying.

This is the writing that says zigu na mata. (tears of the eyes).

zi is the first sound in the words zigu na mata.

Let's say the word zigu.

What is the first sound, zi. This large writing says zi.

What are other words beginning with zi sound?

Zigu	soup
zigutam	wash it
zimigi	left
ziwanan	right
zita	poison tree/poison arrow

Put on board a short contrast drill for zi with si & mi. Proceed with a writing lesson for the letter z and Z.

zi



zigu na mata
zi gu

Student page, row one: Here we see three workers, one is ready to cut open the sack with the new letter z. Who can read them magabbān? Yes, za, zi and zo. If we can read these new sounds we can read these new words:

a za pa	zi gu	zi ta	zi mi gi	zi wa nā	ma a zi	ma bo zi
a za pan	<u>zigu</u>	<u>zita</u>	<u>zimigi</u>	zi wa nān	<u>maazi</u>	<u>mabozi</u>
<u>azapan</u>				<u>ziwanān</u>		

(l. to r.: extinguish, soup, poison, left, right, remove, stubborn)

ma zi gā	ma zi gu	ma lā zi		(l. to r.: difficult, bathed/
ma zi gāt	ma zi gut	ma lāng zi	a zo	baptized, late morning, both
<u>mazigāt</u>	<u>mazigut</u>	<u>malāngzi</u>	<u>azo</u>	

Row two: Here squat two Mr. a's already back-packing old letters and waiting for the new letter so they can mangisaw. Read first the back-packer then the mangisaw. Yes, ta & taz, ka & kaz. If we can read these new sounds we can read and write these new words:

ka zi	ta ya nā	ma ka zā	(l. to r.: goat, to neglect/
kaz sing	taz zya nān	mag kaz zāt	not value, to step off a bus)
<u>kazzing</u>	<u>tazzyanān</u>	<u>magkazzāt</u>	

Row three: Here four workers are back-packing. Would you read them? Yes, za, zi, zu and zo. They have a halo-halo sack of old letters. Let's read Mr. i first as he back-packs then as he will mangisaw. Yes, zi, zig zin, zing. Now Mr. a. Yes, za & zan. Now Mr. u. Yes zu & zub. Now Mr. o. Yes, zo & zon. If we can learn these sounds we can read and write these new words:

zi zi	zi pā	ma zi ma	zi zi	ma zi gu
zig zig	zig pak	ma zig man	zing zing	mag zing gup
<u>zigzig</u>	<u>zigpak</u>	<u>mazigman</u>	<u>zingzing</u>	<u>magzinggup</u>

(l. to r.: stream bank, dewdrops, impure, walling, drink broth)

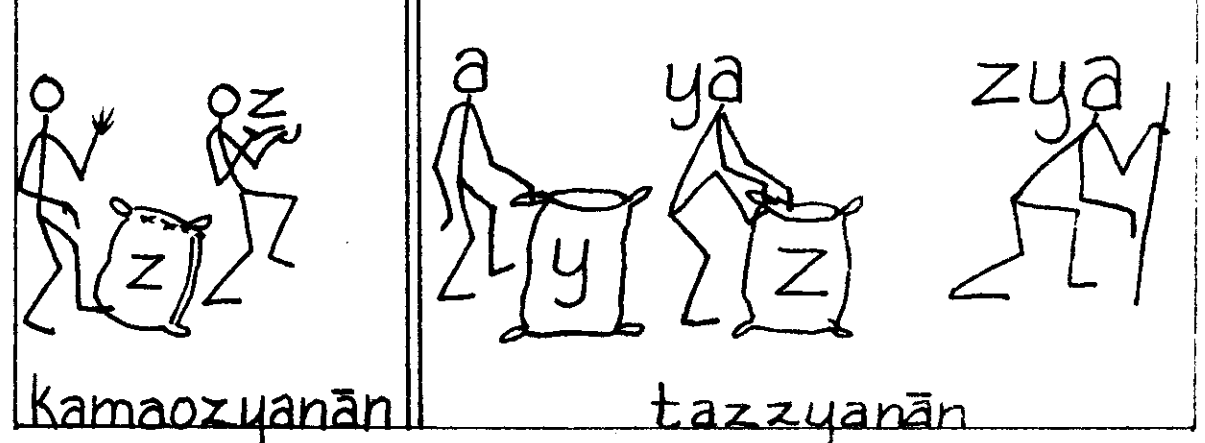
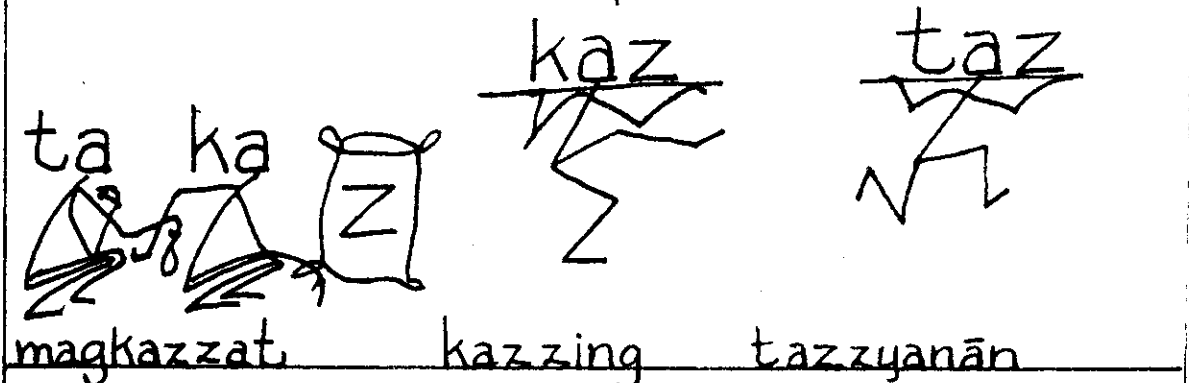
me ku zi	a zi	ma zi na	me ku zā	i ma zu
me kul zing	a zin	mag zin nay	me kul zāt	i mal zub
<u>mekulzing</u>	<u>azin</u>	<u>magzinnay</u>	<u>mekulzāt</u>	<u>imalzub</u>

(l. to r.: slip slightly, remove, physically ill attributed to wronging someone, slip and fall, flare up/explode)

ma po zā	ra zo	a za	(l. to r.: be the last one. a reason why,
ma po zān	ra zon	a zap	extinguish)
<u>mapozān</u>	<u>razon</u>	<u>azap</u>	

Row four: Mr. o is the only worker to want to front-carry. Who will read him front carry the new letter? Yes. oz. If we can read the sound oz we can read this new word:

ka ma oz ya nā	In the next space we see Mr. a. He backpacks an old
ka ma oz ya nān	letter, read him class. Yes, <u>ya</u> . Now he goes to get
<u>kamaozyanān</u>	the new letter. Why? is he going to mangisaw? No.
(the end of time	He is going to back-pack both letters, read him. Yes,
	<u>zya</u> . This sound is in the word <u>tazzyanān</u> .



English Translation

1. Pastor Manuel went to visit to the house of a sick person. He also brought along some broth because it is strengthening for a sick person.
2. "What is wrong with this person? Why is he still lying down looking up at the wall?" he said.
3. "Well yes, because he says he has a fear-weakness due to his sins he says, said the one caring for him.
4. "They say he doesn't treat his wife properly but I don't know.
5. They say he doesn't consider the hardship of his wife because no matter what she says it's like his anger explodes.
6. His words are bitter like poison. He should repent but maybe he's stubborn, said his neighbors.
7. "Oh it's like that", said Pastor Manuel. "Well, God will be the one to be responsible for him. If he doesn't extinguish his anger I don't know but what God will consider him offensive.
8. It would be good for him to repent and ask forgiveness so that God would remove his sin and maybe he would get well.
9. If we repent and take refuge in Jesus it will be good, but if we don't get off Satan's ride then we'll end up in the fire that doesn't go out." he said.
10. And along the same line its best that we get baptized so that we won't have any sin if it so happens that we continue to follow on God's way.
11. We should not split off to the left or right.
12. And similarly if for instance we slip or slide down into sin we should tell it to Jesus so that he will remove our filth from us.
13. And then on the last day we will dwell on the banks at God's river if for instance we companion along with Jesus now.
14. "Oh so it's like that, Pastor", said the sick one. "Yes, because that's God's word." he said.

1. Umange nagpasyār i Pastor Manwel ta bali na magtakit. Ittā hapa ya nehulun na ta zigu, te pagsikanān na nagtakit.
2. "Anu ya dulay ta tolai in? Anu imaida para lā umatangād ta zingzing? kunna.
3. "Ā on ay te magzinnay kām gafuta liwāt na kām, kunna hapa na magtahon tentu.
4. "Tazzyanān na kām ya atawa na amni awek āmu.
5. "Awena kām nonotan ya pagzigatān na atawa, te māski am anu ya uhohugan na ā kuman na imalzub ya pohay na, kām."
6. "Madagat ya uhohug na ta kuman na zita. Magbabāwi minā ammi bozi de," kun na karuba na kiden.
7. "Āay kunna ten" kun ni Pastur Manwel. "Ā Dios lā ya makkāmu tentu. Am awena azapan ya pohay na ā awek āmu am kazigman na Namarātu.
8. Māppya minā ta magbabāwi anna makipakoma pettam kuman en ā azin sangaw na Namarātu ya liwāt na, ā magmāppya de.
9. Am magbabāwi kitām anna umahāt te Hesus ā māppya, ammi am awetām magkazzat ta lugān ni Satanas ā magdulot kitām ta afuy en awān _____," kunna.
(zimigi maazap mazigman)
10. Ā kuman en hapa kāppyanān na ta magzigut kitām pettam kuman en ā awān sangaw ta liwāt tām am angarigān ta huliotan tām ya dalān na Dios.
11. Awetām minā magkattway ta zimigi ono _____.
(zigzig ziwanān razon)

12. Ā kuman en hapa am angarigān ta kuman na mekulzing kitām o mekulzāt kitām ta pagliwatān tām ā ibār tām minā te Hesus petta azin na ya mazigman tekitām.
13. Ā sangaw am ittān ya kamaozyanān na arāw, ā magyān kitām sangaw ta zigzig na karayān na Namarātu am angarigān ta makikāhkāhulun kitām te Hesus ta ayan in."
14. "Āāy, kunna ten, Pastor?" kunna hapa na magtakit en. "On ay, tē yan ya uhohug na Namarātu," kunna.