Introduction

1. General Information

This dictionary of the Masbatenyo language is a preliminary effort to compile vocabulary items together with a brief sketch of the phonology and grammar. The dictionary entries have been collected off and on over a period of 20 years (1972-1992) while the compiler was working on linguistic and translation projects in Masbate as a volunteer researcher with the Summer Institute of Linguistics.

The procedure followed in the preparation of the dictionary was to first collect texts and their translations from Masbatenyo speakers. As words were compiled the glosses were checked with other speakers and, with their help, a wider range of English semantic equivalents was added. Information on synonyms, antonyms and more illustrative sentences were also included for each entry where possible. Finally, phonological and grammatical information about the words was added by the researcher.

There are about 5,000 major entries included in this dictionary and another 1,000 minor entries as well as an English - Masbatenyo index. This, of course, is only a representative sampling of the vocabulary of the language but time limitations make it impossible to prepare a more exhaustive compilation. Some important entries may have been omitted or missed due to human error. That is regrettable but perhaps this work can be a foundation for future researchers to build on. Further work is also needed to expand the database of words and to complete the analysis of the semantic classes of verbs. Even so, it is our desire to make available the work done so far in the hope that it will encourage others to expand this information.

The dictionary was originally compiled to assist the researcher in learning the language because there was no published literature to refer to. Even today, apart from the New Testament in Masbatenyo, there is very little; most of it is in the form of classroom materials for elementary school students and a few how-to-do-it manuals prepared by the Dept. of Education, Culture and Sports. No technical description of the language has ever been published. Since the population is about 65% literate in Filipino and English, the major languages of the nation, the intended audience for this dictionary is that educated population. The dictionary is an initial record of the words of their own language. The educational researcher seeking insight into the language for the preparation of school materials can also benefit from this work. It is hoped that the dictionary will also make a linguistic contribution to the study and maintenance of Philippine languages.

Masbatenyo (also sometimes referred to as Minasbate) is spoken in the Province of Masbate in central Philippines. The province (consisting of the islands: Masbate, Ticao and Burias) lies 200 nautical miles southeast of Manila and just
west of the southern tip of Luzon Island. The population was approximately 600,000 people in 1990 according to the Bureau of Census. There are three major income-producing occupations: fishing, coconut cultivation and cattle raising.

2. History of the Province

Before the 16th century it is known that Chinese traders occasionally visited the Philippines. There were also traders from the Indonesian islands to the south of the Philippines. The Spanish arrived in the 16th century and established trade with Europe and Mexico. They were headquartered in Manila but were supplied by ships from Mexico. These ships frequented Masbate to refuel and restock their food supplies on their way to and from Mexico through the San Bernardino Strait between the islands of Luzon and Samar. A number of sturdy, thick-walled churches which they built still stand in Masbate. As they also did in the rest of the Philippines, they brought many cultural items and practices previously unknown to the people of Masbate. The resulting cultural exchange infused new words into the Masbatenyo language.

The advent of the Americans in 1898 and onward also promoted language borrowing, especially as a result of their heavy involvement in setting up a public education system and establishing English as the national language for almost 50 years. New words are still coming into the language as a result of the Tagalog, Cebuano and English languages used on radio, in television and the movies.

3. Language Identification

Masbatenyo is the name used by the speakers of the language for both the language and for themselves, although Minasbate is sometimes also used to distinguish the language from the people. Masbatenyo is a member of the central Philippines family of languages and is related to Hiligaynon. It is also closely related to Tagalog, the basis of the national language Filipino, and Cebuano, but it is most closely related to the language of Sorsogon City in the province of Sorsogon on the southern tip of Luzon Island. Until the 1920s Masbate was a part of Sorsogon Province and was governed from Sorsogon City. Though Sorsogon is the southernmost province on the Bicol Peninsula, the language is not closely related to the Bicol language. However, both the Sorsogon language and Masbatenyo have grammatical systems which are close to that of Hiligaynon, the trade language of Panay Island to the west of Masbate, rather than to the Bicol of southern Luzon or the Cebuano of Cebu Province to the south.

A striking characteristic of Masbatenyo is the presence of competing grammatical and lexical subsystems in the language. This has probably been brought on by the influx of settlers from surrounding major language groups who mixed in elements of their languages with and along side of the Masbatenyo. The result is that many semantic concepts in Masbatenyo can be expressed by from two to five alternate and different words for
a single concept. They appear to have the exact same reference but come from one or more of the five surrounding languages: Bikol, Waray-waray, Cebuano, Hiligaynon and Tagalog.

There are also some variant coexistent forms of the grammatical markers and pronouns. The laughing comment from the speakers of the language is that their language is a mixed-up language. That is why, they say, speakers from other languages have a hard time learning Masbatenyo. Masbatenyos themselves usually have a preferred choice of words in their own use of the language, but readily recognize the others and sometimes also use them.

4. Literature on the Language

To the knowledge of the compiler, this dictionary is only the second published work on the Masbatenyo language. There are, however, several descriptions of separate subsystems of the language in microfiche form as well as a few publications of educational and religious material in Masbatenyo (see the Bibliography).

5. Dialects of Masbatenyo

There are three major dialects of Masbatenyo: the western dialect centered around the town of Balud on the western coast, the southern dialect centered about the town of Cataingin in the southeastern part of Masbate and the northern dialect covering the whole northern half of Masbate Island and centered around Masbate town which is the provincial capital. In the far southern and southwestern parts of Masbate Island, Cebuano is the home language. There are several lesser dialects spoken in the small towns on the island of Ticao. On Burias most of the speakers are Cebuano who migrated from the Cebu region.

This dictionary is a record of speech as spoken in northern Masbate primarily in and around the capital town of Masbate. This dialect is the lingua franca for the province and the home language for between 300,000 to 350,000 people.
Phonological Sketch

1. The Orthography

The 22 symbols in the practical Masbatenyo alphabet used in this dictionary are as follows:
A B D E G H I K L M N NG O P R S T U W Y, [-] and [´] (symbols for glottal stop) and [´] which symbolizes stress or accent.
The symbol [´] represents the concurrence of stress and glottal stop on the same syllable. Though stress or accent is symbolized in this dictionary, it is not marked in Masbatenyo texts or in the practical orthography.

1.1. Vowels
The vowels are displayed in Table 1. Note that the vowels are placed in the Table according to where they are pronounced in the mouth.

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i</td>
<td></td>
<td>u</td>
</tr>
<tr>
<td>Mid</td>
<td>e</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td>a</td>
<td>[´] (Accent)</td>
</tr>
</tbody>
</table>

The two vowels [e] and [o] are distinctive only in loan words from Spanish or English. Otherwise they are variants of /i/ and /u/ respectively.

1.2. Consonants
The consonants are displayed in Table 2 according to how and where they are pronounced in the mouth.

<table>
<thead>
<tr>
<th></th>
<th>Stops: voiceless</th>
<th>Bilabial</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>voiceless</td>
<td>p</td>
<td>t</td>
<td>k</td>
<td>(-,´)</td>
<td></td>
</tr>
<tr>
<td>voiced</td>
<td></td>
<td>b</td>
<td>d</td>
<td>g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricative</td>
<td></td>
<td>s</td>
<td></td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td></td>
<td>m</td>
<td>n</td>
<td>ng</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td></td>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flapped</td>
<td></td>
<td>r</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semivowel</td>
<td></td>
<td>w</td>
<td></td>
<td>y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this dictionary, glottal stop, symbolized as (-) or (´) in Table 2, is not symbolized in word-initial position. That
gives some words the appearance of being vowel-initial, e.g. unom ‘six’, abot ‘arrive’, itsa ‘throw’. The glottal appears when the words are affixed by a consonant-final prefix, e.g. abot ‘arrive’, nag-abot ‘arrived’. It is symbolized by [-] when it is a member of a consonant cluster in the middle of words, and by a grave accent [’] on a vowel with a following glottal stop. In the practical orthography used for texts, neither word-initial nor word-final glottal stop is symbolized.

The digraph [ng] represents the velar nasal as in English words ‘ring’, ‘sing’, ‘bring’. The [r] is flapped like the ‘dd’ in the English word ‘ladder’.

2. Problems

2.1. Writing Loan Words

Nine consonants, C CH F J Ñ Q V X Z, do not occur in native words but are needed for the writing of proper noun loan words from Spanish and English which have not been fully assimilated into Masbatenyó, e.g. Javier, Quezon, Roxas. Assimilated loan words are respelled using normal Masbatenyó letters. Thus the borrowed consonants listed in the left column of Table 3 are assigned the Masbatenyó equivalents listed on the right.

<table>
<thead>
<tr>
<th>Borrowed letters</th>
<th>Masbatenyó letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>c when followed by o, u or a</td>
<td>k</td>
</tr>
<tr>
<td>c when followed by i or e</td>
<td>s</td>
</tr>
<tr>
<td>ch</td>
<td>ts</td>
</tr>
<tr>
<td>f</td>
<td>p</td>
</tr>
<tr>
<td>j (in Spanish)</td>
<td>h</td>
</tr>
<tr>
<td>ll</td>
<td>y or ly</td>
</tr>
<tr>
<td>ñ</td>
<td>ny</td>
</tr>
<tr>
<td>q</td>
<td>k</td>
</tr>
<tr>
<td>v</td>
<td>b</td>
</tr>
<tr>
<td>x</td>
<td>ks</td>
</tr>
<tr>
<td>z</td>
<td>s</td>
</tr>
</tbody>
</table>

Only three vowels occur in native Masbatenyó words. They are the high front vowel i, the low central vowel a and the high back vowel u. However, there is variation between i and e on one hand and between o and u on the other in the pronunciation of individual speakers.

2.2. Writing the Vowels i and e

The practical orthography or alphabet used in this dictionary uses only i for the high front vowel in native Masbatenyó words. However, both i and e are used as needed in borrowed words. If alternate pronunciations are common, the alternate form is listed with a cross reference to the main entry of the word.
Example: priparar [priparár]. v. prepare. See main entry: preparar.

2.3. Writing the Vowels u and o

To handle the variation between the sounds u and o, the practical orthography used here follows the spelling system of the national language, Filipino. Thus, u is written in non-final syllables and o in final syllables. The one exception to this rule is that the word for ‘if’ is spelled kun.

Example: *budbod* ‘sprinkle’

2.4. Writing Vowel Clusters

There is a possibility of confusing the pronunciation of vowel clusters in Masbatenyo. This arises because glottal stop is not written in the practical orthography when it occurs between two vowels. Thus, for example, ayo ‘request’ + -on, Objective voice affix, becomes ayuon, with an unwritten glottal stop pronounced between the two vowels /-uo-/. There are also vowel clusters which do not have a glottal stop between them. So, for example, tao ‘person’, sia ‘it, he, she’, babai ‘female’. These types of vowel clusters typically have a high vowel as one member of the cluster. Therefore to avoid confusion in the pronunciation of these clusters, the semivowel counterpart of the high vowel involved is written between the two vowels. Thus, for example:

- tao is written *tawo*
- sia is written *siya*
- babai is written *babayi*

2.5. Contrastive Accent

There is a meaningful contrastive accent in Masbatenyo. Accent, or stress, is manifested as length on the vowel nucleus of open syllables, but in closed syllables, prominence usually consists of voice emphasis, or loudness. A pitch difference is not consistent. Accent is written as [´] before the vowel to be stressed in the following examples, but is not written in literature outside the dictionary. Compare the following pairs, for example:

- kita [k´ita`] ‘see’
- kita [kit’a] ‘we inclusive’
- ubos [´ubos] ‘depleted’
- ubos [ub´os] ‘lower area’

2.6. New Consonant Clusters

In native words, there are few syllable-initial consonant clusters and no word-medial consonant clusters of more than two consonants. Most of the syllable-initial consonant clusters have been introduced into Masbatenyo by loan words from Spanish and English.
2.6.1. Syllable-initial Consonant Clusters
The syllable-initial consonant clusters are combinations which have various consonants as the first member but for the second member are restricted to either 1, r, w or y.

Those having l as the second member are: pl, bl, kl, gl
Those having r as the second member are: br, dr, gr, kr, tr
Those clusters having w as the second member are: bw, gw, kw, pw, sw
Those clusters having y as the second member are: by, py, dy, ty, my, sy.

2.6.2. Medial Three-member Consonant Clusters
There are a few three-member consonant clusters which have been introduced by borrowed words.

ntr myintrase ‘while’
spl esplikar ‘explain’
tsps plantsa ‘press clothes’

2.6.3. Affricates in Borrowed Words
Borrowed words containing affricates are usually reinterpreted using Masbatenyo phonemes.

The voiceless alveopalatal affricate ch is reinterpreted as the consonant cluster ts.
Example: icha (Sp.) ‘throw’ is written and pronounced itsa.

The voiced alveo-palatal affricate j is reinterpreted as the consonant cluster dy.
Example: jeep (Eng.) is pronounced and written dyip.

3. Morphophonemic Changes in Masbatenyo
Under certain conditions the joining of words or parts of words in Masbatenyo speech precipitates changes in the sounds at the borders where they meet. The types of changes are consonant addition, assimilation, loss of sounds, metathesis, accent shift, and combinations of these. Changes occur both within words and across word boundaries.

3.1. Consonant Addition
When vowel-final stems are suffixed with vowel-initial suffixes, an h is appended to the stem before the suffix is attached. Examples:

asikaso ‘take care of someone’ + -a = asikasuha
intindi ‘understand’ + -an = intindihan

3.2. Changes Due to Assimilation
The process of assimilation in Masbatenyo involves primarily the nasal phonemes.
3.2.1. Assimilation of Morphemes Ending with ng

Prefixes ending in ng assimilate to the point of articulation of the following stem-initial consonant. In the following examples the glottal stop is written as q to give it a visible symbol.

-\text{-ng} + b- \rightarrow -mb-
-\text{-ng} + g- \rightarrow -ngg-
-\text{-ng} + d- \rightarrow -nd-
-\text{-ng} + q- \rightarrow -ngq-
-\text{-ng} + l- \rightarrow -nl-

Examples:

\[\text{nagpang} + \text{batuta} \rightarrow \text{nagpambatuta ‘was clubbed’}\]
\[\text{pang} + \text{gasto} \rightarrow \text{panggasto ‘expense’}\]
\[\text{nagapang} + \text{lambat} \rightarrow \text{nagapanlambat ‘is netting for fish’}\]

The examples show how the nasal -ng changes, but the consonants which cause assimilation are more numerous than just those in the examples: -ng assimilates to -m before any bilabial consonant (p, b, m, w), to -n before alveolar consonants (t, d, s, n, l), and remains -ng before velar and glottal consonants (k, g, ng, h).

However, there are some word roots which do not participate in these changes. Examples:

\[\text{pangbanlaw ‘for rinsing’}\]
\[\text{pangtagbo ‘for dripping’}\]
\[\text{nanglainlain ‘various, different’}\]
\[\text{nangdadakop ‘are catching’}\]

Across word boundaries there is assimilation in speech of the final nasals in the noun case marking particles \text{an}, \text{san}, and \text{sin}, and in the sequencing particles \text{man} and \text{naman}. However, this assimilation is not written in the practical orthography. Examples:

\[\text{am pagsasakay is written an pagsasakay ‘the riding’}\]
\[\text{sam mataba is written san mataba ‘of the fat ones’}\]
\[\text{madulom namang ngani is written madulom naman ngani ‘...then it was really dark...’}\]

3.2.2. Assimilation with Consonant Loss

In some words there is a combination of assimilation and consonant loss. This happens in the following way. The final nasal consonant of the affix assimilates to the initial consonant of the stem, then the stem consonant is deleted. Examples:

\[\text{pang-} + \text{batyagon} \rightarrow \text{pamatyagon ‘feelings’}\]
\[\text{nang-} + \text{buhay} \rightarrow \text{namuhay ‘lived’}\]
\[\text{nang-} + \text{kuha} \rightarrow \text{nanguha ‘got’}\]
\[\text{mang-} + \text{kita} \rightarrow \text{mangita ‘to earn’}\]
\[\text{nang-} + \text{tukdo} \rightarrow \text{nanukdo ‘taught’}\]
\[\text{mang-} + \text{siguro} \rightarrow \text{maniguro ‘be sure’}\]
Phonological Sketch

When a word-final nasal assimilates to another nasal across word boundaries, the geminate cluster of nasals is reduced to only one. However, the original nasals are written. Examples:

\[
\text{an manga maati} \rightarrow \text{amanga maati} \text{ 'the dirty ones'}
\]
\[
\text{Hugason mo na la.} \rightarrow \text{Hugasumon la.} \text{'Just wash (it).'}
\]

3.3. Changes Due to Loss

When a vowel cluster results from the deletion of a glottal stop, the cluster is usually reduced. Examples:

...\[\text{amo idto na maayo} \rightarrow \text{amidto na maayo} \text{ '...that is that good...'}\]

Certain words lose the vowel of the last syllable when suffixed but retain the word-final consonant. Examples:

\[
\text{nalimot} + -\text{an} \rightarrow \text{nalimtan} \text{ 'forgot'}
\]
\[
\text{nahangad} + -\text{an} \rightarrow \text{nahangdan} \text{ 'looked up'}
\]

In a few words the loss of the vowel in the final syllable of the stem is coupled with metathesis of the two consonants thus brought together. Examples:

\[
\text{na-} + \text{sulod} + -\text{an} \rightarrow \text{nasudlan} \text{ 'was entered'}
\]
\[
\text{kapaw\text{\textsuperscript{a}}} + -\text{an} \rightarrow \text{kapaw-an} \text{ 'light'}
\]
\[
\text{ir-} + \text{inom} + -\text{on} \rightarrow \text{irimnon} \text{ 'a drink'}
\]
\[
\text{pun\text{\textsuperscript{o}}} + -\text{on} \rightarrow \text{pun-on} \text{ 'to fill'}
\]

Following vowel-final words the particles \text{an}, \text{na}, and \text{sa} undergo a double change. The vowel is lost and the consonant is attached to the preceding word. Examples:

\[
\text{Amo na la ini.} \rightarrow \text{Amon la ini.} \text{'It's just this.'}
\]
\[
\text{Nakita na dayon.} \rightarrow \text{Nakitan dayon.} \text{'It was immediately seen.'}
\]
\[
\text{Hugason mo na la.} \rightarrow \text{Hugasumon la.} \text{'Just wash (it).'}
\]
\[
...\text{nakakadi sa San Jacinto.} \rightarrow ...\text{nakakadis San Jacinto.}
\]
\[
\text{Sin-o an malampaso?} \rightarrow \text{Sin-on malampaso?} \text{'Who will scrub the floor?'}
\]

The particles \text{san} and \text{sin} are often contracted to the immediately preceding word if it ends in either a glottal or vowel. The glottal is first deleted and the first CV of the particles are also deleted, then the remaining -\text{n} is attached to the preceding word. Examples:

\[
...\text{minsan wara sin kwarta.} \rightarrow ...\text{minsan waran kwarta.}
\]
\[
\text{...once without money.'}
\]
\[
...\text{karaon kami san pangalasdosi.} \rightarrow ...\text{karaon kamin pangalasdosi.} \text{'...we-excl ate lunch.'}
\]
\[
...\text{damo sin tawo.} \rightarrow ...\text{damon tawo.} \text{'...many people.'}
\]

Some vowel-final words which add an \text{[h]} when suffixed, lose the final vowel before the suffix is attached but retain the \text{[h]}. Examples:
3.4. Devoicing

There is an optional devoicing of vowels when they follow voiceless consonants. The voice articulators are heard to move and the air stream is perceived to be affected, but the particular sounds devoiced are identified primarily by recognition of the lexical unit uttered. This devoicing is not written in the practical orthography since it is an optional feature, but in the following examples the devoiced vowels are written with capital letters. Examples:

...sin madakop sa akon. → ...sin madaKOp sa akon.
‘...the one who will catch me.’
...igwa sin higanti... → ...igwa sin hIganti...
‘...there was a giant...’
kauGalian... → kAuGalian... ‘a habit...’

1. Identification of Parts of Speech

Six parts of speech are identifiable in Masbateny. They are particles, pronouns, nouns, verbs, adverbs and adjectives. There are also affixes which cannot occur independently but attach to the stems to modify the meaning. A few affixes can occur independently when they modify phrases, but usually they occur attached to stems.

Particles, pronouns and adverbs are independent words. Nouns, adjectives and verbs are affixable roots which are distinguished from each other by contrastive meaning in similar affix environments and by differing potential affixation.

1.1. Noun Identification

Nouns are distinguished from adjectives and verbs by patterns of affixation. When affixed with the ka-...-an combination, for example, noun roots become plural nouns which signify a group of the noun items. Examples:

bata ‘child’  kabataan ‘children’
lubi ‘coconut tree’  kalubihan ‘coconut grove’
kugon ‘field grass’  kakugunan ‘fields of grass’
dagat ‘sea’  kadagatan ‘seas’

Adjective roots become derived nouns with this affix combination but do not have the meaning of plurality. Examples:

dulom ‘dark’  kaduluman ‘darkness’
tuninong ‘peaceful’  katuninungan ‘composure’
damo ‘many’  kadamuan ‘a crowd’
rrot ‘evil’  karautan ‘wickedness’

A verb root affixed with the ka-...-an affixes also results in a derived noun. Examples:
Grammatical Sketch

1.2. Adjective Identification

Adjective roots contrast with noun and verb roots by having the potential to be marked for comparative degrees. In the following examples, some roots occur with the prefix ma- to express a descriptive state of being. The comparative degrees are marked as follows:

A. Positive degree: (unaffixed root or ma- + root):
   - dako ‘big’
   - malipay ‘happy’
   - usad ‘one’
   - maayo ‘good’

B. Comparative degree is marked by use of mas ‘much, more’ + adjective:
   - mas grabi ‘much worse’
   - mas maayo ‘much better’

C. Superlative degree is marked by the affix pinaka-:
   - pinakataas ‘highest’
   - pinakamaayo ‘best’

Example sentences with the root ayo ‘good’:

1a. Maayo an pakapraktis san tanan.
   The practice of everyone was good.

b. Mas maayo na dili pagtahuban an napaso.
   It is much better not to cover the burned skin.

c. An tubig an pinakamaayo na bulong sa kadamuan san mga sakit.
   Water is the best medicine for most illnesses.

1.3. Verb Identification

Verbs are roots which do not undergo the noun or adjective affixation and do have the positive potential for verbal inflection. Examples:

- uyon ‘agree’
- nagauyon ‘agrees’
- sira ‘destroy’
- nagasira ‘destroys’
- sakit ‘hurt’
- nagasakit ‘feels hurt’

Nouns are described in section 2, adjectives in section 3, adverbs in section 4, and verbs in 5. Pronouns are described with the noun phrases for which they substitute.

2. Nouns

Nouns usually occur as the head word of nominal phrases. Such phrases are introduced by case markers which show how the noun is grammatically related to the predicate. However, nouns can occur without introducing markers. In this way they indicate non-specific or indefinite referents.
2.1. Simple Nouns

Simple nouns are unaffixed roots. Examples of simple nouns in the following sentences are the words trabaho ‘work’, uma ‘farm’, gatas ‘milk’ and karabaw ‘water buffalo’.

2. Damo sinda sin trabaho sa uma.
They had lots of work on the farm.

3. Nakakuha sinda sin gatas san inda karabaw.
They were able to get milk from their water buffalo.

When simple nouns occur in a clause without a phrase introducer, they are non-personal non-specific nouns which represent an indefinite referent. Examples are the words gurang ‘adult’ and bata ‘child’ in the following sentence.

4. Gurang man o bata kinahanglan gayod na maaram kun nano an hihimuon.
Whether an adult or a child they really need to know what to do.

2.2. Simple Noun Phrase.

The Simple Noun Phrase consists of an obligatory Head which can be almost any noun and a preceding optional Number which is a limited class of words represented by the word manga (mga).

(In the following examples the phrase is in bold face in both the Masbateño and the English translation.) Examples:

5. Mga sakop ini san akon trabaho.
These are components of my work.

In the following example, kada ‘each’ is the Number.

Each one of them went home after getting their share.

Vocatives are also Simple Noun Phrases, as seen in the following examples.

7. Mapakain ka, Migo?
Where are you going, Friend?

8. Niyan, mga kaigmanghudan, igwa sin bag-o na layi.
Now, brothers, there is a new law.

2.3. The Marked Noun Phrases

A Marked Noun Phrase has two obligatory elements: an Introducer and a phrase Head. The Head of the non-personal phrase can be any noun, or an adjective or a verb functioning as a noun. The Head of a personal noun phrase is a name.

Noun Phrase Introducers appear in grammatical constructions with a double function: (1) they mark the phrases they introduce as substantives, and (2) they inform the hearer how the phrase they introduce is grammatically related to the rest of the clause, i.e., they function like case markers. The non-
Topic case markers and their substitutes translate into English with prepositional meaning.

Introducers have distinguishing forms for number (singular and plural) and for person (personal and non-personal). Non-personal introducers have, in addition, distinct forms for specific and non-specific referents for Nominative and Genitive noun phrases.

The phrase Head may be either a Simple Noun Phrase or a Dative Noun Phrase (for Nominative and Genitive phrases, see sections 2.3.1 and 2.3.2). There are both personal and non-personal pronouns which substitute for the whole of the Nominative and Genitive phrases, not just the Head. The situation is different for the Dative Noun Phrase. Note the construction for them in section 2.3.3.

2.3.1. The Nominative Noun Phrase

Nominative Noun Phrases (NomNP) function as the Topic of both verbal and non-verbal clauses and both the Topic and Predicate of nominal Identificational clauses.

The Introducers of the NomNP are given in the columns of Table 4.

**Table 4: Introducers of the nominative NP**

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>si</td>
<td>si</td>
</tr>
<tr>
<td>Non-personal, specific</td>
<td>an</td>
<td>an mga</td>
</tr>
<tr>
<td>Non-personal, non-specific</td>
<td>Ø</td>
<td>Ø mga</td>
</tr>
</tbody>
</table>

The introducer of the personal Nominative Noun Phrase, usually not translatable into English, is *si*. The plural Introducer is *sinda*. The particle *an* is the Introducer of the common or non-personal specific NomNP and *an mga* is the plural form. The non-personal, non-specific singular is zero (Ø) and the plural is Ø mga. Examples:

9. Sarawayon gayod ini si Anghelito.  
   This Anghelito really was-mischievous.

10. Pagsabi ko sani, nagtararawa *sinda Itay*.  
    After I said this, Itay-and-his-companions laughed.

    The name of their drama was “Anghelito”.

12. Damo na *an mga tawo* na adto sa may plasa.  
    Many-were the people already there at-the plaza.

13. Didi ka la sa sirong san saging kay ako *an sa ibabaw*.  
    You be here at the foot of the banana plant then I-will-be the-one up-above.

14. *Ibon* an Maya.  
    The Maya is a *bird*. 
15. *Mga ibon* an magkaraon san palay.
   The birds are the-ones-who ate the rice.

2.3.1.1. Nominative Demonstrative Pronouns
There are non-personal demonstrative pronouns which substitute for the NomNP or which function as demonstrative adjectives and modify a different Head Noun. These pronouns are given in Table 5.

**Table 5:** Demonstrative pronouns of the nominative NP

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ini</td>
<td>‘this’ (close)</td>
</tr>
<tr>
<td>ina</td>
<td>‘that’ (near)</td>
</tr>
<tr>
<td>idto</td>
<td>‘that’ (distant)</td>
</tr>
</tbody>
</table>

Examples:
16. *Ini* si Ricardo adto permi sa lungsod.
   *This* Ricardo is-there permanently in-the city.
17. Nano kay himuon ta *ina*?
   Why will we-incl do *that*?

2.3.1.2. Nominative Personal Pronouns
There are personal pronouns which substitute for the personal NomNP. The pronouns are given in Table 6.

**Table 6:** Personal pronouns of the nominative NP

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ako</td>
<td>‘I, me’</td>
<td>kami</td>
</tr>
<tr>
<td></td>
<td>(exclusive)’</td>
<td>‘we’</td>
</tr>
<tr>
<td>kita</td>
<td>‘we’</td>
<td>(inclusive)’</td>
</tr>
<tr>
<td>ka, ikaw</td>
<td>‘you’</td>
<td>kamo</td>
</tr>
<tr>
<td>siya</td>
<td>‘it, she, he’</td>
<td>sinda</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘they’</td>
</tr>
</tbody>
</table>

Examples:
    *I* have-not yet been-able-to-reach that Legaspi.
19. *Namahaw na ba kamo*?
    Have *you-pl* already breakfasted?

2.3.2. Genitive Noun Phrase
The Genitive Noun Phrase (GenNP) has two elements, both obligatory: the Introducer and the Head.

The Introducer indicates that the phrase is a nominal phrase and that it is in an attributive relationship to a head. In relation to noun head words the GenNP identifies the possessor of the head. In relation to verb head words the GenNP indicates out-of-focus actors/agents or direct objects. When attributive to Adjectival head words the GenNP functions to limit the scope of the adjective.
This phrase also has personal vs. non-personal and specific vs. non-specific constructions. The Introducers of the Genitive Noun Phrase are given in Table 7.

### Table 7: Introducers of the genitive NP

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>ni</td>
<td>ninda</td>
</tr>
<tr>
<td>Non-personal, specific</td>
<td>san</td>
<td>san mga</td>
</tr>
<tr>
<td>Non-personal, non-specific</td>
<td>sin</td>
<td>sin mga</td>
</tr>
</tbody>
</table>

The personal singular Genitive Noun Phrase Introducer is *ni*; the plural is *ninda*. The non-personal singular Introducers are *san*, which marks the referent as specific, and *sin*, which marks the referent of the phrase as non-specific. The plurals of the non-personal Introducers are *san mga* and *sin mga*. Examples:

20. Si Juan isad-isad na bata *ni Tia Maria*.  
   Juan was an-only child of Tia Maria.

   We-excl returned to-the house of Edwin-and-his-family.

22. May dyutay na sadiri na nabilin *san iya ama*.  
   There-was-a small property which was-left by his father.

23. Amo ini an rason san usad *san mga katarakin*.  
   This is reasoning of one of-the-neighbours.

24. Nakabaton si Tia Maria *sin surat* hali kan Juan.  
   Tia Maria received a letter from Juan.

25. Damo man gayod kami *sin mga bisita*.  
   We-excl really had-a-lot of visitors.

26. Lumain an buot *san may sakit* san matilawan an lugaw.  
   The feelings of-the-one-who had sickness were-grieved when she-tasted the rice-gruel.

### 2.3.2.1. The GenNP Demonstrative Pronouns

There are non-personal demonstrative pronouns which substitute for the GenNP. These pronouns are given in Table 8.

### Table 8: Demonstrative pronouns of the genitive NP

<table>
<thead>
<tr>
<th>Location</th>
<th>Non-specific</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘of/by this’ (close)</td>
<td>sini</td>
<td>sani</td>
</tr>
<tr>
<td>‘of/by that’ (near)</td>
<td>sina</td>
<td>sana</td>
</tr>
<tr>
<td>‘of/by that’ (distant)</td>
<td>sidto</td>
<td>sadto</td>
</tr>
</tbody>
</table>
All of these pronouns can be pluralized by adding ‘na mga’ to them, thus, for example, *sani na mga...* These pronouns are always attributive to other Head words. Examples:

27. *Wara pa ako makaabot *sana* na Legaspi.*
   I have not yet been able to reach *that* Legaspi.

28. *Magtuna *sadto* si Anghelito na an nagin pinakamabuot na anghel sa Paraiso.*
   Beginning from-*that-*time Anghelito became the best-behaved angel in Paradise.

29. *San sigi na an arani *sadto’n mga* tawo,...*
   When the harvesting *by-those* people was in-full-swing,...

30. “*Niyan, Banoy, nano an aton himuon *sani na mga* maabot na adlaw?*”
   “Now Banoy, what are we-incl going-to-do in-*these* coming days?”

2.3.2.2. The GenNP Personal Pronouns

There are personal pronouns which substitute for the personal GenNP. The pronouns are given in Table 9.
Table 9: Personal pronouns of the genitive NP

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ko/nakon</td>
<td>‘by me, my’</td>
<td>namon ‘by us, our (exclusive)’</td>
</tr>
<tr>
<td>ta</td>
<td>‘by me, my’</td>
<td>naton/ta ‘by us, our (inclusive)’</td>
</tr>
<tr>
<td>mo/nimo</td>
<td>‘by you, your’</td>
<td>niyo ‘by you, your’</td>
</tr>
<tr>
<td>niya</td>
<td>‘by her, him, his’</td>
<td>ninda ‘by them, their’</td>
</tr>
</tbody>
</table>

These pronouns usually mark a possessor or an agent or some other attributive relation to a head word, but do not show a distinction between specific and non-specific. Examples:

31. Kun igwa sin itlog ginabaligya man gihapon ninda.
   If there-are eggs they are-selling them also.

32. An tiya ko an akon maninay.
   My aunt-is my godmother.

33. Damo kami na urupod kaya kasurusadya namon.
   We-excl had many companions so we-excl were-very-happy.

2.3.3. The Dative Noun Phrase

The Dative Noun Phrase (DatNP) also has two obligatory elements, the Introducer and the Head, and personal and non-personal forms, but lacks the distinction between specific and non-specific referents.

This phrase shows the location where an action occurs or an item or direction to which or from which an action moves. It also indicates the indirect object of verbal clauses when that indirect object is not the focus of the verb.

The Introducers of the DatNP are given in the columns of Table 10.

Table 10: Introducers of the dative NP

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>kan</td>
<td>kanda</td>
</tr>
<tr>
<td>Non-personal</td>
<td>sa</td>
<td>sa mga</td>
</tr>
</tbody>
</table>

The Introducer of the personal singular DatNP is kan; the personal plural Introducer is kanda. The non-personal singular Introducer is sa; the plural form is sa mga. There is no distinction between specific and non-specific categories for the DatNP. Examples:

34. Nakabaton si Tia Maria sin surat halí kan Juan.
   Tia Maria received a letter from Juan.

35. An suba adto harani lang kanda Edwin.
   The river was-there just near to-the-place-of-Edwin-and-his-family.
   We-excl will just be-able to-bathe in-the river.

37. *Nagpasalamat kami sa mga ginikanan ni Edwin.*
   We-excl extended-thanks to-the parents of Edwin.

   Some speakers compound the personal and non-personal markers to form a complex marker, *sa kan* or *sa kanda* in some instances. This is a case of a personal DatNP functioning as the Head of a common DatNP. The complex markers seem to indicate that the referent is the beneficiary of the verb predicate action as the personal indirect object. Examples:

38. *Nagbatyag sinda sin pagkaluoy sa kan Amparing.*
   They felt compassion for Amparing.

   They recited the important problems for President Marcos.

### 2.3.3.1. Dative NP demonstrative Pronouns

There are non-personal demonstrative pronouns which substitute for the non-personal DatNP. The pronouns are given in Table 11.

**Table 11: Demonstrative pronouns of the dative NP**

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>didi</td>
<td>‘at/to/on/in/by this, here’</td>
</tr>
<tr>
<td></td>
<td>(close)</td>
</tr>
<tr>
<td>dida</td>
<td>‘at/to/on/in/by that, there’</td>
</tr>
<tr>
<td></td>
<td>(near)</td>
</tr>
<tr>
<td>didto</td>
<td>‘at/to/on/in/by that, there’</td>
</tr>
<tr>
<td></td>
<td>(distant)</td>
</tr>
</tbody>
</table>

   The Demonstrative pronouns indicate the general location and are usually paired with a *sa* NP which specifies the exact location. Examples:

40. *Pakahuman sini, nagpadayon ako pag-eskwela didi sa Masbate.*
   After finishing this, I continued studying here in Masbate.

41. *Didto sa Uson igwa sin duha na parapangisda.*
   There in Uson there were two fishermen.

### 2.3.3.2. Dative NP personal Pronouns

There are personal pronouns which substitute for the Head word in the personal DatNP. They do not substitute for the whole phrase. These pronouns replace the Head of a common DatNP to indicate a personal indirect object. The personal pronouns for the DatNP are given in Table 12.

**Table 12: Personal pronouns of the dative NP**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
</tbody>
</table>


### Examples:

<table>
<thead>
<tr>
<th>akon</th>
<th>'to/at/in/on/by me'</th>
</tr>
</thead>
<tbody>
<tr>
<td>amon</td>
<td>'to/at/in/on/by us (excl)'</td>
</tr>
<tr>
<td>aton</td>
<td>'to/at/in/on/by us (incl)'</td>
</tr>
<tr>
<td>imo</td>
<td>'to/at/in/on/by you'</td>
</tr>
<tr>
<td>iyo</td>
<td>'to/at/in/on/by you'</td>
</tr>
<tr>
<td>iya</td>
<td>'to/at/in/on/by him, her'</td>
</tr>
<tr>
<td>inda</td>
<td>'to/at/in/on/by them'</td>
</tr>
</tbody>
</table>

42. *Maraot sa akon an luto kay ako ginakalintura.*  
The cooked-rice is bad *for me* because I have a fever.

43. *Wara sin nakasumat sa iya kun hain si Pinang.*  
'No one could report *to her* where Pinang was.

44. *Kinahanglan gayod niya, maskin usad na lang sa amon, na magduaw sa iya.*  
She really needs someone, even if only just one of us-excl, to visit her.

The pronouns of the DatNP may also stand alone in the immediate pre-verb position. In that position they mark an attributive relation to the verb as the agent of the action, or if attributive to a noun Head, as the Possessor.

45. *Basi sarala an akon masabi.*  
The thing that will be said *by me* might be wrong.

46. *An bisita na magkadto sa kada balay inda pagapakaunon.*  
The visitor who goes to each house is made to eat *by them*.

### 2.3.4. Summaries of the Noun Phrase Markers

A summary of the Noun Phrase Introducers is given in Table 13.
Table 13: Summary of the NP introducers

<table>
<thead>
<tr>
<th></th>
<th>Nominative</th>
<th>Genitive</th>
<th>Dative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singula</td>
<td>Plural</td>
<td>Singula</td>
</tr>
<tr>
<td></td>
<td>r</td>
<td></td>
<td>r</td>
</tr>
<tr>
<td>Personal</td>
<td>si</td>
<td>sinda</td>
<td>ni</td>
</tr>
<tr>
<td>Non-</td>
<td>an</td>
<td>an mga</td>
<td>san</td>
</tr>
<tr>
<td>personal,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>specific</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-personal, non-specific</td>
<td>Ø</td>
<td>Ø mga</td>
<td>sin</td>
</tr>
</tbody>
</table>

The sets of pronouns are summarized in the following two Tables. Table 14 displays the demonstrative pronouns and Table 15 displays the personal pronouns.

Table 14: Summary of the demonstrative pronouns

<table>
<thead>
<tr>
<th></th>
<th>Nominative</th>
<th>Genitive</th>
<th>Dative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>specific</td>
<td></td>
</tr>
<tr>
<td>this</td>
<td>ini</td>
<td>sini</td>
<td>sani</td>
</tr>
<tr>
<td>(close)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>ina</td>
<td>sina</td>
<td>sana</td>
</tr>
<tr>
<td>(near)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>idto</td>
<td>sidto</td>
<td>sadto</td>
</tr>
<tr>
<td>(distant)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 15: Summary of the personal pronouns

<table>
<thead>
<tr>
<th></th>
<th>Nominative</th>
<th>Genitive</th>
<th>Dative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singula</td>
<td>Plural</td>
<td>Singula</td>
</tr>
<tr>
<td></td>
<td>r</td>
<td></td>
<td>r</td>
</tr>
<tr>
<td>First</td>
<td>ako</td>
<td>kami</td>
<td>ko, ta</td>
</tr>
<tr>
<td>person</td>
<td>excl</td>
<td>excl</td>
<td>excl</td>
</tr>
<tr>
<td></td>
<td>kita</td>
<td>nakon</td>
<td>nakon</td>
</tr>
<tr>
<td></td>
<td>incl</td>
<td></td>
<td>incl</td>
</tr>
<tr>
<td>Second</td>
<td>ka,</td>
<td>kamo</td>
<td>mo,</td>
</tr>
<tr>
<td>person</td>
<td>ikaw</td>
<td></td>
<td>nimo</td>
</tr>
<tr>
<td></td>
<td>sida</td>
<td>niya</td>
<td>ninda</td>
</tr>
</tbody>
</table>

excl = exclusive, incl = inclusive

2.3.5. Pronoun shifts
The positions that pronouns have in a clause vary depending on the surrounding context.
2.3.5.1. Shifting of Personal GenNP Pronouns.

The personal pronouns of the GenNP usually immediately follow the word to which they are attributive. However, when the speaker desires to emphasize the pronoun referent he shifts it from the postposed position to the preposed position immediately before the word to which it is attributive and substitutes the personal DatNP pronouns for the GenNP pronouns as in the following examples.

47a. Nag-arkila an tawo sin traysikul hali sa balay ninda pakadto sa merkado.

The person hired a tricycle from their house to the market.

b. Nag-arkila an tawo sin traysikul hali sa inda balay pakadto sa merkado.

Sentence 47b. has the same meaning as 47a. but with a phrase emphasis on the pronoun ‘their’. Sentences 48a. and b. have the same meaning, but ‘my’ is emphasized in b.

48a. Pito an kamanghod ko na babayi kag wara sin lalaki.

My sisters are-seven-in-number and there-are-not-any brothers.

b. Pito an akon kamanghod na babayi kag wara sin lalaki.

2.3.5.2. Positioning of Monosyllabic Personal Pronouns

Personal pronouns which are grammatically related to a verb normally follow that verb ahead of any full noun phrases which are also related to the verb. However, there is a group of lexical particles which occurs between a verb and its pronouns except when the pronoun is a monosyllable. Monosyllabic pronouns immediately follow the verb to which they relate.

In the following examples an illustrative sentence is given with a disyllabic pronoun in 49a and c, then the sentences are repeated in 49b and d with a monosyllabic pronoun.

49a. Nagaadal pa ako sa Manila.

I-am still studying in Manila.

b. Nagaadal ka pa sa Manila.

You-are still studying in Manila.

c. Ginbiyaan na man la gihapon namon an karabaw.

We-excl just now again left the water-buffalo.

d. Ginbiyaan ko na man la gihapon an karabaw.

I just now again left the water-buffalo.

The following illustrations show the priority of pronouns in sentence positions following a verb. The normal order of occurrence with full noun phrases is Verb + Agent NP + Object NP. In the following sentences the nouns are underlined and the pronouns in bold.
50a. *Usung-usong gihapon ni Itay an bata.*
(Verb - Agent - Object/Topic)
The child was again shoulder-carried by Itay.

b. *Usung-usong gihapon siya ni Itay.*
(Verb + Object/Topic + Agent)
He was again shoulder-carried by Itay.

51a. *Inpalista gihapon ninda an bata sa Ovilla.*
(Verb + Agent + Object/Topic + Location)
The child was again enrolled by them at Ovilla.

b. *Inpalista gihapon siya ninda sa Ovilla.*
(Verb + Object/Topic + Agent + Location)
He was again enrolled by them at Ovilla.

2.3.5.3. Shifting of Personal Pronouns

The position of a pronoun in a clause is shifted from a post-verb position to a pre-verb position under certain conditions.

Pronouns normally immediately follow the verb as the second full word (excluding particles) of the main clause (excluding sentence margins). Note the position of the pronoun in the following examples.

They know how to plow the ground.

b. *Nagapadayon ako sa pagtrabaho sa Manila.*
I am-continuing working in Manila.

When another word is given clausal-emphasis by being put first in the clause, then the pronoun is moved from the post-verb position to a pre-verb, post-emphasis position in order to maintain its position as the second full word of the clause.

Examples 52a and b above are repeated below, as 53a and b except that another word instead of the verb occurs in the first clause position which in turn causes the pronoun to be moved from the post-verb position to the pre-verb position.

They do-not know how to plow the ground.

b. *Adi ako nagapadayon sa pagtrabaho sa Manila.*
I am-continuing working here in Manila.

2.3.5.4. Shifting of Second Singular Nominative Pronouns

There is an alternation of the second singular personal pronouns *ka* and *ikaw*, which substitute for the NomNP. They are alternate forms of the same pronoun. In normal use *ka* occurs in the post-word position as a dependent clitic. *Ikaw* is the independent form of the pronoun which occurs in all other positions. Examples:
54a. Amo ini an pamatyag kun makadto ka sa usad na lugar na wara mo pa makakadto.
   This-is the feeling if you are about-to-go to a place which you have-not yet gone-to.

b. Amo ini an pamatyag kun ikaw makadto sa usad...
   (Same meaning but the pronoun ‘you’ has been given phrase emphasis by using ikaw before the verb.)

c. Kanina, ikaw la an nagkinaon sadto na damu-damo na saging.
   Earlier, only you were-the-one-who gobbled-up all those bananas.

d. Dyutay ka na tawo.
   You are-a-small person.

e. Ikaw dyutay na tawo.
   You are-a-small person.

2.4. Interrogative Pronouns
   The interrogative pronouns substitute for noun phrases as question words. Representative of the pronouns are: sin-o ‘who’, san-o ‘when’, pan-o ‘how’, nano ‘what’, pira ‘how many’, hain ‘where’. Examples:

55. Sin-o ka na nagdidikta sa akon?
    Who-are you to-be-telling me what to do?

56. San-o mo nawara?
    When did you lose it?

57. Nano an kolor sadto?
    What color is it?

58. Pira na pako an sa usad ka kilo?
    How-many nails in one kilo?

59. Pan-uhon naton an paggamit?
    How-do we-incl use-it?

60. Pan-o an pagkita sin naubusan sin tubig sa lawas?
    What-is the appearance of-one dehydrated in body? (Lit. How-does one appear who is-emptied of water in-the body?)

2.5. Relative Pronouns
   Relative pronouns are formed by combining the word kun ‘if’ with the interrogative pronouns. These are also set phrases as in the following examples. Examples:

61. Kamo an magkita-kit a kun sin-o an dapat naton upudan.
    You-pl are the-ones to-see whom we-incl ought to-accompany.
62. Dili kita sigurado kun pan-o an pagtabang san nasamadan. We-incl are not sure how to help an injured-person.

63. Inhunga siya kun nano kay masyado siya sarawayon. He was-asked why he was-so-much a mischievous-one.

2.6. The Locative Pronouns.

The Locative pronouns are deictic pronouns pointing to locations. There are three such pronouns: adi ‘here’, ada ‘there nearby’ and adto ‘there distant’. They also undergo derivation to form verb stems. The pronouns and derived verbal stems are shown in Table 16.

Table 16: Locative pronouns

<table>
<thead>
<tr>
<th>Locative Pronouns</th>
<th>Derived verb stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>adi ‘here’</td>
<td>kadi ‘come here’</td>
</tr>
<tr>
<td>ada ‘there nearby’</td>
<td>kada ‘go there nearby’</td>
</tr>
<tr>
<td>adto ‘there far’</td>
<td>kadto ‘go there far’</td>
</tr>
</tbody>
</table>

These pronouns usually occur as predicate heads in non-verbal clauses. Examples:

64. **Adi** an lapis mo. 
**Here** is your pencil.

65. **Ada** siya permí sa balkon namon. 
He is always **there** on our porch.

66. **Adto** permí sa lungsod si Ricardo. 
Ricardo is always **there** in town.

The verbal stems derived from the Locative pronouns indicate movement towards the locational referent they represent. Of these stems, kadi and kadto can occur without affixation as predicate heads. Examples:

67. **Kadi** kamo sa akon. 
You-pl **come-here** to me.

68. “**Kadto**, abrihi,” an sabi ni Roman. 
“Go, open it,” Roman said.

However, all of these stems are normally inflected with voice affixes. Examples:

69. **Siguro** makadi man gihapon idto sa iyo. 
Probably that-one **will still come-here** to you-pl.

70. **Nagkada** ako sa aton katakin na balay. 
I **went-there-nearby** to our neighboring house.

71. **Kumadto** siya sa pampan. 
He **went-there-distant** to-the river-bank.
The derived verbal stems can undergo a further derivation with the affix pa- to become directional adverbs, thus: pakadi ‘to here’, pakada ‘to there-nearby’, pakadto ‘to there-distant’. Examples:

72. Nagbalhin an pamilya namon pakadi sa Masbate.
   Our-excl family transferred to-here in Masbate.

73. Ipaagay daw ini na tubi pakada sa kanal.
   Please cause this water to-flow there-nearby to-the canal.

74. Nag-upod an duha pakadto sa higad san baybay.
   The two went-together going-there-distant to-the edge of-the beach.

2.7. The Indefinite Pronoun Phrase
   The Indefinite Pronoun Phrase has two parts both of which are obligatory. The first is either bisan ‘even, including’, maski ‘even though’ or kun ‘if’. The second is any member of the set of interrogative pronouns, such as nano ‘what’, sin-o ‘who’, diin ‘where’, and sugad ‘like what’. The whole phrase functions as an indefinite pronoun. For example, bisan sin-o ‘anyone,’ maski diin ‘wherever’. In lexicographic literature these are called ‘set phrases’ which means that they are a kind of idiom formed by juxtaposing two words with a resultant single meaning. Examples:

75. Dili magtugot bisan sin-o man na magkarigo.
   It is not permitted for anyone (whoever) to bathe.

76. Malipay sinda bisan sugad la an inda kamutangan.
   They are happy whatever (like whatever) their situation.

77. Maski diin magkadto kilala siya kaayo.
   She is-well-known wherever (even where) she goes.

78. Bisan nano na klase na pagkaon an makuha san kada grupo
    inda ginbabahin sin pareho sa inda tanan.
    Whatever kind of food each group got they were-sharing equally among them all.

2.8. The Universal Substitute
   The Universal Substitute, amo, is a general pro-form. It can be used to replace any of the noun, verb or adjective phrases, or even whole clauses. As a result the translation into English varies widely.
   Example of a noun phrase as an antecedent:

79. An aluhipan amo an magmasid kun adlaw.
   The centipede he-is the-one to-guard/watch during daytime.
80. An primero na inkadto namon amo an usad sa pinakadako na tyindahan sa Manila.
   The first place we-excl went-to it-was-to one of the biggest stores in Manila.
   Example of a verb phrase as antecedent:

81. Ginasamukan niya an mga Propeta, amo man an mga Parakanta.
   The prophets were-being-disturbed by him, likewise also the Singers.

82. Taudtaod, inataki naman, kag amo adto an iya ikinamatay.
   Later-on he was-heart-attacked again, and that is-what caused his death.
   Example of a time phrase as an antecedent:

83. Sani na pag-eskwela ko sa Manila amo man nagtuna an mga estudyante sa mga demonstrasyon.
   During-this studying of-mine in Manila, that was also when the student demonstrations began.
   In another instance the antecedent of amo is a verbal clause. Example:

84. Nasakit sa puso ni Tia Maria na magbulag sinda na duha pero iya gintiusan kay amo an bilin san iya asawa.
   Tia Maria’s heart pained when they two parted but she endured-it because that was-the instruction-left by her husband.
   In the preceding example, amo ‘that’ refers back to the parting of the mother and son.
   Amo is sometimes used across sentence boundaries to refer back to an ante-cedent in a previous sentence. The following pair of sentences is an example of that. Two men are having a discussion. The amo in the second sentence refers back to the comment made by the man in the first sentence. Example:

   “He is-old-enough to-study,” said the principal.

86. “Amo gani, Pare,” an sabi ni Itay.
   “That’s really-so, Pare,” said Father.
   In some instances amo refers forward to a referent. Example:

   The old-one who fell it was this-that was-said-by-her, “My child, I am your mother.”
   Amo in the previous sentence refers forward to what the mother said.
3. Adjectives

Adjectives are distinguished by their inflection for degrees of comparison (see section 1.2). Some roots are inherently abstract descriptives and others require a descriptive affix.

3.1. Numerals and Colors

The roots for numerals and colors function as descriptives without affixation.

88. *Igwa ina sin duha na sangay.*
    That one has two horns.
89. *Ginkita ko an tubi igwa na sin mga puti na bao.*
    I saw that the water now had some white turtles.

3.2. The ma- Adjectives

Roots affixed with *ma- ‘state of being’* are the most common descriptives.

90. *Maghanda na kita kay taud-taud madulom na.*
    Let us incl prepare now because in-a-short-while it-will-be-dark already.
91. *Ini si Ramon, amo an mahigos sa tanan na lalaki sa baryo san Lucia.*
    This Ramon was the most-industrious of all the men in-the barrio of Lucia.

3.3. The ha- Adjectives

Certain abstract roots, mostly measurements, take the affix *ha- to form a descriptive instead of ma-.*

92. *Guyudan mo ina sa harayo.*
    You lead that-one far-away.
93. *Hataas na palinas an nakita mo.*
    Steep slopes are what you saw.
    The affix ha- is replaced by hi- in some speakers’ usage:
94. *Hitaas an kahulog.*
    The fall was from-high-up.
95. *Dili na niya dadakop an alibangbang bag-o himubo la an lupad.*
    She will not catch the butterfly even-though its flight was low.

3.4. The tal- Adjectives

The affix *tal- indicates a state which is a simulated meaning of the root.*
3.5. The -on Adjectives
The verbal suffix -on is used to derive adjectives from noun roots but in this construction does not undergo the verbal inflection for aspect. Examples:

97. Mga malangason na bata sina.
They are inveterate-joker children.

98. Ginamasukan niya an mga langitnon na parakanta.
He is disturbing the heavenly singers.

99. Sarawayon gayod ini si Anghelito.
This Anghelito-person is really mischievous.

3.6. Pluralized Adjectives
The abstract descriptive roots can be pluralized by the infix -g- which is inserted following the first or second syllable of the word, as the speaker chooses. There does not seem to be any difference in meaning between the two positions of infixation.

100. Tumangis sina san kadigyutayan na kabataan...
They were crying for the many-small children...

101. Maghawan ka san dinghot sa natad kay hagtaas na.
Clean out the grass from the yard because it-is-high already.

3.7. The Adjectival Phrase
The Adjectival Phrase consists of an optional Negative dili ‘not’ followed by an optional Modifier which may be any adverb from Class I (see section 4.0) or the words mga ‘approximately’ or bali ‘very much’, and an obligatory Head which may be any Descriptive. Examples:

102. Damo an nakita namon na tagaMasbate didto sa Baleno.
We-excl saw many from-Masbate there in Baleno.

103. Wara sin tawo na dili malipay sina na kaorason.
There isn’t any person who is-not happy at that time.

104. Medyo maluya pa an tuhod.
The knees-are still a-bit weak.

105. May iba pa na mas grabi an problema kay sa imo.
There-is still another-one whose problem is-much worse than yours.
4. Adverbs

Adverbs are defined here as words which modify verbs or adjectives. There are three classes of adverbs.

Class I Adverbs are the words which modify adjectives to indicate comparative degrees of intensity. The words are *mas* ‘more’ and *masyado* ‘much more,’ ‘very much.’ Examples:

106. **Mas damo an amon mga boluntirz.**
Our-excl volunteers are-many more.

107. **Palangga masyado ni Tia Rosa an anak niya na si Pinang.**
Aunt Rosa loves her child, Pinang, very-much.

Class II Adverbs are the negative words *dili* ‘not,’ ‘no,’ and *wara* ‘there is none,’ ‘not.’ Examples:

108. **Dili na siya magpasaway.**
He will not be-mischievous.

109. **Wara man ako masala.**
I also did-not make-any-mistakes.

Class III Adverbs indicate intensity of an action. This type occurs as a Genitive Noun Phrase attributive to a verb phrase to limit the action. The head word of the GenNP is a descriptive. Examples:

110. **Nagsiyak siya sin tudo, “Hali dida.”**
She shouted loudly, “Get-away from-there.”

111. **Gin-estemar kami sin maayo san mga ginikanan ni Edwin.**
We-excl were-treated well by-the parents of Edwin.

112. **Nagkaon kami san amon panigab-i sin temprano pa.**
We-excl ate our supper while-it-was-still early.

5. Verbs

The primary function of a verb is to report the action of a verbal clause. A minimal verbal clause can be viewed semantically as a miniature plot involving participants in an action. The features of the plot are represented by a Predicate which expresses the action with a verb and a Topic noun or noun phrase which highlights one of the participants. Additional participants, also represented by nouns, may be included in an extended clause.

The predicate verb determines the grammatical relation of the nouns in the clause to the predicate by specifying the correlation of grammatical and semantic functions for those nouns.

To report the action of a plot, verbs are inflected for Voice and Aspect.

There are six Voice affixes: four Action affixes and two Stative affixes. Each Voice affix highlights a participant in
the action as the Topic. The participants which may become the Topic of a clause are the following:

1. Ag - Agent – instigator of the action
2. Pat - Patient – the one affected by the action
3. Exp - Experiencer – the participant who experiences the action of the verb
4. Inst - Instrument – something used to accomplish the action
5. Acc - Accessory – the item associated in the action of an agent on an object
6. Goal - Goal – towards which an action moves
7. Sou - Source – from which an action comes
8. Ben - Beneficiary – the one who benefits from the action
9. Loc - Location – where the action happens
10. NIns- Non-instigative – the inanimate force causing the state indicated by the verb

In a verbal clause one would usually expect an agent to be present. However, there are verbs which do not permit the actor or agent participant. There are also verbal clauses which have agents but do not have Topic noun phrases.

Some of the Voice affixes also indicate the mode of the action, that is, how the speaker views the performance of the action.

5.1. Voice

The feature of Voice is marked by affixes in a verb and indicates the grammatical and semantic relations between the Topic noun and the predicate verb.

The four primary Voices of Masbatenyo verbs are shown in Table 17 with their individual orientation.

<table>
<thead>
<tr>
<th>Verb Voice:</th>
<th>Orientation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective</td>
<td>Agentive action</td>
</tr>
<tr>
<td>Objective</td>
<td>Transitive action</td>
</tr>
<tr>
<td>Accessory</td>
<td>Indirect action</td>
</tr>
<tr>
<td>Referent</td>
<td>Location of action</td>
</tr>
</tbody>
</table>

5.1.1. The Primary Action Voice Affixes

Subjective Voice, marked by the ag- class of affixes (ag-, -um-, ang-, aki-), indicates that the Topic NP represents the actor or experiencer of a verbal action in contrast to the following three Voices.

Objective Voice, marked by the affixes -on and -a, indicates that the Topic NP represents the object or thing affected by a comprehensive or intense verb action.

Accessory Voice, marked by the prefixes i- and iga-, indicates that the Topic NP represents the person or thing used or moved in the verb action. If the Topic represents a person, it is the beneficiary of the action. If it represents a non-
person, it may be either the instrument used to accomplish the action or simply something involved in the action which does not change its intrinsic nature.

Referent Voice, marked by the suffixes -an and -i, indicates that the non-personal Topic NP represents the place towards which or from which the verb action occurs. If the Topic represents a person, the action is done for the benefit of that one as the beneficiary.

The overlap in distribution of the semantic functions is resolved by the lexical features of the verb roots which match the semantic with specific grammatical functions.

Thus the Voice affix in a verb shows which noun phrase is highlighted as the Topic of the verb action. There is a different Voice affix for each potential Topic. The participant which the verb selects as Topic is manifested by a noun phrase introduced by the marker an or one of its substitutes (see Table 4).

In a verbal clause one would usually expect an agent to be present. However, there are verbs which do not permit the actor or agent participant. There are also verbal clauses which have agents but do not have Topic noun phrases (see section 8.2).

Some of the Voice affixes also indicate the mode of the action, that is, how the speaker views the performance of the action.

5.1.2. The Stative Voice Affixes

There are two Stative Voice affixes. The prefix aka- indicates that the Topic NP represents the actor and that the actor has the ability to perform the action of the verb. The prefix a- indicates that the Topic NP represents the experiencer as in some resultant state of the action.

These Voice affixes are illustrated in 5.2 in conjunction with their co-occurrence with the Aspect affixes on a verb.

5.2. Aspect

The verb in Masbatenyo is not marked for tense, that is, its action is not correlated with time. Instead, the verb is marked for Aspect to show the condition of the action: whether it has begun or not, and whether it is viewed as a process, or as a static state.

For the purposes of this description, there are five Aspects but not all verbs can be inflected for all the Aspects. The five are: Neutral, Contemplated, Progressive, Completed and Obligatory.

5.2.1. The Neutral Aspect

Verbs marked for the Neutral Aspect are non-finite forms which indicate nothing about the state of the action, but do indicate the Voice of the action, that is, it highlights which participant will be the Topic of the sentence. In descriptions of some other Philippine languages this form has been variously labeled the base, neutral, or infinitive form.

The Neutral Aspect verb functions in several ways different from the rest of the aspects.
The Neutral Aspect verb is used with the negative wara to express a non-event. Examples:

113. Wara man ako masala.
     I did not make-any-mistake.

114. Dugay na kami wara makakadto.
     For-a-long-time we-excl have-not been-able-to-go-there.

115. Wara na la ipilak sa kalayo an bao.
     So after all the turtle just was-not thrown into the fire.

The Neutral Aspect verb is used as a verb complement. Examples:

116. Ginaisip ko na magsagka sa amon uma sa San Ramon.
     I am-thinking to-go-up to our-excl farm in San Ramon.

117. Naila gayod ako magparatamod sa ubos.
     I really liked to-continually-look-down to-the scene-below.

The Neutral Aspect verb is used following conjunctions like agod ‘in order for’ and para ‘in order’. Examples:

118. Nag-agi kami agod amon siya ipalista.
     We-excl passed-by-here in-order-for us-excl to-register him.

119. PagkaSabado, nagkadto naman kami sa eskwelahan para magkita san risling.
     When-Saturday-arrived, we-excl went to-the school in-order to-see the wrestling-match.

The Neutral Aspect verb is used to express a command. Examples:

120. Ihatag mo ini kan papa mo, ha?
     Let this be-given by-you to your father, OK?

121. Pakatapos niyo pagtilaw magsabi kamo kun puede makaon o kun dili.
     After your-excl tasting-it tell us-excl if it can-be-eaten or not.

Some Masbatenyos also use the Neutral Aspect verbs for the Contemplated Aspect forms. Examples:

122. Kaya himuon ko gihapon an ilustrasyon kag aton estudyaran.
     So I will-make an illustration and it-will-be-studied by-us-incl.
123. Kun nano man an imo **ampuan** na may pagtuod matuman gayod. Whatever you **will-pray-for** with faith it-will really be-fulfilled.

5.2.2. The Contemplated Aspect
An action not yet begun is marked by the Contemplated Aspect and is marked in two different ways. The prefix *m*- is used in Subjective Voice verbs.

124. **Magahimo** siya sin sala.
He **will-make** a mistake.

125. **Mangayo** siya san ina mga maract na bintana.
He **will-fix** their broken windows.

In non-Subjective Voice verbs this Aspect is zero-marked, that is, there is no overt affix to indicate this Aspect.

126. **Kuhao** ko na ini na karabaw.
I **will now Ø-take** this water-buffalo. (zero-marked)

127. **Ipasukol** ina na duta.
That land Ø-**will-be-surveyed**. (zero-marked)

5.2.3. The Completed Aspect
An action that is in the Completed Aspect is marked by one of three different ways.

Subjective Voice affixes have the prefix *n*- to show this Aspect, thus: *nag-*, *naka-*, *nang-*, *naki-*.  

128. **Tanan na mga tawo nag-urawa**.
All the people **rejoiced**.

129. **Nakaisip** an bao na amiguhon niya an amo.
The turtle **planned** to befriend the monkey.

130. **Na** butang gayod ako san sako sa hagdan.
I really **put** the sack on-the stairs.

In the other Voices, there are two affixes for Completed Aspect which seem to be used interchangeably, depending on the speaker. The prefix *gin*- is one and the infix *-in-* is the other.

131. **Nano kay ginhimo mo ina?**
Why **did you do** that?

132. **Ginbutang** ni Pinang an bugas sa kuron.
Pinang **put** the rice in a clay pot.

The affix *-in-* is infixed following the first consonant of the stem, but may be prefixed instead.

133. **Tinuman** san ama an hingy ni Angelito.
The father **fulfilled** Angelito’s request.
134. **Indara an karabaw.**
    The water-buffalo **was-taken.**

**5.2.4. The Progressive Aspect**

The Progressive Aspect indicates that the action is viewed as in progress and is marked by the prefix *a-* following the Subjective Voice affixes *mag-* and *nag-, mang-* and *nang-*, and following *gin-* for the other Voices. Thus: *maga-, naga-, manga-, nanga-,* and *gina-.*

135. **Ginasamukan niya an mga propeta nga nagapangadyi.**
    He **was-disturbing** the prophets who **were-praying.**

136. **Ginapara ninda an trak na nagalabad.**
    They **were-stopping** the truck which **was-passing.**

In some speakers’ speech this aspect is shown by reduplication of the first consonant and vowel of the stem and prefixed to the stem before other affixes are added.

137. **Namumutang ini na lugar sa tuktok san bukid.**
    This place **was-situated** at-the peak of-the mountain.

138. **Nakakawat an duta.**
    The land **is-being-taken.**

139. **Inaabot pa ako sin hadlok kun akon nadudumduman.**
    I still **am-overcome** by fear when I **remember-it.**

140. **Ginbabahin ninda an pagkaon sin pareho sa inda tanan.**
    They **were-sharing** the food equally among them all.

**5.2.5. The Obligatory Aspect**

The Obligatory Aspect occurs with only two verb Voices, the Objective and the Referent, and only occurs as a substitute form for the Neutral Aspect form. That is, for example, *kaunon ‘to be eaten’ becomes kauna ‘let something be eaten’. An agent is obligatorily absent but all other participants may occur.

In the Objective Voice, the Obligatory suffix *-a* replaces the Voice affix *-on.* Examples:

141. **Himua ini sin 3 na beses sa 1 ka adlaw.**
    Do this three times a day.

142. **Maayo pa na wara ko sinda paghimua.**
    Better yet that I had never **insisted-on-making** them.

In the Referent Voice, the Obligatory suffix *-i* replaces the Voice affix *-an.* Examples:

143. **Tandai kag masdi, ina namamatay.**
    **Take-note** and **watch,** it is-dying.

144. **Saruki man kami sin tulo ka lata.**
    **Draw** three cans of-water-for us-excl.
5.3. Voice and Aspect Verb Paradigms

Voice and Aspect inflections are obligatory on verb stems, although Aspect is sometimes unmarked.

The Subjective Voice affixes ag- , -um-, ang- and aki- mark the agent as Topic of the clause but have contrastive modal meanings.

5.3.1. ag- Verbs

The prefix ag- marks the action of the verb as a voluntary, reasoned and deliberate action or command for some speakers.

145. Magabasa kita sani sin maayo.
    We-incl will-read this well.

146. Nag-uli na ako kag san iba na tawo.
    I and the other person then returned-home.

For other speakers, ag- marks the action of the verb as casual or involuntary. This is usually used for acts of nature. Examples:

147. May tubi na nagaagay hali sa ibabaw.
    There-is water which flows from above.

Table 18 shows the various forms of an ag- verb inflected for Aspect with the verb root tuna ‘begin’.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>magtuna ‘to begin’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemplate d</td>
<td>magatuna ‘will/would begin’</td>
</tr>
<tr>
<td>Progressive</td>
<td>nagatuna ‘is/was beginning’</td>
</tr>
<tr>
<td>Completed</td>
<td>nagtuna ‘began’</td>
</tr>
</tbody>
</table>

The infinitive form of these verbs is used for the command form. Example:

148. Yana magtios ka!
    Now you suffer!

The infinitive form is also used as the verbal form following conjunctions. Examples:

149. Wara kami sin hinimo kundi magsirong.
    There-was nothing we-excl could-do except to-seek-shelter.

When two verbs occur as a verb phrase, the second is an infinitive. Example:

150. Dili ka maaram magsakat.
    You don’t know-how to-climb.
151. **Gin-imbitaran kami na mag-atender san fiesta sa Baleno.**
   We-excl were-invited to-attend the fiesta at Baleno.
   
   The infinitive form of these verbs is used as a neutral statement of an action in conjunction with negatives or in dependent clauses. For example, with **wara** ‘not’ it is used to indicate an action which is not happening.

152. **Wara na siya magginhawa.**
   She is not breathing any-longer.

153. **Wara magdugay nakaabot gihapon kami didto.**
   **Not long-after** we-excl were-able-to-arrive there again.
   
   In dependent clauses, the neutral infinitive form is used to express an action completed in past time.

154. **Busug-busog na kami san magbalik sa plasa.**
   **We-excl were-very-satisfied when we-excl returned to the plaza.**

155. **San magprubar ako mag-ampo wara man ako masala.**
   **When I tried to-pray I in-turn did-not make-mistakes.**
   
   The infinitive is also used as part of a time phrase in a sentence margin. Example:

156. **Magtuna sadto si Jose an nagin pinakamabuot tanan.**
   **From that-time Jose became the best-behaved of all. (Lit: Beginning at-that-time Jose was-the-one-who became best-behaved of all.)**
   
   Some speakers use the **a-** affix (thus **na-**) instead of **ag-**. Example:

157. **Nabutang gayod ako san sako sa hagdan san umabot si Itay.**
   I really put the sack on the stairs when Father arrived.

158. **Nalaba pa la ako.**
   I have just begun-to-launder.

5.3.1.1. **Affixes mag:- + -in-**

   There is an affix **-in-** infixed following the first consonant of the stem in combination with the verb prefix **mag-/nag-**. The affix reports the action as intense.

159. **Kanina ikaw la an magkinaon sadto na damu-damo na saging.**
   A-little-while-ago you were-the-one-who just gobbled-up all those bananas.

160. **Nagasinabi ako sa akon magurang na malakaton ako.**
   I was-seriously-telling my elder brother that I would leave.
5.3.1.2. Affixes *mag*—...–*an*

The verbal affix combination of *mag*—...–*an* indicates reciprocal action between members of a plural subject. The prefix *mag*—controls focus.

   "If I had known that we-excl would just anger-each-other, I would not have made friends with her," Flor said.

162. *Mag-ayuhan* na kamo kay magmanghod man la kamo.
   Be-good-to-each-other because you also are siblings.

5.3.1.3. Affixes *mag*—+ *paka*—

The affix combination *magpaka*—and *nagpaka*—has a reflexive meaning. Some prevailing condition or inanimate cause compels the actor to perform an action or causes action to be done to him. Examples:

   All of us-excl fell into the water, then because-of-that we-excl *had-to-climb* again into the launch.

164. *Nagpakamatay* si Kristo tungod san daku-dako na kamuot niya sa aton.
   Christ was-persuaded-to-die for us-incl by his very great love for us-incl.

5.3.2. -*um*—Verbs

The Subjective Voice verbs inflected with -um—indicate neutral or casual action, or an involuntary sudden reaction of an animate actor.

165. Kaya sinasabi ko lang na umungod-ungod siya pagkampanya.
   So I am just saying that he *strive-hard* when-campaigning.

166. *Lumakat* na kamo.
   You-pl go now.

167. Pakakita namon sina, kami na duha *lumukso* sa karabaw kag dumalagan.
   After we-excl saw that, we-excl two *abruptly-jumped* from the water-buffalo and *dashed-away*.

Casual action with -um—:

168. *Sumulod* sa isip niya na kadtuon niya si Juan sa Manila.
   *It-entered* her mind that she should go to Juan in Manila.

There is only one form of an -um—verb but it is used ambiguously for all the aspects as seen in Table 19 using verb root lakat ‘walk’.

**Table 19:** Aspect inflection of the -um—verbs

| Infinitive  | lumakat ‘to walk’ |
Contemplated: lumakat ‘will walk’
Progressive: lumakat ‘is/was walking’
Completed: lumakat ‘walked’

Both -ag- and -um- are used to express the normal acts of nature, but speakers usually have a preference. Note nagauran ‘is-raining’ in the following example.

169. Si Juan mauyatom magtrabaho sa uma maski nagauran. Juan was-diligent to-work on-the farm even-when it-is-raining.

In the following example sumigpit ‘shrank’ is a normal involuntary act of nature.

170. Kabadli ko sani na bado kay sumigpit san akon pakalabhi. I am-disgusted with this shirt because it unexpectedly-shrank after I washed-it.

5.3.3. ang- Verbs
Action which is either habitual, repetitive or distributed over several objects is marked by the ang- affix in the verb. The Topic NP represents the actor. The inflection for aspect is shown in Table 20 using verb root laba ‘launder’.

| Infinitive: | manglaba
| ‘to launder’ |
| Contemplated: | manglaba/manglalaba
| ‘will launder’ |
| Progressive: | nanglalaba
| ‘is/was laundering’ |
| Completed: | manglaba
| ‘laundered’ |

There is variation in the way ang- combines with roots and other affixes. The -ng changes to a nasal consonant of the same point of articulation as the first consonant of the stem to which it is joined. Frequently, in addition, that first consonant is dropped. Examples:

- mang- + kagis ‘shave’ = mangkagis ‘shave several objects’
- mang- + tukdo ‘teach’ = manukdo ‘teach several people’
- mang- + urit ‘angry’ = mangurit ‘get very angry’
- mang- + kita ‘see’ = mangita ‘see many things’
- mang- + bakal ‘buy’ = mabakal ‘buy many things’

The affix ang- also occurs as a nonfocusing affix which enables its meaning to be utilized in conjunction with the other Voice affixes. The form of ang- for this purpose is pang-. For example, the combination of ag- plus pang- marks an action as Subjective Voice with Topic as actor (from ag-).
performing multiple action (from pang-). (Note: pang- undergoes the same changes as ang- when it is joined to stems.)

171. *Nagapamakal* kami sin mga manok.
    We-excl are-habitually-buying chickens.

172. *Nagpamuhay* ako sin manok kag baboy.
    I raised chickens and pigs.

5.3.4. aki- Verbs

A different Subjective Voice affix, aki-, has two meanings but they are related. The aspect inflection of aki- verbs is given in Table 21 using verb root sakay ‘ride’.

**Table 21:** Aspect inflection of aki- verbs

| Infinitive: | makisakay ‘to do together’ |
| Contemplated: | makisakay ‘will/would do together’ |
| Progressive: | nakisakay ‘is doing/was doing together’ |
| Completed: | nakisakay ‘did together’ |

The first meaning is that of an action performed jointly by two or more actors.

    We-excl together-seeded the rice-field of Mandib-and-his-family.

174. *Nakisakay* kami sa kotsi ni Mayor.
    We-excl rode-together in-the Mayor’s car.

    For some speakers akig- is used in place of aki-, and for other speakers the two are used interchangeably.

175. *Wara na ako makig-amigo* sa iya.
    I never made-friends with her.

The second meaning is that of an action in which an actor as Topic has a second party actually perform the action.

176. *Nakitahi* si Inay sa kanda Nito.
    Inay had Nito-and-his-companions sew.

177. *Nakigisi* sa akon san sako si Beloy.
    Beloy had me tear the sack.

    The difference in functions seems to depend on the verb root being used.

5.3.5. -on Verbs

The Objective Voice affix -on has three forms: -on, -a, and Ø (zero).

The affix -on indicates that the Topic is the direct object or receiver of the action. An -on verb is inflected as seen in Table 22 using verb root kaon ‘eat’.
Table 22: Aspect inflection for -on verbs

<table>
<thead>
<tr>
<th>Aspect Type</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinitive</td>
<td>kaunon</td>
<td>'to be eating'</td>
</tr>
<tr>
<td>Contemplated</td>
<td>kaunon</td>
<td>'will be eaten'</td>
</tr>
<tr>
<td>Progressive</td>
<td>ginakaon/inaon</td>
<td>'is/was being eaten'</td>
</tr>
<tr>
<td>Completed</td>
<td>ginkaon/kinaon/inaon</td>
<td>'was eaten'</td>
</tr>
<tr>
<td>Obligatory</td>
<td>kauna</td>
<td>'let something be eaten'</td>
</tr>
</tbody>
</table>

The following are examples of the -on verbs:

178. *Kaunon san miya an isda na prinito.*
The fried fish *will-be-eaten* by-the cat.
179. *Dapat siya darahon dayon sa duktor.*
He must *be-brought* immediately to-the doctor.

The Completed and Progressive Aspect forms of Objective Voice verbs do not have an overt voice marker but do have an Aspect marker.

180. *Ginkaon man idto niya piro maniwang man gihapon.*
He *ate* those things but is-still thin.

An obligatory -on action is shown by replacing suffix -on with suffix -a on the verb, thus, *kaunon* 'to eat' becomes *kauna* 'eat!'. Examples:

Esteban, *take* this to Gomer-and-his-friends.
182. *Itay, hilata man an akon tiyan kay balì na sakit.*
Father, *massage* my stomach because it is painful.
183. *Lipaya man niyo si Ramon kay permi lang mamunduan.*
Cheer-*up* Ramon because he is just always sad.

5.3.6. i- Verbs

The Accessory Voice prefix i- allows three different participants to be represented (one at a time) by the Topic NP depending on the verb used and the particular context. The Aspect inflection of i- verbs is given in Table 23 using the root *sumat* 'report'.

Table 23: Aspect inflection of the i- verbs

<table>
<thead>
<tr>
<th>Aspect Type</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinitive</td>
<td>isumat</td>
<td>'to report something'</td>
</tr>
<tr>
<td>Contemplated</td>
<td>isumat</td>
<td>'will be reported'</td>
</tr>
<tr>
<td>Progressive</td>
<td>ginasumat</td>
<td>'is/was being reported'</td>
</tr>
</tbody>
</table>
Completed: | ginsumat | ‘was reported’
---|---|---
Potential: | igasumat | ‘intend to be reported’

One function of the *i*- verbs is to report the way an agent handles an object, represented by a Topic NP, by, for example, either carrying it, moving it, planting it or talking about it. In this Voice the agent does not physically alter the structure of the object in contrast to what an Objective Voice action can do.

184. **Inbutang** ko idto sa sulod san aparador.
    I put that inside the cupboard.

185. **Isumat** ta ikaw sa polis na kinuha mo an mga saging ninda Maria.
    I will-report you to-the police, that you took the bananas of Maria-and-her-family.

    A second function of *i*- has an agent use an instrument, represented by the Topic NP, to perform the action.

186. **Iutod** mo sa kahoy ini na sundang.
    Cut-down the tree with this bolo.

187. **Iduso** mo an trak sa kotsi.
    Push the car with the truck.

    Again this function only occurs with certain verbs in specific situations.

    The third function of the *i*- affix highlights the beneficiary as the Topic NP of the action when the referent of the Topic is a person.

188. **Pedro,** *ihuyot* man anay ako sani na bado.
    Pedro, first hold this shirt for me.

189. **Ransi,** *ipuyo* daw ako sana na radyo.
    Ransi, please quiet that radio for me.

    Potential action is signaled in Accessory Voice by the prefix *iga*-. It translates into English as a future tense verb involving an accessory to the action as Topic.

190. **Igasumat** ka daw ni Amboy san imo mga hinimo.
    You will probably be-tattled-on by Amboy about-the-things you have-done.

191. **Igasulod** mo ba ini na botilya sa basurahan?
    Will this bottle be-inserted into-the trash-can by you?

### 5.3.7. -an Verbs

The Referent Voice affix *-an* also has more than one function, depending upon the verb with which it is used. The aspect inflection of *-an* verbs is given in Table 24 using the root *tuna* ‘begin’.
Table 24: Aspect inflection of the -an verbs

<table>
<thead>
<tr>
<th>Infinitive:</th>
<th>tunaan</th>
<th>‘to begin something’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemplated:</td>
<td>tunaan</td>
<td>‘something will be begun’</td>
</tr>
<tr>
<td>Completed:</td>
<td>gintunaan</td>
<td>‘something was begun’</td>
</tr>
<tr>
<td>Progressive:</td>
<td>ginatunaan</td>
<td>‘is/was being begun’</td>
</tr>
<tr>
<td>Obligatory:</td>
<td>tunai</td>
<td>‘let something begin’</td>
</tr>
</tbody>
</table>

One function of -an highlights the direct object as the Topic NP of the clause.

192. **Inabangan** kami sin dako na miya pagpauli namon.
We-excl were-blocked by a big cat on our-excl way home.

193. **Niyan, aton na tunaan an pag trabaho kay aga pa.**
Now, let us-incl begin the job because it-is-still early.

194. **Ginhawanan** ko an akon intanom na kamatis.
My tomato plants were-cleaned-of-weeds by me.

A second function of -an highlights the indirect object as the Topic of the clause.

195. **Kadi na kay sabihan** ta ikaw san nakita ko sa probinsiya.
Come here because I will-tell you what I saw in the province.

196. **Binutangan** niya sin Eyemo an mata ni Baldo.
Some Eyemo-brand-drops were-put-into Baldo’s eye by her.

A third function of -an is to highlight a person who is the beneficiary of the action as the Topic of the clause.

197. **Sarukan** man niyo kami sin tulo ka lata.
Draw-up three tins-of-water for us-excl and bring them to us-excl.

198. **Himuan** ta na la siya sin kanaman kay kaluoy man.
Let us-incl just make a toy for him because he is sad.

An obligatory Referent Voice action is marked by the suffix -i which replaces -an. The action is limited to imperative action so the actor of the action is not specified with these verb forms.

199. **Giyahi** kami kay dili namon aram an amon pakakadtuuan.
Lead us-excl, because we-excl do not know the place to-which we-excl will-go.

200. **Saruki** man kami sin tulo ka lata.
Draw for us-excl three cans of water.
201. **Darahi man si Luz sin dolsi.**

Take some candy to luz.

### 5.3.8. aka- Verbs

The Stative Voice prefix aka- indicates that the actor is Topic and is capable of performing the action. Aspect is indicated by *m-* Contemplated, or *n-* Completed. The Aspect inflection of aka- verbs is given in Table 25.

**Table 25: Aspect inflection of the aka- verbs**

<table>
<thead>
<tr>
<th>Infinitive:</th>
<th>makalaba ‘can launder’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemplated:</td>
<td>makalaba ‘will be able to launder’</td>
</tr>
<tr>
<td>Progressive:</td>
<td>nakalaba ‘is/was able to launder’</td>
</tr>
<tr>
<td>Completed:</td>
<td>nakalaba ‘was able to launder’</td>
</tr>
</tbody>
</table>

Examples:

202. **Nakalaba na ako.**

I was-able-to-finish-the-laundering.

203. **Sin-o an makabati sa inda?**

Who will-be-able-to-hear them?

### 5.3.9. a- Verbs

There are two a- prefixes but they are inflected exactly alike, with *m*- and *n*.-

Verbs marked by the a- prefix are also Stative Voice verbs and indicate that the Topic is in the state or condition of the meaning specified by the verb. The Aspect inflection of the a- verbs is given in Table 26.

**Table 26: Aspect inflection of the a- verbs**

<table>
<thead>
<tr>
<th>Infinitive:</th>
<th>mahuman ‘can be finished’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemplated:</td>
<td>mahuman ‘will be finished’</td>
</tr>
<tr>
<td>Progressive:</td>
<td>nahuman ‘is being finished’</td>
</tr>
<tr>
<td>Completed:</td>
<td>nahuman ‘is finished’</td>
</tr>
</tbody>
</table>

Examples from the roots alo ‘shame’ and hadlok ‘afraid’:

204. **Dili ako dapat maalo o mahadlok na mag-ayo sa iya san akon mga kinahanglan.**

I should not be-ashamed or be-afraid to ask him for the things I need.

From the verb roots lula ‘dizzy’ and dubok ‘rot’:

205. **Malulula na ako.**

I will-become-dizzy.
206. **Madudubok an iya isda.**

His fish **will-become-rotten**.

When these verbs occur as the predicate head of a transitive clause they mark the verbal action as abilitative, i.e., that the non-focussed actor has the ability to perform the action on the patient which is Topic.

207. **Mabati ta man an tinong san mga nagatarangdulan na dahon san kahoy.**

The sound of the rustling leaves of the tree **will-be-able-to-be-heard** by-us-incl.

208. **Mahuman ko la an reports namon sa opisina.**

Our-excl reports can just **be-finished** by me at-the office.

209. **Makuha untani niya an usad na dyutay na kahon.**

Hopefully a small box **will-be-able-to-be-gotten** by him.

When a– co-occurs with -an it indicates the state or condition of an experiencer or patient who is the Topic, as for example, mauritan ‘be scolded’ in the following example.

210. **Ayaw pagsumat sa aton maestr o, Petoy, kay mauritan ako.**

Don’t tell our-incl teacher, Petoy, because I **will-be-scolded**.

The a– verbs have the same inflection pattern as the a– verbs but are Subjective Voice verbs like the ag– verbs. Examples:

211. **Dili siya maaram maglupad na pareho san iba na mga anghel.**

He does not **know-how** to fly like the other angels.

212. **Mahanap kita sin pagkaon.**

We-incl **will-look-for** food.

213. **Masagka gayod ako sa uma.**

I really **will-go-up** to the farm.

5.4. **Verb Phrases**

A verb phrase consists of a phrasal Head together with adverbial modifiers. As a predicate verb phrase this can be expanded to include the noun phrases in attributive relation to the Head.

**The Simple Verb Phrase.**

The Simple Verb Phrase consists of an obligatory verb Head, an optional Modifier manifested by an adverbial or modal particle and an optional Negative manifested by a small class of negatives, either dili ‘not, no,’ or wara ‘there is none, not’.

The two negative words have different distributions: dili negates the inflected verb forms, wara is the negative
existential word which can stand alone as a predicate head word but is also used to negate verbal action. The lists of the Negative words and Modal words are given below.

**Negative:**
- dili ‘not’
- wara ‘there is none’

**Modal:**
- dapat ‘must’
- kinahanglan ‘must, it is necessary’

Examples:

214. **Hahali ako sa trabaho.**
I will-be-removed from (my) job.

215. **Wara makabaton sin notisiya si Tia Maria.**
Tia Maria did-not-receive any notice/information.

216. **Dili ka masabi na “wara”.**
Don’t say “there-isn’t-any”.

217. **Kinahanglan naton tiuson hasta mawara an kulog.**
**It-is-necessary for-us-incl to-suffer until the pain is gone.**

In the following example, all three parts of this type of verb phrase are manifested.

218. **Dili kamo dapat maghambog.**
You must not boast.

When a verb root without any affixation is used as the Head of a verb phrase, it represents a completed aspect inflection. In this case the Aspect is signaled by another verb in the clause or by a time word. The Voice of the verb root is determined from the remaining context, but it is usually either Objective Voice or the neutral Subjective Voice. These forms usually occur in the interior of a paragraph or conversation.

219. **Naarman niya na sinda uhaw sa kamuot.**
He knew that they thirsted for lovingkindness.

In the previous example the actor sinda ‘they’ is marked as the subject, so we deduce that the bare verb root has a covert Subjective Voice focus.

220. **Ina nagapasabot na magpaaram ka na kay dara na namon an karabaw.**
That means that you should-bid-them-goodbye because the water-buffalo has-been-gotten by-us-excl already.

The verb dara ‘has-been-gotten’ in the previous example has a non-Topic actor, ‘by-us’, and a Topic object, ‘the water-buffalo’, which marks it for a covert Objective Voice inflection.
6. Lexical Affixes

Lexical affixes modify the meanings of words in the major word classes: adjective, noun, verb.

6.1. Root Reduplication (R)

Words in all the major word classes undergo root reduplication.

When noun roots are reduplicated, the result is an attenuated meaning.

221. An **badu-bado** san akon munyika maganda.
   The **miniature-dress** of my doll is-beautiful.

222. **Balay-balay** an hilig ko na kanam.
   My favorite toy was **a-miniature-house**.
   Adjective roots affixed with **ka-** plus R have intensified meaning. Note the absence of a Topic phrase.

223. **Katiku-tiko** sani na inpahimo ko sa imo na pudlos.
   **How-very-crooked** is this whip which I had-you-make for me.

224. **Kahawan-hawan** sani na uma.
   **How-very-clean** is this field.

   Adjective roots affixed with **ma-** plus R also have intensified meaning.

225. **Maayu-ayo** an pakadilihir ni Rolly san iya pagsurumaton.
   Rolly’s delivery of his speech **was-very-good**.

226. **Maluya-luya** gayod an tawo kun wara sin kaon.
   The person **will-get-very-weak** if he has no food.

   With the non-Subjective Voice verb affixes R indicates intensified meaning.

227. **Huyut-huyuti** la ini na papil, Rose.
   Just **hold-tightly-to** this paper, Rose.

228. **Pakayamit-yamiti** ko sa imo, huhubaon mo naman liwat.
   After I **have-completely-dressed** you, you will-take-everything-off again.

229. **Idara-dara** man anay ako sani na akon lapis, Mandio.
   **Carefully-carry** this pencil of mine for me for a moment, Mandio.

230. **Dyut-dyuta** niyo an iyo pangabuhay kay masakit sana an paghanap.
   **Be-frugal** in your style-of-living because it-is hard to-earn it.

   With the **mag-** Subjective Voice affixes, R seems to indicate an attenuated action.
231. *Nagaayu-ayo* la san radyo si Lito.
Lito just **fixed** the radio **a little**.

232. *Magasaruk-sarok* na la ako.
I **will just** carry-a-little-water.

233. Kairo man ni Lily kay binayaan san iya katrato; ano pa *nagaluha-juha* la pirme an iya mata.
How sad Lily is since her boyfriend left her; what’s more her eyes are always **a-bit-tearful**.

234. *Nagatiku-tiko* an tuhod ta kun kita nagalakat.
Our knees **bend-slightly** when we-incl walk.

235. Para *nagasumat-sumat* ako sa iya iloy mahinungod sa iya amiga, naurit dayon.
When I **was-casually-telling** her mother about her girlfriend she immediately got angry.

The unaffixed reduplicated verb root also has an attenuated meaning with some verbs and an intensified meaning with others.

236. *Ayaw sana* pagtuod kay *himu-himo* la ina na mga istorya.
Don’t believe that because those stories were just **made-up**.

That he will-return to us-incl is-really **known-for-sure** by everyone.

6.2. The Affix *tika-*
The affix *tika-* marks an action as about to, or near to, or almost happening. It does not select either the Topic nor Aspect.

238. San mauli na kami bagaan dili pa ako *tikaupod* pabalik.
When it was time for us-excl to return home it-was-as-though I did not yet **want-to-accompany** them back.

239. *Tikamatayon* siya.
He is-near-death.

240. *Tikasabi* untani ako na mautang ako sin kwarta ugaling kay naaalo ako.
I **almost-said** that I would-like to-borrow some money but I am ashamed.

6.3. The Affix *C-uru-*
The affix *C-uru-* has multiple functions. The C of *C-uru-* is a reduplication of the first consonant of the root.
One function is that it intensifies the meaning of the root.
241. **Maturutugnaw gali an sulod san refrihiretor.**
   The inside of the refrigerator, surprisingly, *is-very-cold.*

242. **Nagturutaghoy siya kag tumindog.**
   He *whistled-hard* and suddenly-stood-up.
   
   A second meaning is the opposite of the previous. With a few roots the affix C-uru- indicates an attenuated action.

243. **Huruhiluta man anay an akon maa bitiis kay bali na kulog.**
   **Massage** my calves-of-the-leg *a-little* first because they are-very sore.

244. **Igwa sinda sin kurukalipay sa balay niyan sa hapon.**
   This afternoon they will-**have a little-celebration** at-the house.
   
   Affixed to time words C-uru- gives a distributive meaning of 'every'.

245. **Nagatrabaho siya para may makaon sa uruadlaw.**
   He is-working in-order-to have something-to-eat **every-day.**

6.4. The Affix -rV-

The affix -rV- is an infix in which -V- represents the first vowel of the stem. The affix is inserted immediately following the first syllable of the stem, except on l-initial and y-initial stems; it is prefixed to them.

Affixed to verbs, -rV- indicates an action is performed by multiple actors or a multiple action by a single actor. It does not select Topic.

246. **Nanghuruyot kamo sa pisi.**
   You-pl **held-tightly** to-the rope.

247. **Inrilipay ninda Juan, Felipi, kag Pablo an tawo na nasunugan sin balay.**
   Juan, Felipi, and Pablo **cheered-up** the man whose house burned down.

248. **Ruluha an mata ni Manuel san suklaton ni Crispin.**
   Manuel’s eye **watered/teared** when Crispin jabbed it.

249. **May isarabi ako sa imo.**
   I have-some-things **to-tell** you **about.**

250. **Rayamitan gali hasta si Pasyong, dili gali kay si Felipi lang.**
   It is not just Felipe surprisingly who **will-be-given-many-clothes, but surprisingly Pasyong is-included.**
   
   When verbs affixed with -rV- are nominalized, the meaning is simply plural action.
Grammatical Sketch

251. Nakita mo an iralaba sa sako?

Did you see the things-to-be-laundered in-the sack?

When verbs are affixed with a double -rV- affix, the meaning is that absolutely every one in the party was involved in the action.

252. Nagatararawa sinda.

They all-laughed. (from tawa ‘laugh’)

Nominals may also occur with -rV- infix. The meaning is ‘plural noun’.

253. Wara lugod kami sin baligya na manok kundi an iba namon na katarakin basi igwa.

We-excl really don’t have any chickens to sell, but our-excl other neighbors might have. (katarakin from katakin ‘neighbor’)

6.5. The Affix tag-

The affix tag- and its variant tig- are derivational affixes which have slightly different effects on different parts of speech although in general they form nouns. But these nouns can also fill adjectival functions.

Affixed to verb stems, tag-/tig- form a nominal indicating the time of doing the activity of the verb. For example, tigtapason san tubo ‘sugar cane harvesting time’, tigbayadan ‘time to pay rent’ and tig-anihan ‘harvesting time’. Examples:

254. Abisuhi an mga nagaplite sa balay na tigbayadan yana.

Advise the renters in-the house that the-rent-is-due today. Lit: Advise the renters in-the house that today is rent-payment-time.

255. Dili si Juan tigsabi san iya mga nababatian.

Juan is not one who gossips/tells what he hears.

Affixed to adjective stems, the tag-/tig- affix serves to limit the range of the adjective’s application. For example, tagdyis (from tag- + dyis ‘ten’) ‘ten each’, tigdyutay-dyutay (from tig- + dyutay-dyutay ‘very small’) ‘a little bit at a time’, tagdyutay (from tag- + dyutay ‘small’) ‘each small one’ and tigduha-duha (from tig- + duha-duha ‘only two’) ‘each one has two’. Examples:

256. Nagbilang kami sin tigduha-duha.

We-excl counted by twos.

257. An iloy naghatag sin pagkaon sa tagdyutay na mga bata.

The mother gave some food to each-small child.

Affixed to nouns tag-/tig- specifies one who is characterized by the meaning of the noun stem. For example, tigduktor (from tig- + duktor ‘doctor’) ‘one who works like a doctor’, tagbalay (from tag- + balay ‘house’) ‘one who is of
the house, house occupant’ and tag-iya (from tag- + iya ‘his, hers’) ‘owner’. Examples:

258. An tagbalay ginhatangan siya sin aginaldo.
    The house-occupant gave him a gift.

259. Malipay gayod an tag-iya sa oras na san tig-anihan.
    The owner is really happy when the time for harvest comes.

Affixed to number quantifiers tag-/-tig- indicate each item consists of the number specified. For example, tig-irisad (from tig- + isad ‘one’) ‘each one has one’ and tigduha-duha (from tig- + duha-duha ‘only two’) ‘each one is two’. Examples:

    We excl counted by twos.

261. Dili ngani an iba na tigduruha la an sungay, ako pa ini na damo.
    I am indeed not as others whose horns are limited to two-each, I still have these many.

6.6. The taga- Adjectives

The affix taga- and its variant tiga- on a location noun refers to the people who are from that place. Examples:

262. Wara ako sin kaupod na tagaMabsbate.
    I don’t have any companion who is from-Mabsbate.

263. An mga barong-barong sani na mga tagabaryo hagrayo sa kada usad.
    The farm-houses of these people-from-the-barrio are far from each other.

The occurrence of taga-/tiga- on a verb stem indicates one whose occupation is the activity represented by the verb. Examples:

264. An tagaluto...
    The one-who-cooks...

265. Huna ko mas damo na tigapatunga, mas madali an pagsabat.
    I thought that the more mediators the quicker the answer.

6.7. The Affix mag- 

There are two homophonous forms of mag-. The mag- affix is used to indicate Contemplated Subjective Voice in verbs (see section 5.2.1). The mag- affix does not mark Voice at all but is used to form nouns to indicate a plural referent. Examples:

    magbababoy ‘dealer in pigs’ (from baboy ‘pig’)
    mag-ama ‘father and son’ (from ama ‘father’)

6.8. Derivation

Word roots in Masbatenyo have inherent features of potential for derivation and inflection. That is to say that a
given root has as a part of its meaning a pattern of acceptable affixation. Not all the affixes can be used on every base. Specific inflection is discussed in connection with the various grammatical classes in the following sections. A discussion of derivation is given here.

The process of derivation in Masbatenyo is accomplished by the use of affixes although derivation is not the sole function of those affixes. For example, certain verbal inflectional affixes can be used to derive verbs from nouns. Conversely, other affixes appear to derive nouns from verbs. For example, the root langas ‘joke’ is inherently a noun. Example:

266. Dili ko gusto an irog sana na langas.
I do not like that kind of joke.

The same noun root becomes a derived verb by attaching a primary verbal affix. Example with langas + -an ‘Referent Voice’:

267. Pilion mo an tawo na imo langasan.
Select the person with whom you will-joke.

In a similar way the noun root langas becomes a derived adjective by attaching the affix ma-. Example:

268. Si Pedro an malangas na tawo.
Pedro is the joking person.

To take another example, the root kaon ‘eat’ is inherently a verb. Example:

269. Kaon na!
Eat now!

270. Magkaon ka sin utan.
Eat some vegetables.

So, when the suffix -an2 ‘Referent Voice’ is attached to the verb root kaon the meaning is ‘eat with’, as in the following example.

271. Kaúnan mo man kami didi.
Please eat-with us-excl here.

When the suffix -an3 is attached to the verb, the resultant word is a noun with the meaning ‘dining-table or eating place’, the place where the action occurs. Example:

272. Nagaingkod siya sa may kaúnán namon.
He is-sitting at our-excl dining-table.

In the previous examples, the feature which distinguishes noun from verb is the placement of word stress since the suffixes are homophonous. However, word stress, though used to distinguish between homophonous forms here, is not predictable, so cannot be identified as the feature which derives anything.
6.8.1. The Affix pag-

The affix pag- derives gerundive-like nouns from verbs. Example:

273. *May pagkaon ako didi para sa duha.*

I have food for two here. (Lit: I have stuff-for-eating here for two.)

274. *Nagpadayon ako san akon pag-adal didto sa Manila.*

I continued my studying there in Manila.


On my returning here, I enrolled in-the Masbate Colleges.

6.8.2. The Affix para-

A verb root derived by para- ‘repeated action’ becomes a noun which refers to one who regularly does the action of the root. Example:

276. *Ginasamukan niya an mga langitnon na parakanta.*

He was-disturbing the heavenly singers. (parakanta from kanta ‘sing’)

tukdo ‘point, teach’ → para-tukdo ‘teacher’

pangagaw ‘grabbing’ → para-pangagaw ‘grabber’

pangisda ‘fishing’ → para-pangisda ‘fisherman’

A noun root derived by para- becomes a derived noun which refers to one whose occupation is to regularly use the objects represented by the noun or to do the action in some way. Example:

277. *Nakaisip siya na parabadil idto na tawo.*

He thought that that person was a hunter. (parabadil from badil ‘gun’)

278. *Usad pa gayod na akon nahahadlukan amo an paraineksiyon.*

One other-thing which I was-fearing was the injectioner/one-who-regularly-gives-injections.

A verb stem derived by para- can be inflected by a Voice affix to refer to repeated or habitual action. Example:

279. *Nano an ginaparasuruayan niyo?*  

What is the-thing-that is-constantly-being-argued-about by you-pl?

280. *Nagparahanap sa iya si Renaldo.*

Renaldo searched-repeatedly for her.

6.8.3. The Affix paga-

A verb root derived by paga- results in a noun indicating continuous action. Example:
281. Nagsige ako san akon pagaeskwela sa Masbate High School. I continued my studying at Masbate High School. (pagaeskwela from euskwela ‘school’)

Verb stems derived by paga- can also be further derived by Voice affixes to form a verb. Examples:

282. Kaya nagkadto kami sa lugar na diin pagahimuon an risul. So we—excl went to—the place where the wrestling will-be-done. (pagahimuon from himo ‘do’)

6.8.4. The Affix pang-

A verb root derived by pang- ‘multiple action’ results in a noun specifying many actions or a habitual activity. Example:

283. Nagpasumat-sumat sinda san mga pangyayari. They recounted—often the various-events. (pangyayari from yari ‘happen’)

284. Nagakinahanglan siya sin kwarta na panggasto. He needs some expense money.

285. Haros tanan na pangyayari sa buhay ko malipay. Almost all—the events in my life are—joyful.

When the pang- affix occurs on a noun root, it indicates the thing used habitually or performed many times on many objects. Example:

286. Nagakinahanglan siya sin kwarta na panggastos sa pageskwela. He needs some spending money for schooling.

A stem derived by the pang- affix may be further inflected by a Voice affix. Then it indicates that the action of the verb is performed on many objects or with repeated action. Example:

287. Dili la kuno kay karabaw niyan an ginapangawat kundi pati kuno duta. It—is-reported that it is not just water-buffalo now that are regularly—being—stolen but—also even land it—is—reported.

6.8.5. The Affix ka:-

On a verb root the prefix ka:- forms a derived nominal which indicates a result of the action.

kasabi ‘what—is—said’ from sabi ‘to say’
kautod ‘piece’ from utod ‘to cut’
kaalo ‘shame’ from alo ‘be ashamed’

On an adjective root the ka:- affix derives an abstract noun from the adjective.

288. Hain an kalinaw? Where—is the peacefulness?
289. Amo ini an ginasiyak ninda tungod san mga kasakit.
This is what they were-shouting because of-the pains/sufferings.

On a verb root the affix combination ka₁-...-an forms a derived nominal.
kahariàn ‘kingdom’ from hari ‘to rule’
kapagalan ‘suffering’ from pagal ‘strive’
kasal-an ‘sin’ from sala ‘transgress’

The affix ka₁- also occurs on verb stems in combination with the other Voice affixes but almost always this results in derived nominals rather than verbal forms.

290. An kamatayon san tawo dili maaraman.
When the death of-a man cannot be-known. (kamatayon from the verb matay ‘die’)

291. An ikinamatay sadto niya, sakit.
The cause-of that one’s death was-illness. (ikinamatay from the verb matay ‘die’)

6.8.6. The Affix ka₂-
On an adjective root the affix ka₂- indicates an intensified adjective.

292. Katugnaw san panahon kun aga baga’n dili ako mabangon.
It-is-so-cold in-the morning time that-I-feel-like I don’t want to-get up.

293. Kaayo san imo kasabi!
How-good is what you said!

On noun roots the ka₂- affix forms derived adjectives.

294. Kahangin gali didi sa iyo!
How-windy-it-is here in your-place!

Similarly, ka₀- combined with maka- or C-uru- on adjective stems makes an intensified adjective.

295. Kamakauurit san mga sabat mo kan Itay.
How-angry your answers made Father.

296. Kasurusigpit sani na agihan.
How-very-narrow this path is.

6.8.7. The Affix ka₃-
The prefix ka₃- indicates a co-participant in the meaning of the stem to which it is attached. For example:
A. Attached to a noun root.

297. Damo naman an amon nakita na mga kaksaddle.
We-excl also in-turn saw many of our classmates.

B. Attached to a verb root.
298. Wara ako sin kaupod na taga-Masbate.
   I have-no companion who is-from-Masbate. (Lit. I have-no co-accompanyer who is-from-Masbate.)

6.8.8. The Affix Combination of mag- Plus ma-
   The combination of mag(a)-/nag(a):- and ma- on an adjectival root is a means for deriving an intransitive verb from the ma- adjective.

299. Nagamaluya ako pagkadto sa bukid kay kahuruharayo.
   I get-weak going to-the mountain because it-is-so far.

6.8.9. The Affix pa-
   Affix pa- is a derivational affix. When affixed to a transitive verb it requires the addition of another noun phrase to the clause. If the verb already has a full set of complements, the new one becomes the actor who is caused to perform. The original actor becomes the causer or indirect actor. Affix pa- combines with Voice affixes but it does not mark Voice itself.
   Note: 300a is a normal verbal clause inflected with -an. B is a pa-...an inflected verbal clause.

300a. Sabihan ta si Clara san nakita ko sa probinsiya.
   I will-tell Clara what I saw in-the province.

b. Pasabihan ta sa kan Jose si Clara san nakita ko sa probinsiya.
   I will-have Jose tell Clara what I saw in the province.

c. Ginpahimo ko kan Tatay an usad na turutrak.
   I had Father make a toy truck.
   If the verbal clause has less than a full complement of noun phrases, the extra phrase provided by the pa- affix functions as either the direct or indirect object. This is the normal result when pa- is added to an intransitive verb.

301. Pinaluya ako sin kakarga sani na usad ka sako na bug-as.
   Carrying this one sack of rice tired me out.
   The affix pa- also occurs alone on a root. On a verb root the affix derives a causative stem. Examples:

   We-excl returned directly to Edwin’s house. (Lit. We-excl were-caused-to-return directly to Edwin’s house.)

7. Particles
   Most particles are uninflected roots of two kinds: lexical and grammatical. Lexical particles signal a variety of semantic content. Grammatical particles are words which signal grammatical functions.
7.1. Lexical Particles

On the basis of their semantic content the Lexical Particles may be loosely grouped into the following classes: Temporal, Modal, Limiting, Verbal and Interjections. These groups are illustrated below but no effort is made to exhaustively list all the members of the groups.

The Temporal Particles relate an incident to time or some state of completion. For example:

1. anay 'first, before'

303. Nagsirong anay kami didto sadto na sirungan.
We-excl first took-shelter there at-that shelter-place.

2. pa ‘still, yet’

304. Tungod kay baga’n ginapiraw pa ako, tumurog lugod gihapon ako.
Because I was still as-though sleepy, I really slept again.

3. na ‘already, then, now’

305. Ada na si Sir ginatawag ako kun handa na ba.
Sir was already there calling me as-to-whether I was now ready.

Modal Particles express the speaker’s opinion about the truth value of a statement. For example:

4. basi ‘might be, maybe, perhaps’

306. Basi makita mo dayon an imo ginahanap.
Perhaps what you are-looking-for you can-find quickly.

5. daw ‘probably’

The other-one said that riding (that) will probably be scary.

6. kuntani ‘hopefully, would that’

308. Gusto man kuntani niya mag-asinso.
He also hopefully wants to-succeed.

7. kuno ‘it is reported, it was said’

309. Pag-abot ni Dr. K. nagsabi siya nga andayyna la kuno.
When Dr. K. arrived he said that it-is-just angina, it-was-reported.

8. lugod ‘probably, really, instead’
310. Kaya sadto rilatob lugod kuno si Manay Diola.
So-then Manay Diola really was-whipped at-that-time, it-
was-said.

9. gali ‘surprisingly’

311. Ako gali an nakakuha san primero lugar san amon pag-
eskwela.
I to-my-surprise was-the-one-who had taken first place
among our-excl pupils.

The Limiting Particles limit the incident in some way. For
example:

10. lang ‘only, just (so)’. It also has the
variant forms lamang and la.

312. Dili lang kay trumpo kundi burak man...
Not only like a top but also like a flower...

313. An iba na anak an tumangis na lamang.
The other child was-the-one-who just cried.

11. manga (written mga) ‘approximately’ with
reference to time, size or number. It is also
homophonous with the pluralizer manga (mga). The
two are distinguished by context.

314. San mga idad dyis anyos kuno ako, nag-upod kami san akon
iloy pakadto sa Kapsay.
When I was-about ten years-old, we-excl including my
mother went to Kapsay.

12. mismo ‘self, same’. This particle is
reflexive.

315. Sina mismo na gab-i nagbaraluyan kami san aginaldo.
On-that same night we-excl exchanged gifts.

13. pati ‘even, also, including’

316. Si Itay nagproblema, dili lang si Itay kundi pati si
Inay.
Itay had-a-problem, not just Itay but-also even Inay.

14. sugad ‘like that’

317. Malipay sinda bisan sugad la an inda kamutangan.
They are-happy even-though their situation was only like-
that.

Verbal Particles are so called because they act as
uninflected verbs when occurring unaffixed. However, some may
also be inflected as full verbs with different meaning. For example:

1. ambot ‘not know’

318. **Ambot** kun hain si Fidel.
   I-*don’t-know* where Fidel is.

2. nagpaambot ‘denied’

319. **Nagpaambot** siya sa husgado san hunaon san huwes.
   He *denied-it* in court when questioned by-the judge.

3. igwa ‘there is’

320. **Igwa** sin duha na sungay na lumutaw sa lawas ni Juan.
   **There-were** two horns which suddenly-appeared on Juan’s body.

4. nagkaigwa ‘had’

321. **Nagkaigwa** gayod kami sin maayo na biyahi.
   We-excl really **had** a good trip.

5. may ‘there is’

322. Sa ubos sani na kweba **may** tubi na nagaagay hali sa ibabaw.
   At-the bottom of-this cave **there-is** water which flows from above.

6. wara ‘there is not’

323. **Wara** na sin nano pa man nga nangyari.
   **There-was-not** anything else which happened.

7. nawara ‘was-lost’

324. **Nawara** an singsing na ginhatag san banog.
   The ring which was-given by-the hawk **was-lost**.

Negative Particles are **dili** ‘no, not’, **wara** ‘there is not’, and **ayaw** ‘do not’. The phrase **hasta na dili** is an idiom meaning ‘unless’. Wara is illustrated above. The others are illustrated below.

1. dili ‘no, not’

325. **Dili** ka mahadlok sa akon.
   Do **not** be-afraid of me.

2. hasta na dili ‘unless’
326. **Dili gayod kami gintugutan na maglusad hasta na dili kami nagkaon.**
We-excl were not permitted to descend unless we-excl had-eaten.

3. **ayaw ‘do not’**
This Imperative Command Particle is used to negate verbs. The particle requires an obligatory change in mag- verbs from a mag-prefix to a pag-prefix.

327. **Ayaw didi paghadi-hadi kay istryhro ka lang didi.**
Don’t be-bullying-others here because you are only a stranger here.

Interjection Particles add degrees of emphasis to statements. For example:

1. **abaa ‘oh yeah’**

328. “**Abaa,**” an sabi san may sakit. “**Dumamo unta an imo mata.**”
“**Oh yeah,**” said the sick-one. “May your eyes be plenty.”

2. **abadaw ‘wow!’**

329. **Abadaw! Nakita ta ikaw kaupod an imo tsik.**
**Wow!** I saw you with your chick (girl-friend).

7.2. **Grammatical Particles**
Grammatical particles are grouped here according to their functions. The particles which mark attribution and prepositions are described in section 7.2.1 as intra-phrase connectors. The particles which connect clauses within sentences internally are conjunctions and are described in 7.2.2. The discourse particles which indicate grammatical relations between sentences are discussed in 7.2.3.

**7.2.1. Intra-phrase Connectors**
Intra-phrase connectors are connectors within phrases used to mark the grammatical relation of attribution.

There are two particles which mark attribution: **na** indicates attribution between head words and **ka** indicates attribution between numbers and head words. In normal use, however, **na** is used by many speakers indiscriminately in both contexts. The use of **ka**, on the other hand, is strictly limited to mark the attribution between numbers and head words. These connectors are usually untranslatable. Examples:

330. **Nagbisita siya insigida sa tubi na nagaagay.**
He immediately visited the **flowing stream/water**.

331. **Wara ako didi sa sulod sin isad ka semana.**
I will not be here for **one week**.
332. **Ini na drama istorya sin isad na tinedyer.**
This drama is a story of a teenager.

When the connector *na* connects a dependent clause to a head word, the *na* can usually be translated into English with a relative pronoun, but it is sometimes untranslatable.

333. **An bisita na magkadto sa kada balay inda pagapakaunon.**
The visitor who goes to each house will-be-fed-well by them.

334. **Myintras na adi pa ako sa Masbate ako magatrabaho.**
While I am still here in Masbate I will-work.

There are alternate forms of the connector *na* which are *nga* and *-ng*.

335. **Ginasamukan niya an mga Propeta nga nagapangadyi.**
He was-disturbing the Prophets who were-praying.

336. **Nagbakal kami sin sinabaw na luto-ng Intsik.**
We-excl bought some rice-soup which was-cooked Chinese-style.

However, some speakers mix the connecters in normal speech. In the following example from a text, note the occurrence of both *na* and *nga* with the same meaning.

337. **Ini na drama istorya sin isad na tinedyer nga anghil na an ngaran Anghelito.**
This drama is a story of a teenager angel whose name is Anghelito.

Most prepositional functions in Masbatenyo are marked by the non-topic noun phrase introducers (the *san* class and the *sa* class) and their substitutes (see section 2.3.2ff). Examples:

338. **Kada usad sa inda nagsibot sa pagpreparar san inda regalo.**
Each one of them hurried in preparing of their gift.

339. **Sa ubos sani na kweba may tubi na nagaagay hali sa ibabaw.**
At-the bottom of-this cave there-was water that flows from above.

340. **Nakita san tanan an mga sulod.**
The contents were-seen by everyone.

A prepositional function may also be expressed by a an introducer phrase which consists of one of the non-Topic noun phrase introducers and a qualifier to give a more specific preposition. For example:

1. **hali sa ‘from the, from’**
341. *May tubi na nagaagay hali sa ibabaw.*
   There-is water which flows from above.

2. *pakadto sa ‘to’*

342. *Pakan nagsakay kami sa taksi pakadto sa amon pagadayunan.*
   Then we-excl rode in-a taxi to our-excl temporary-housing.

3. *sa sulod ‘within’*

343. *Sa sulod sana na upat ka adlaw damo gayod an akon nakita.*
   Within those four days I really saw a lot of things.

4. *kaupod sa or kaupod san ‘with’*

344. *Kaupod siya san damo-damo na lalaki puros may huyot na baraha.*
   He was with many men all holding cards.

7.2.2. Conjunctions

The term Conjunctions here refers to those grammatical particles which connect clauses within a sentence or sentences to sentences. For example:

1. *ugaling ‘however’*

345. *Damo gayod an mahihimo ta ugaling wara’n makadulag sa tanan na mga sakit.*
   There really is-much that we-incl will-be-able-to-do however no-one can escape all illnesses.

2. *kag ‘and’*

346. *Pito an kamanghod ko na babayi kag wara sin lalaki.*
   My sisters are-seven-in-number and there-are-not-any brothers.

3. *pero ‘but’*

347. *Ginagukdan niya an tawo pero wara madakop.*
   He chased the fellow but couldn’t catch him. (Lit: The fellow was-chased by-him but was not able-to-be-caught.)

4. *kundi ‘but rather, but instead, but only’*

348. *Wara siya’n nahimuan sa paraiso kundi an magparasamok kag magparapasaway.*
   He had-nothing to-do in paradise but-only to-continually-disrupt and to-continually-disturb others.

5. *basta ‘so long as, even if, whenever’*
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349. **Basta** nakakuha siya sin dyutay na isda inapilak na niya babalik sa dagat.
*Whenever* he gets small fish he throws them back into the sea.

6. **maski/maskin** ‘even, even though, even if’

350. **Maski** hagrayo an mga balay pero pirme sinda nagkakaurusad.
*Even-though* the houses are far apart but they were always getting-together.

7. **bisan** ‘even, even though, even if’

351. Malipay sinda **bisan** sugad la an inda kamutangan.
*They are-happy even-though* their situation was only like-that.

8. **pwera** ‘except, besides, in addition to’

352. Ilahid mo an panlahid na asupre sa lawas **pwera** lang sa bayhon.
Wipe the sulphur ointment on-the body only *except* on-the face.

353. May ginalukadan siya kag **pwera** sana halapad pa an iya uma.
He has a coconut-plantation and *besides* that in-addition his farm is-extensive.

9. **kay** ‘because’

354. Pirme sinda nagkakaurusad **kay** igwa sinda sin lugar na gintitiripunan.
They were always getting-together *because* they had a gathering place.

10. **kun** ‘if’

355. **Kun** nagtuga ka dayon tadi wara ka masakiti.
*If* you had-told-the-truth immediately then you would-not be-hurt.

11. **tadi** ‘then’

356. **Kun** nagtuga ka dayon **tadi** wara ka masakiti.
*If* you had-told-the-truth immediately *then* you would-not be-hurt.

12. **kaya** ‘therefore, so’
357. *Sigi an padako san tunog, kaya an mga tawo nangruluwas sa inda mga balay.*
The increasing-loudness of-the sound continued, *so* the people went-out of their houses.

13.  *o ‘or’*

358. *Baga’n nagaduha-duha siya kun madalagan ba o dili.*
He was as-though uncertain whether to-run *or* not.

14.  *agod ‘so that, so’*

359. *Maturog na kita agod atab pa magbangon!*  
Let us-incl go-to-sleep *so-that* we-excl may-awake early!

15.  *kaysa ‘than’*

360. *Mas nalilipay na ako didi sa simbahan kaysa magkadto sin mga party.*
I am-enjoying being-here in-the church much-more *than* going to parties.

7.2.3. Discourse Particles.

Sentences of a narrative can be loosely grouped together in paragraphs by the thread of a lexical theme. No overt markers are required for that kind of grouping. However there are a few particles in Masbateño which connect sentences overtly. These are discourse particles distinct from conjunctions.

The particle *ba* indicates the sentence of which it is a part is a question and grammatically relates it to the sentence which gives an answer. For example:

**Question:**

361. *Ramon, mga mataba ba an aton karabaw?*
Ramon, are-our-incl water-buffalo fairly healthy/fat?

**Response:**

362. *Oo, mataba pa.*
Yes, they-are-still healthy/fat.

The particle *man* indicates that the clause of which it is a part is additional information to the immediately preceding clause. Note the relationship between the conjointed clauses in examples 363a and b.

363a. *May magkadto sa amon kagab-i na tawo na dili namon kilala,*
There-was a person who came to our-excl-place last-night
whom we-excl did-not-know,

b.  *pero maayo man an pakiestorya kan Tatay.*
but his-discussion with Father was good.

The particle *man* is best left untranslated in this sentence.
The particle *naman* indicates that the sentence of which it is a part is a logical sequence following from the previous sentence. Examples:

   At-that-time I had-no companion who was-from Masbate.

b. Pero sa pagkadugay damo *naman* ako sin nakaamigo.
   But after-a-while I *then* had-many friends.

8. Clause Structure

There are two structural types of clauses in Masbatenyo. The most frequent type is a bi-polar construction consisting of a Predicate and a Topic (with optional modifying phrases for each).

**Predicate + Topic**

The less-frequent clause type consists of only a Predicate (with optional modifying phrases).

**Predicate**

There are both verbal and non-verbal clauses of each structural type. Clauses are distinguished by the predicate types.

8.1. Non-verbal Clauses

Non-verbal clauses are of four types: Descriptive, Equational and Existential are distinguished by having different predicate types. Identificational clauses have limited types of Topics.

8.1.1. Descriptive Clauses

Descriptive clauses have a Predicate + Topic construction and are identified by the presence of an adjective as the head word of the predicate. Examples:

365. **Sarawayon** gayod ini si Anghelito.
   This Anghelito was really mischievous.

366. **Maribok-ribok** siya maski diin magkadto.
   He was-very-noisy wherever he went.

Some Descriptive clauses have only a Predicate with an out-of-focus subject and no Topic NP.

367. **Kahadlok** ko mangadyi!
   How-fearful am-I to-pray!

368. **Kaila** ko la sa uma!
   How I just like-being on-the farm!

8.1.2. Equational Clauses

Equational clauses have a Topic + Predicate construction and are identified by the presence of a nominal phrase as the predicate Head. The clause consists of two nominal phrases
juxtaposed to each other; one is the Predicate and the other the Topic. Predicate is in bold face type in the examples. Examples:

369. An tubig an pinakamaayo na bulong.
Water-is the best medicine.

370. An First Aid amo an simple na pag-agap.
First Aid-is the simple rescuing-of-someone.

8.1.3. Existential Clauses
Existential clauses without a Topic express a condition of existence with an obligatory Predicate. Either of the words may or igwa ‘there is’ or wara ‘there is none’ function as the Head word of the Predicate.

371. May makadaog pa sani?
Is there-anything that can-surpass this?

372. May dyutay na hayop na igwa sin duha na sungay.
There-is a small insect which-has two horns.

When there is a Predicate + Topic construction, the clause indicates possession of an indefinite object by the Topic referent.

373. Wara ako sin kaupod na taga-Masbate.
I do-not-have a companion who is-from-Masbate.

374. May karabaw si Jose.
Jose has a water-buffalo.

8.1.4. Identificational Clauses
In Identificational clauses the Predicate is a Simple Noun Phrase or a Nominative Noun Phrase introduced by the an phrase introducer or one of the NomNP substitutes. The Topic is a personal NomNP or one referring to a person. Predicate is in bold face type. Examples:

375. Bata pa siya.
He-is still a child.

376. Ako si Virgilio Batsoy.
I-am Virgilio Batsoy.

8.2. Verbal Clauses
A verbal clause can be viewed as a miniature plot with a surface structure of words related grammatically and an underlying semantic structure of participants involved in the plot. The participants are represented by the noun phrases of the clause and the action is represented by the Predicate verb. The participant roles are assigned grammatical functions by the verb. That is, an inflectional affix on the verb together with inherent features of the root signal which noun participant is the Topic of the clause and what roles the other noun phrases fill.
Most verbal clauses have a Topic noun phrase introduced by the Nominative Introducer an or a pronoun of the same class which substitutes for the whole phrase.

Examples of Predicate + Topic verbal clause are the following. The Predicate is in bold face type.

377. *Naarman niya an inda pagtios.*
    Their suffering is-known by-him.

378. *Inbutang niya an iya dara sa natad.*
    He put-down in-the yard the-things he was-carrying.

Examples of verbal clauses which have no Topic:

379. *Nagauran na.*
    It-is-raining already.

380. *Ginsabi ni Anghelito na dili man gayod siya sarawayon.*
    It-was-said by Anghelito that he was really not mischievous.

381. *Kamingaw ko na nga dugay na kami wara makakadto!*  
    How-saddened I-am now that we-excl have-not been-able-to-go-there for a-long-time now!

8.3. Predicate Verb Classes

There are fifteen root classes which manifest the Predicate verb. These are distinguished on the basis of their co-occurrence, or lack of it, with one or more of the primary Voice affixes: MAG- (M-AG-/N-AG-, UM-, M-AKA-/N-AKA-, M-ANG-/N-ANG-, M-AKI-/N-AKI-, M-A-/N-A-), -ON, -AN, I-. In many of the dictionary entries the variations in the correlation of the grammatical and semantic functions in the predicate complements are also noted.

The Voice affixes given in the entries are the ones which have been found to be used with the particular root, but it is possible that a given listing is incomplete because the analysis of verbs is still in progress.

In Declarative Clause Class I there is only one obligatory element, the Predicate. The head of the Predicate phrase is manifested by any member of Verb Stem Class I (VC1). No subject occurs in this clause type but peripheral complements of location and time may also occur. The verb in this class is usually inflected for Subjective Voice, but a few roots occur without any inflection at all.

Verb Stem Class I consists of only a few members, most of which represent acts of nature. Representative members of Verb Stem Class I are the following:

- *uran ‘rain’*
- *bagyo ‘storm’*
- *hangin ‘wind’*
- *kidlat ‘lightning’*
- *kilat ‘lightning’*
- *linti ‘lightning’*
- *tun-og ‘dew falls’*

Sentences which illustrate this verb stem class are given below.
382. Taud-taod dumulom an mundo, humangin kag kumidlat. Umuran sin tudu-tudo.
Shortly the world was—darkened, the wind—blew and it—lightninged. It—rained heavily.

383. Niyan, myintras nagabyaha sinda, nagbagyo.
Now, while they were—journeying, it—stormed.

In Declarative Clause Class II there is only one obligatory predicate complement, the subject, which is correlated with the semantic role of experiencer, and is signaled to be Topic by the Subjective Voice of the verb. There are optional but peripheral complements to the predicate of location and time.

Predicates of this clause type are manifested by members of Verb Stem Class II (VC2). Many of the members of this stem class are descriptive adjectival-like roots inflected with either mag- or ma-. Representative members of Verb Stem Class II are given in the list below.

\[
\begin{align*}
\text{damo} & \quad \text{’multiply’} \\
\text{lumsi} & \quad \text{’become pale’} \\
\text{burak} & \quad \text{’bloom’} \\
\text{tugas} & \quad \text{’become hard’} \\
\text{butod} & \quad \text{’inflated, bulge’} \\
\text{sigpit} & \quad \text{’become narrow’} \\
\text{kulog} & \quad \text{’ache’} \\
\text{taba} & \quad \text{’become fat’} \\
\text{ngangol} & \quad \text{’become dull’} \\
\text{ulat} & \quad \text{’become scarred’}
\end{align*}
\]

Sentences which illustrate this verb stem class are given below.

384. Dili nagdugay nagdamo idto na tanom.
In no-time—at—all that plant multiplied.

385. Myintras nagadako an bata an tiyan san iloy nagabutod man paluwas.
As the child grows—bigger the abdomen of—the mother bulges outward.

386. Hadlok ako na kadaka magtaba kag magtugas an mga lawas pareho san amon mga anak.
I’m afraid their bodies might get fat and muscular/hard like our—excl children.

In the Declarative Clause Class III there are three nuclear phrases: the predicate, subject and referent. The predicate is manifested by members of Verb Stem Class III (VC3) and are topicalized by either the Subjective or Referent Voices.

Subject is correlated with the semantic functions of actor and experiencer. It occurs as a genitive noun phrase when it is not Topic.

The Referent is correlated with the semantic function of location. It occurs as a dative noun phrase when it is not Topic of the clause. Referent is optional when it is not Topic.

When the predicate complements are Topic of the clause, they are marked by a nominative noun phrase.

Representative members of Verb Stem Class III are the following.

\[
\begin{align*}
\text{alupuop} & \quad \text{’fog over’} \\
\text{agay} & \quad \text{’flow’}
\end{align*}
\]
lupad ‘fly’ kubal ‘blister’
lupa ‘rot’ tun-og ‘dew falls’
hubag ‘swell’ harok ‘kiss’

Sentences which illustrate this verb stem class are given below.

387. Basi maghubag kag maganana pa an samad.
The wound might swell and drain-pus in-addition.

388. Usad na klasi san mga lamok an nagaistar sa tubig na dili nagaagay.
One kind of mosquito is that-one which dwells in water which is not flowing.

389. Nagalupa na ina na prutas.
That fruit is-rotting already.

In Declarative Clause Class IV there is a predicate and three predicate com-plements: subject, object and referent but only subject and object can be topicalized. The predicate is manifested by members of Verb Stem Class IV (VC4) and may be inflected for either of two Voices: Subjective or Objective.

Subject is correlated with agent. The subject occurs as a genitive noun phrase when it is not Topic.

Object is correlated with goal and occurs as a genitive noun phrase when it is not Topic with one exception. When the object represents a person, then it occurs as a dative noun phrase. When the subject or object is the Topic of the clause, then it is marked by a nominative noun phrase.

An optional Referent complement occurs as a dative noun phrase and marks either location or purpose. It is never topicalized in this clause type.

Representative members of Verb Stem Class IV are given in the list below.

badli ‘dislike’ ag-ag ‘sift’
baha ‘flood’ hurab ‘graze’
ayat ‘challenge’ awat ‘interfere’
amular ‘molest’ bulong ‘heal’
abir ‘attempt’ dasig ‘encourage’

Sentences which illustrate this verb stem class are given below.

390. Ginbabadli na an bata didto sa inda duta.
The boy was-dissatisfied being-there on their land.

391. Ginaag-ag niya an arina.
The flour is-being-sifted by-her.

392. Ginbaha na an amon balay sana na bagyo.
Our-excl house was-flooded already by-that typhoon.

In Declarative Clause Class V there is a predicate and three predicate com-plements: subject, object and referent. The predicate of this clause type is manifested by members of Verb
Stem Class V (VC5) and can be inflected by either of three Voices: the Subjective, the Objective or the Referent. When the complements are Topic of the clause, they are marked by a nominative noun phrase. When they are not Topic, they are marked by a genitive or dative noun phrase.

Subject is correlated with agent of the clause action. Object is correlated with goal of the action. Referent marks the location of the action and is marked by a dative noun phrase when it is not Topic of the clause.

Representative members of Verb Stem Class V are given in the list below.

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bunal</td>
<td>'whip'</td>
</tr>
<tr>
<td>kagat</td>
<td>'bite'</td>
</tr>
<tr>
<td>higot</td>
<td>'tie'</td>
</tr>
<tr>
<td>kadto</td>
<td>'go far off'</td>
</tr>
<tr>
<td>ati</td>
<td>'dirty'</td>
</tr>
<tr>
<td>kab-ot</td>
<td>'reach'</td>
</tr>
<tr>
<td>kagis</td>
<td>'shave'</td>
</tr>
<tr>
<td>husay</td>
<td>'arrange, settle'</td>
</tr>
<tr>
<td>kagod</td>
<td>'grate'</td>
</tr>
<tr>
<td>abog</td>
<td>'dust'</td>
</tr>
</tbody>
</table>

Sentences which illustrate this verb stem class are given below.

393. Ako an magabunal sa imo.
    I am the-one-who will-whip you.

394. Higutan nato sin maayo an alimango sa baskit.
    We-incl will-tie the crab well in-the basket.

395. Husayon niyo an iyo kasos sa hussgado.
    Settle your-pl case in court. (Lit. Let your-pl case be-settled by-you-pl in court.)

In Declarative Clause Class VI there is a predicate verb and three predicate complements: the subject, the object and the accessory. The subject is correlated with the agent of the verb action, the object is correlated with the patient, and the accessory is correlated with the instrument or thing used in the performance of the action.

The predicate is manifested by Verb Stem Class VI (VC6) and the verb can be inflected by either the Subjective, Objective or Accessory Voice. When the complements are Topic of the clause, they are marked by a nominative noun phrase.

When not Topic of the clause, the predicate complements are marked by genitive noun phrases with the exception that if the accessory represents a person it is marked by a dative noun phrase.

Representative members of Verb Stem Class VI are given in the list below.

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>arado</td>
<td>'plow'</td>
</tr>
<tr>
<td>ahas</td>
<td>'remove'</td>
</tr>
<tr>
<td>ataman</td>
<td>'take care of'</td>
</tr>
<tr>
<td>sugal</td>
<td>'gamble'</td>
</tr>
<tr>
<td>sabat</td>
<td>'answer'</td>
</tr>
<tr>
<td>pitad</td>
<td>'step'</td>
</tr>
<tr>
<td>balhin</td>
<td>'transfer'</td>
</tr>
<tr>
<td>suay</td>
<td>'argue'</td>
</tr>
<tr>
<td>piso</td>
<td>'hatch'</td>
</tr>
<tr>
<td>dayaw</td>
<td>'praise'</td>
</tr>
</tbody>
</table>

Sentences which illustrate this verb stem class are given below.
396. An ama nagarado sa kabas-an.
The father is plowing in the rice-field.

397. Puede nimo iarado ini na karabaw.
You can plow with this water-buffalo.

398. Nano an isabat ta sani?
What shall we incl answer this fellow?

399. Dili mo ako suayon san akon gusto.
Do not be arguing with me about what I want.

Declarative Clause Class VII has a predicate manifested by Verb Stem Class VII (VC7) and three predicate complements: the subject, referent and accessory. Verb Stem Class VII can be inflected by any of the Subjective, Referent or Accessory voices. The subject is correlated with agent and is marked by a genitive noun phrase when not the Topic of the clause. The referent is correlated with the location or indirect object of the verb action and marked by a dative noun phrase when not the Topic. The accessory is correlated with the beneficiary or patient of the action and is marked by a genitive noun phrase. When the predicate complements are Topic of the clause, they are marked by a nominative noun phrase.

Representative members of Verb Stem Class VII are given below.

- hatag 'give'
- bayad 'pay'
- itsa 'throw'
- pili 'choose'
- banlaw 'rinse'
- bantay 'guard'
- hawan 'weed'
- butang 'put'
- simba 'worship'
- laba 'launder'

Sentences which illustrate this verb stem class are given below.

400. Lutuon kag dunuton ini bag-o ihatag sa bata.
Cook and mash this before giving it to the child.

401. Ihawan daw ako niyo sani na parti didi san uma.
You must cut the grass here in this part of the field for me.

402. O, hain an imo pilion sana na duha, edyukated o illiterate?
Now, which of those two will you choose, educated or illiterate?

Declarative Clause Class VIII consists of a predicate manifested by Verb Stem Class VIII (VC8) and four predicate complements: subject, object, referent and accessory. All of these can occur as the Topic of a clause. When they occur as Topic, they are marked by a nominative noun phrase. The verbs of these clauses have the potential to be inflected by any of the four Voices: Subjective, Objective, Referent or Accessory.

Subject represents the agent and is marked by a genitive noun phrase when it is not the Topic of a clause. Object
represents the patient or victim of the action and is marked by a genitive noun phrase when it is not Topic. Referent represents location, source, indirect object or beneficiary and is marked by a dative noun phrase when it is not Topic. The accessory represents the instrument or item used in the action or the beneficiary of the action and is marked by a genitive noun phrase when it is not Topic.

All four predicate complements seldom occur at the same time, although this is permissible. Object is optional in accessory Voice clauses of this type. The referent and accessory are optional in all clauses of this type when they are not Topic.

Representative members of Verb Stem Class VIII are given below.

\[
\begin{align*}
\text{dara} & \quad \text{‘carry/bring’} & \text{kuha} & \quad \text{‘get/take’} \\
\text{pahid} & \quad \text{‘wipe’} & \text{sira} & \quad \text{‘destroy’} \\
\text{bakal} & \quad \text{‘buy’} & \text{gabot} & \quad \text{‘pull’} \\
\text{agaw} & \quad \text{‘snatch’} & \text{pukpok} & \quad \text{‘pound’} \\
\text{pili} & \quad \text{‘choose’} & \text{baton} & \quad \text{‘receive’}
\end{align*}
\]

Sentences which illustrate the use of the verbs of Verb Stem Class VIII are given below.

403. Darahon mo an kanding sa kadinghutan.
Take the goat to the meadow. (Lit. Let the goat be-taken by-you to-the meadow.)

404. Magpili kamo sin pinakamaisog sa iyo.
Choose the bravest among you-pl.

405. Bakalan mo ako sin duha na sibubog.
Buy two mackerel for me.

406. Ini na trapo an imo ipahid sana na basa.
This cloth is what you will-use-to-wipe that wetness.

Declarative Clause Class IX consists of a predicate manifested by Verb Stem Class IX (VC9) and two predicate complements: the subject and the accessory. These predicates are inflected only by Subjective and Accessory Voices respectively. When the subject and accessory complements are Topic of the clause, they are marked as nominative noun phrases. When they are not Topic, they are marked as genitive noun phrases.

Subject represents the agent of the action and Accessory represents either the patient or the beneficiary.

Representative members of Verb Stem Class IX are given below.

\[
\begin{align*}
\text{balod} & \quad \text{‘make wavey’} & \text{basura} & \quad \text{‘trash’} \\
\text{lublob} & \quad \text{‘immer-ese’} & \text{hurom} & \quad \text{‘soak’} \\
\text{tanom sa isip} & \quad \text{‘remember’} & \text{tuklang} & \quad \text{‘push’} \\
\text{ulay} & \quad \text{‘pole carry’} & \text{tabag} & \quad \text{‘carry by teeth’} \\
\text{singhot} & \quad \text{‘inhale’} & \text{pugsa} & \quad \text{‘crush’}
\end{align*}
\]
Sentences which illustrate the use of the verbs of Verb Stem Class IX are given below.

407. Ilublob ini sa malabinhod na tubig.
    Let this be-immersed in warm water.

408. Iulay anay ako sani na tubi pakadto sa balay.
    First pole-carry this water to the house for me.

409. Nag-ulay siya sin duha ka lata na tubi.
    He pole-carried two water cans.

410. Gintabag san ido an karne.
    The dog carried the meat away-with-its-teeth.

Declarative Clause Class X consists of a predicate and two predicate complements. The predicate is manifested by any member of Verb Stem Class X (VC10) inflected for either Objective or Referent Voice and two predicate complements: an object correlated with the semantic role of patient and a referent correlated with the semantic role of goal. When these complements are Topic of the clause, they are manifested as a nominative noun phrase. When they are not Topic, they occur as genitive noun phrases.

Representative members of Verb Stem Class X are the following:

- tibayon 'strengthen'
- imbudo 'funnel'
- agbon 'dust'
- ngalas 'surprise'
- kimay 'be maimed'
- hamabaw 'make shallow'
- hataas 'heighten'
- hilo2 'poison'
- hilwas 'pronounce'
- katorse 'become fourteen'

Sentences which illustrate the use of the verbs of Verb Stem Class X are given below.

411. Kimayon ko an imo kamot sani na martilyo.
    Your hand will-be-maimed by-me with-this hammer.

412. Tibayon mo an imo sadiri.
    Strengthen yourself.

413. Agbunan mo sin dyutay.
    Dust-it a-bit with-ash.

414. Imbuduhan ko ini na sim.
    This galvanized-tin-roofing will-be-made-into-a-funnel by-me.

Declarative Clause Class XI consists of a predicate and three predicate complements: the object, the referent and the accessory. The predicate is manifested by any member of the Verb Stem Class XI (VC11) inflected by Objective, Referent or Accessory Voice. The object complement is correlated with the patient semantic role and is marked by a genitive noun phrase when it is not the Topic of the clause. The referent is correlated with the semantic role of beneficiary and is marked
by a dative noun phrase when not Topic. The accessory complement is correlated with the accessory semantic role and is marked by a genitive noun phrase when not Topic. When any of these are Topic, they are marked with a nominative noun phrase.

All the members of Verb Stem Class XI are given below. Because of the few members of this class there is reason to suspect that perhaps the analysis is incomplete and that they might yet fit in other classes.

- taason ‘increase’
- balikutot ‘roll’
- asunto ‘file a brief’
- gitik ‘tickle’
- tibay ‘strengthen’

Sentences which illustrate the use of the verbs of Verb Stem Class XI are given below.

415. Itaas an iya mga tiil, dili an ulo.
   Raise his feet, not the head.

416. Taason mo an imo pasinsya.
   Increase your patience.

417. Balikututan san pisi si Juan.
   Roll-up the rope for Juan.

418. Ginaasuntuhan niya ina na tawo.
   He is-filing-a-court-case-against that person.

Declarative Clause Class XII consists of a predicate and two predicate complements: an object complement and an accessory. The predicate is manifested by Verb Stem Class XII (VC12) and inflected by either the Referent or Accessory Voice. The referent complement is correlated with the patient or goal semantic roles and is marked by a dative noun phrase when not the Topic. The accessory is correlated with the instrument semantic role and is marked by a genitive noun phrase when not Topic. When any of these are Topic, they are marked by a nominative noun phrase.

The only members of this class are given below. This also is a class which further analysis may show unnecessary.

- himasmas ‘revive’
- tarong ‘mix in eggplant’
- tiaw ‘curse’
- taga; ‘give’
- lugar ‘make opportunity’
- datog ‘weigh down’

Sentences which illustrate the use of the verbs of Verb Stem Class XII are given below.

419. Himasmasan mo siya.
   Revive her.

420. Ihimasmas mo ini sa iya.
   Use this to revive her.

421. Tagaan mo sinda sin isda.
   Give them a fish.
422. Tarungan mo an linaga na karne.
    Mix-eggplant into the meat stew.

Declarative Clause Class XIII consists of a predicate and two predicate complements: the object and accessory. The predicate is manifested by Verb Stem Class XIII (VC13) and may be inflected by either the Objective or Accessory Voice. The object complement is correlated with the patient semantic role and is marked by a genitive noun phrase when it is not Topic. The accessory complement is correlated with the accessory semantic role and is marked by a genitive noun phrase when it is not Topic. When any of these are Topic, they are marked by a nominative noun phrase.

The only members of Verb Stem Class XIII are given below.

- abat ‘scare’
- abo ‘put ash on’
- taludtod ‘hit the spine’
- siko ‘elbow someone’
- bulsa ‘pocket something’
- barang ‘curse’
- luko ‘deceive’

Sentences which illustrate the verbs of Verb Stem Class XIII are given below.

423. Abaton ta an mga paraagi.
    Let us-incl scare the passers-by.

424. Dili mo ibulsa an kwarta san gobyirno.
    Do not pocket the government’s money.

425. Dili mo lukuhon an imo mga ginikanan.
    Do not deceive your parents.

426. Sikuhon mo si Cleofe sa bayhon.
    Elbow Cleofe in the face.

Verb Stem Class XIV (VC14) is a class of residue stems for which the data are incomplete and no specific class can be assigned on the basis of the information available in the texts. The verbs of this class are marked for whatever verb affixation is known from the texts. These are usually stems for which only a single verb form has been found, but for which it is suspected other forms exist.

Representative verbs of this class are given below.

- abaga ‘shoulder’
- aso ‘smoke’
- baklaw ‘be made a bracelet’
- bunglay ‘use a bolo’
- dusop ‘be gas pained’
- suklat ‘be touched’

The following sentences illustrate verbs of Verb Stem Class XIV.

427. Gin-abaga ko an tanan niya na gastos.
    All her expenses were-shouldered by-me.
428. Butangan ko an akon bado sin alkampor agod dili kuratsahon.
I will—put mothballs in my clothing so—that they will not be—eaten-by—cockroaches.

429. Ruluha an mata ni Manuel san suklaton ni Crispin.
Manuel’s eye watered when Crispin accidentally—touched—it.

**Organization of the Dictionary**

The fields of the main dictionary entries are organized in the following sequential order within each entry although many entries do not have all of the fields:

1. The lexical entry, i.e., a citation form, appears in the first position in the entry in bold face type.
   Example: **saba**

2. A homonym number is a subscript on the lexical entry.
   Example: **saba**

3. Pronunciation is given in the second position in brackets: [ ] . The main concern here is to show where accent or stress falls in the word.
   Example: [sábà]

4. If the lexical entry is a borrowed word, it will be indicated in the third position by the word From: and an abbreviation for the language from which the word is borrowed.
   Example: **saba**; From: Ceb

5. In fourth position is an abbreviation in italics for the part of speech of the entry. In addition, verb class is also marked in brackets in this position.
   Example: **magsábà v [c2]**.

6. If the entry has more than one sense meaning, the number for the first sense, 1), occurs in fifth position just before the gloss of the word. Succeeding sense numbers will occur immediately before each different sense.
   Example: **sabat...1) answer. 2) sass**.

7. The gloss appears in sixth position.
   Example: roadblock.

8. An expanded definition or comments may occur in seventh position immediately following the gloss.
   Example: **sabat...1) answer, reply. Also means to do vocal activity together such as singing, praying, reciting perhaps in response to a leader.**

9. If the scientific identification of the entry is known, it will appear in eighth position in
italics.
Example: **sab-a...**banana. *Musa sapienum var. compressa.*

10. If an example sentence is included it will be given in italic type in ninth position.
Example: Igwa kami sin tinanok na sab-a.

11. The example sentence will be followed by the translation into English.
Example: We-excl have a boiled sab-a banana.

12. If the translation of the example is free, a literal translation may follow.
Example: Pour-soup-on your rice. Lit: Soup your rice.

13. Encyclopedic information is given next if it is required to elaborate on the definition of the entry.
Example: A chupa is equivalent to one salmon can full, about a 12 oz. can.

14. If there are any restrictions on the use of the entry word, they will be given next.
Example: **sin...**Marks the indefinite genitive common noun phrase to indicate attribution of the phrase to another noun or verb.

15. Any synonyms are given next following the abbreviation Syn: if they are synonymous to the whole entry. Otherwise they are given at the part of the entry where the meanings are synonymous.
Example: Syn: *lubngan* ‘burial place’

16. Any antonyms are given after synonyms.
Example: Ant: *lusad* ‘descend’

17. Minor entries will usually be brief and always have a cross reference to the main entry to which they are related. They may also be cross referenced to other words. It will be marked as Cf:.
Example: CF: *bukya*, ‘large jellyfish’.

18. A variant of the main entry is given last in the entry or with the appropriate subentry.
Example: Variant: *sadi-sadi*.

19. The practical orthography or alphabet used in this dictionary uses only *i* for the high front vowel in native Masbatenyo words. However, both *i* and *e* are used as needed in borrowed words.

20. Subentries are either inflected forms, idiomatic expressions or derived forms of the main entry and, in general, follow the same organization as main entries.

21. Affixes are listed as main entries in the same alphabetical order whether they are prefixes, infixes or suffixes. Subentries of
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affix entries are example words in which they occur.