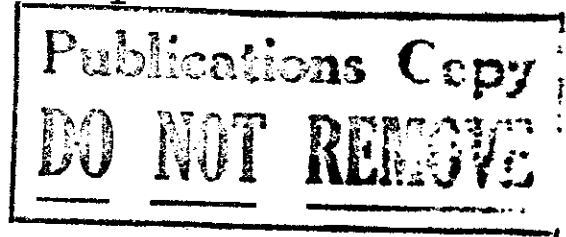


PEBESA PATI

PESOLAT

I



Umirey Dumagat

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## P R E F A C E

This is the first in a series of three graded primers designed to teach reading and writing to preliterate speakers of the Umirey Dumagat dialect of Quezon Province. The phonics method of instruction as set forth by Hay-Wingo in Reading with Phonics, has been used with adaptation. Permission to do so has been kindly granted by the J. B. Lippincott Co., of Chicago, Philadelphia and New York.

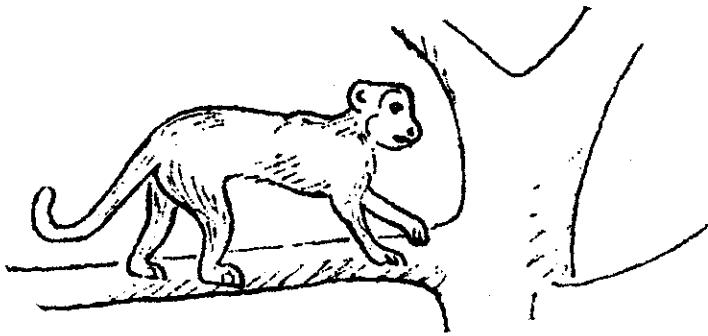
The letters of the alphabet are symbolized as follows: a, á, b, k, d, e, g, h, i, l, m, n, ng, o, p, r, s, t, u, w, y, and glottal stop. á is pronounced as ou in the English word cough. Glottal stop is not written word or utterance initially. Syllable initially (that is, intervocalically) the symbol (-) is used. Syllable final glottal stop is symbolized by ('). Word or utterance finally the glottal stop is not written except in the few cases in which the glottal stop is the only contrastive feature between two words (see Primer II). All other letters are pronounced as their National Language equivalents.

This first primer introduces a, i, o, e, k, n, d, s, from a total of 22 letters of the Umirey Dumagat alphabet.

This materials were prepared by Tom and Patricia MacLeod of the Summer Institute of Linguistics.

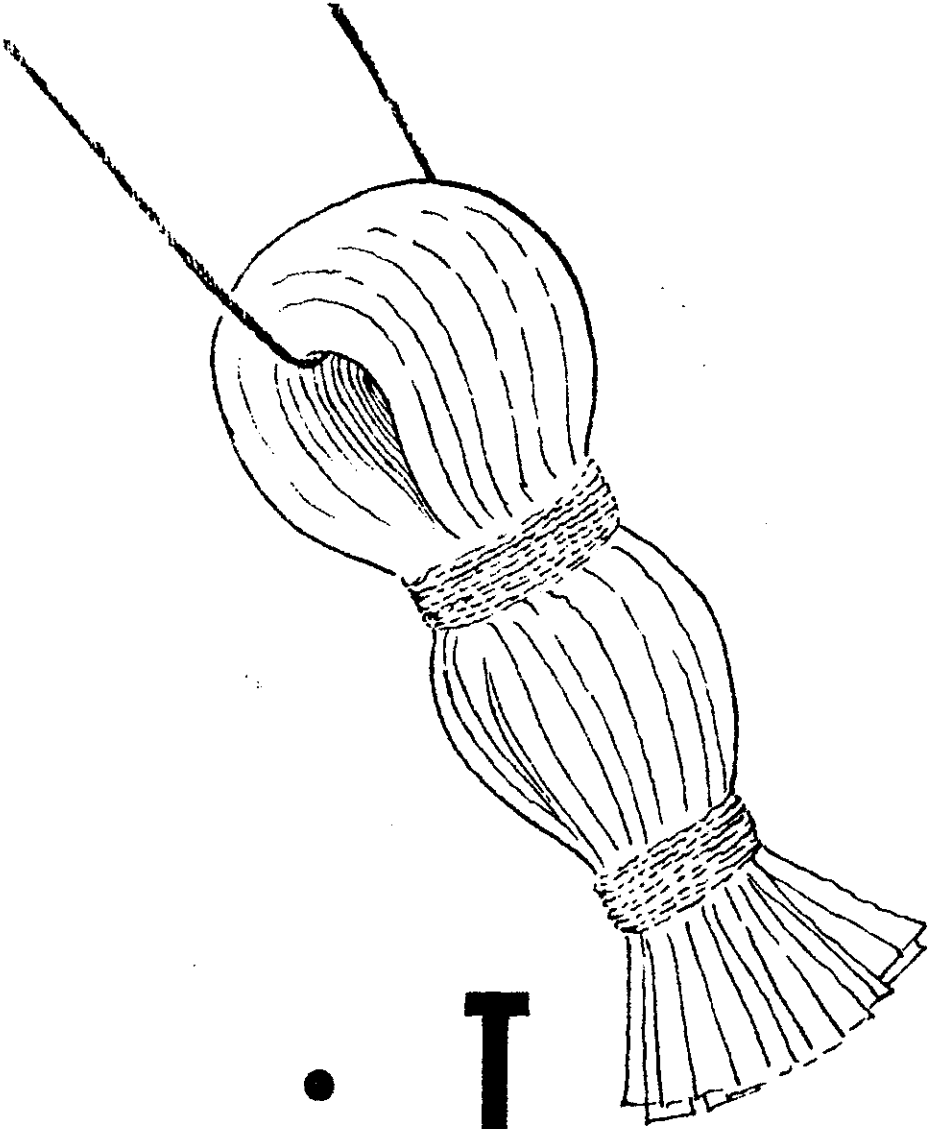


a A



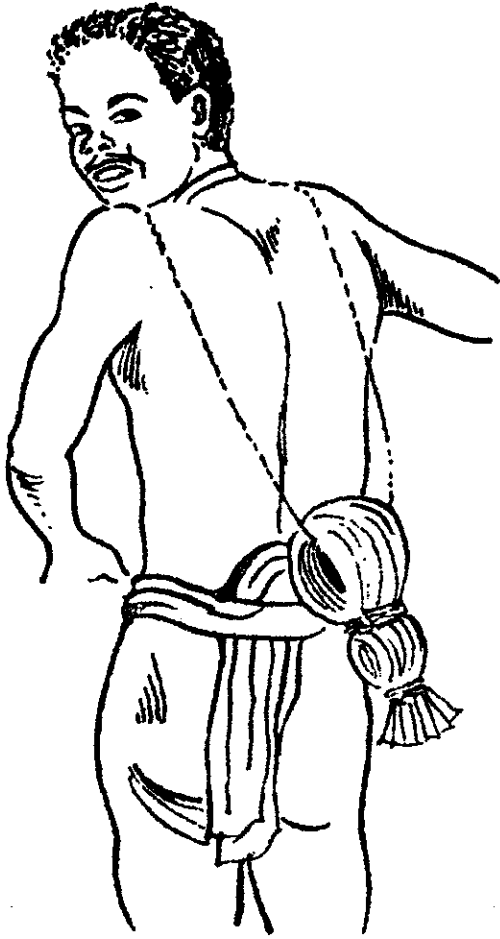
adeo

deena i adeo



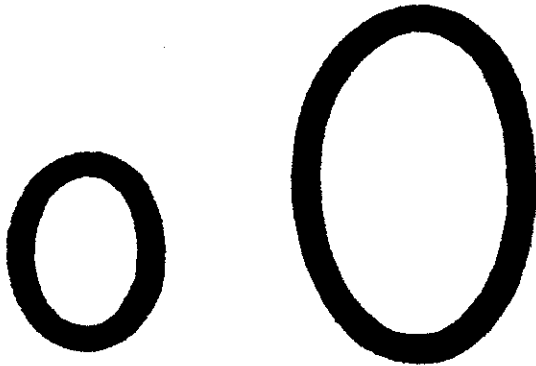
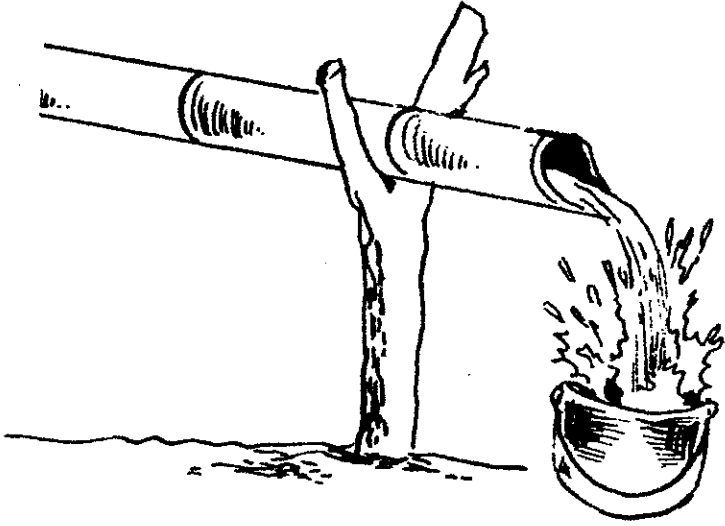
i

I



inok

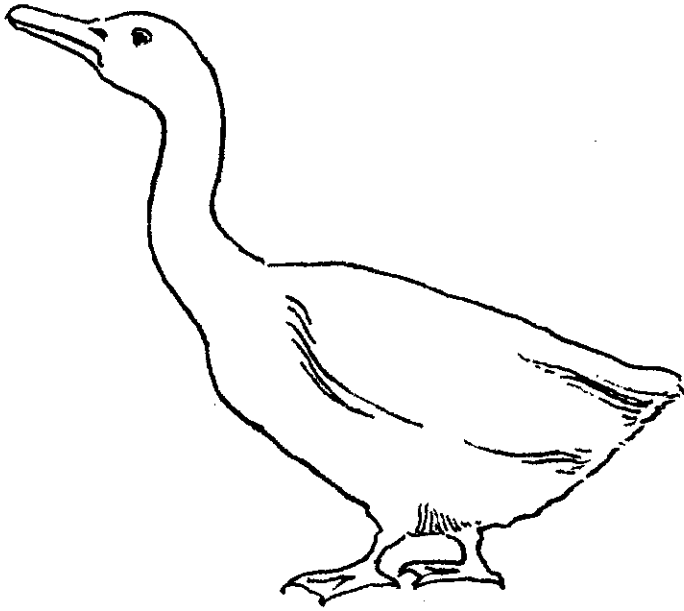
deena i inok



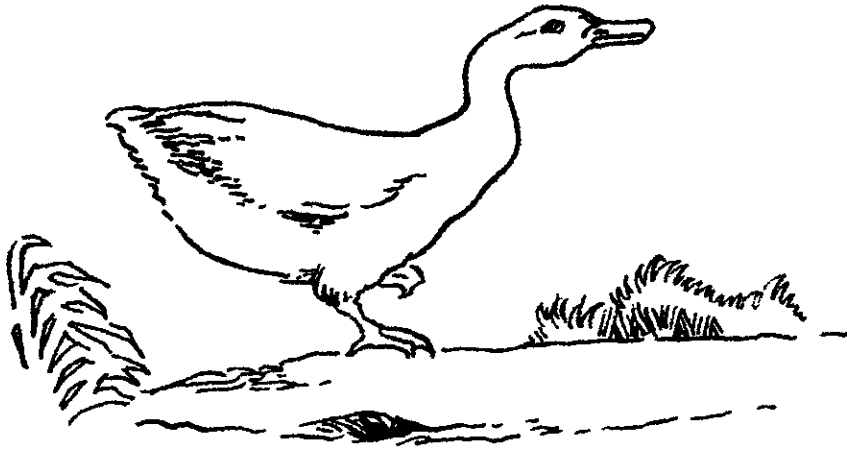


oorat

deena i oorat

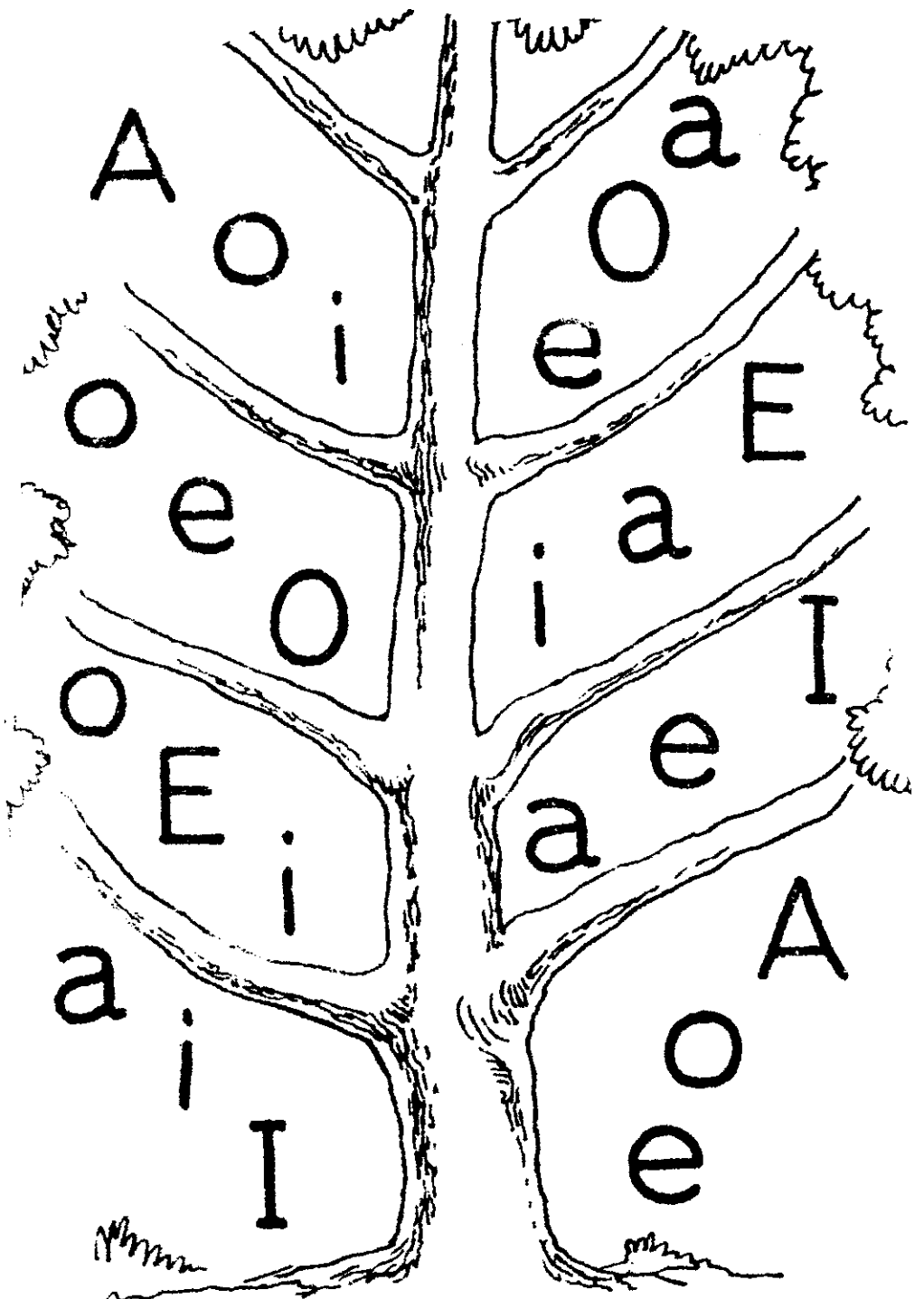


e E



eetik

deena i eetik



A

a

O

O

i

e

O

E

e

a

O

i

O

I

E

e

i

a

a

A

i

O

I

e

deena i adeo

deena i inok

deena i oorat

deena i eetik



**k k**

ke
ko
ki
ka

keo
koko
kaka

kaka

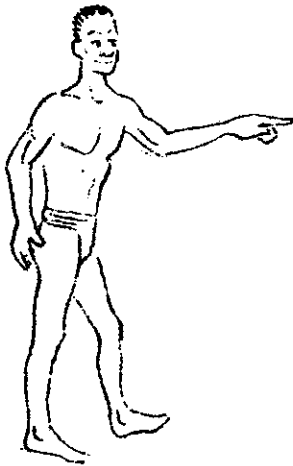
keo

koko

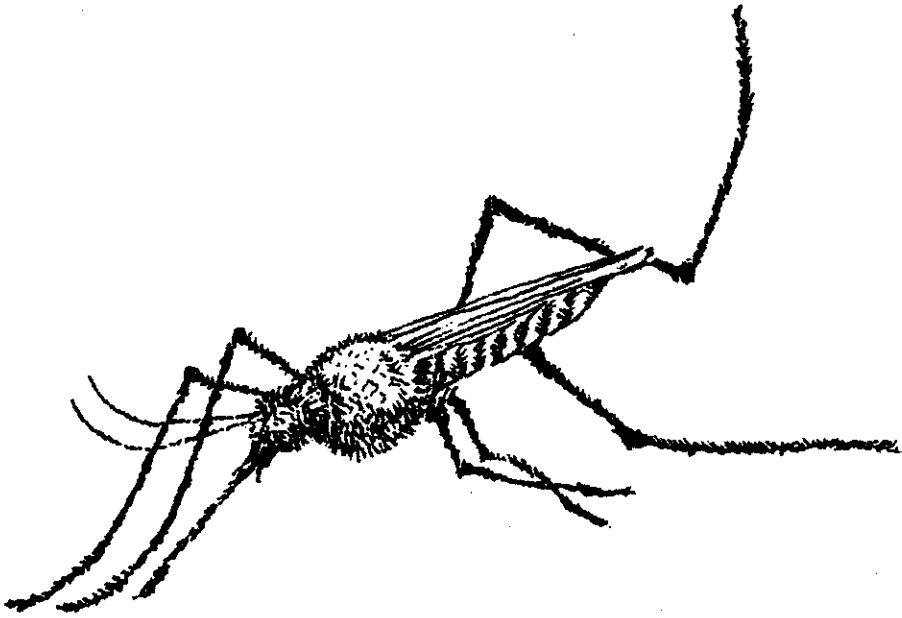
ako

ko

ka



deena i keo ko



n N

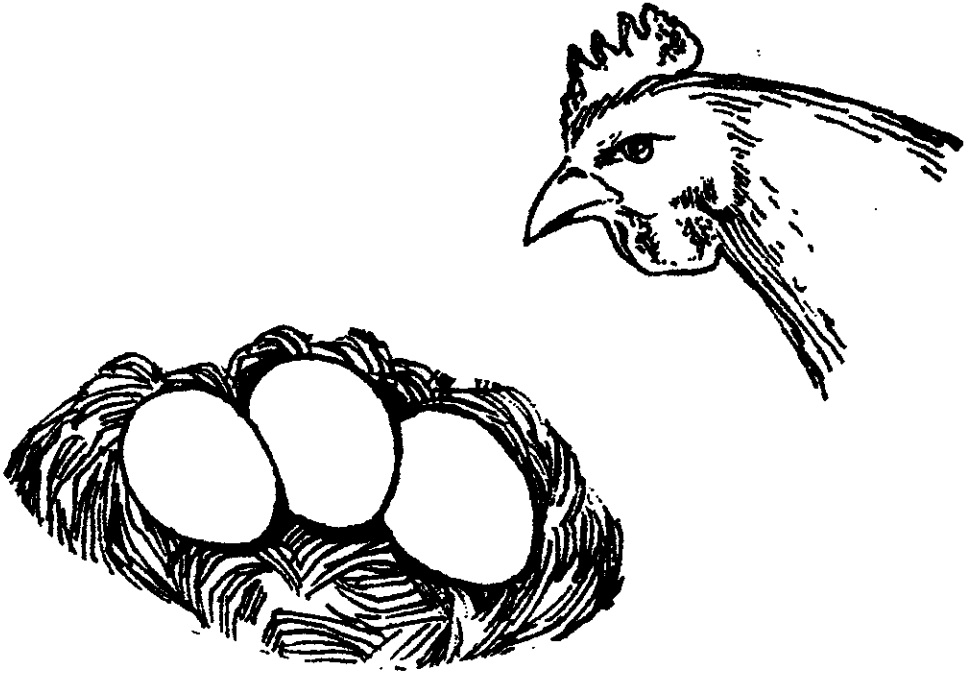
ne
no
ni
na

Nena
noni
Nini
nano

kano	inoni	Nini	Nena
Ana	ino	anino	ina
ani	ano	anoo	oni

Ay deeno i ina ni Nena?

Deena i ina ni Nena.



d D

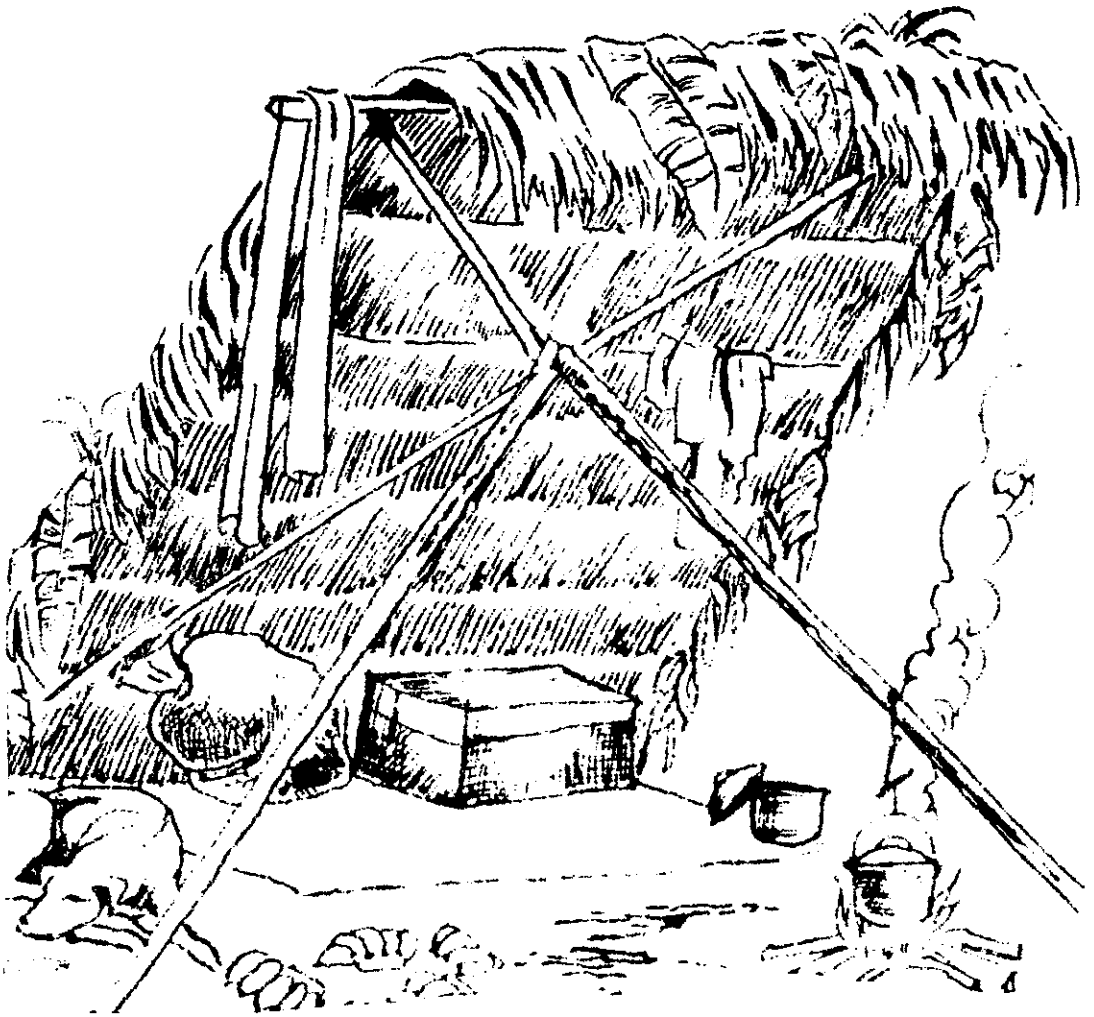
de
do
di
da

deena
doko
dino
Dani

doko	Dani	dino	di
de	deeno	diako	deena
	adeo	aado	

Dedoko i adeo.

Dedoko di i adeo  
ni Dani de keo na.



s S

se
si
so
sa

Sesa
siko
soka
Sano

sesa      Seso      sosi      soka  
siko      soke      Sano      desi  
kosa      aso

Ay kinosa ni Soke.

Ni Soke ay kinosa

i aso ni Sano.

Syllable Review and Differentiation

a            i            o            e

ka          ni          do          se

ne          da          si          ko

de          sa          ki          no

so          ke          na          di

---

kaka          Nini          doko          Seso

Nena          Dani          siko          koko

deena          sako          noni

soke          keo          nano          dino

---

aa          ee          oo          eo          ia

aado          eetik          anoo          keo          diako

deena          oodes          adeo

Lesson 9

nak	anak
nok	inok
ik	ikna
dok	dokdok
sok	soksok
ok	ok

Ana	anak	ok
ano	anok	soksok
ino	inok	dokdok
	asok	ikna

No-ona ok di de anak  
ko i de oorat.

Lesson 10

kan	ikan
kin	kinkin
kon	kon
den	den
din	Adin

ka	ikan	kaanin
ko	kon	kinkin
de	den	sinsin
	isin	andi

Deena de anoo ay dekin kin kon  
i aso ko a den. Kaa nin ay andi.

Lesson 11

nid	onid
ded	keded
kod	kodkod
od	oddi

Adin            onid            keded  
den            oddi            kodkod

---



Ay nakeded i Adin. Inikna  
na i de-oni a adeo deena de keo  
na-i.

Lesson 12

kas		okas
kis		kiskis
nas		inas
des		oodes

asok

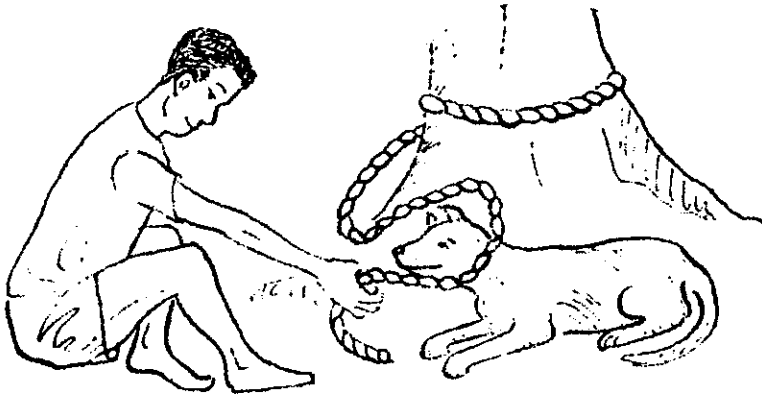
okas

oodes

soksok

inas

kiskis



Ni Seso ay okasin i  
aso ni Ana de soka na.

Syllable Chart of Some Closed Syllables

nak	kan	kad	nas
ik	sin	nid	kis
dok	kon	kod	kos
nek	den	ded	des

---

anak	ikan		inas
ikna	isin	onid	kiskis
dokdok	kon	kodkod	
	den	keded	oodes

i adeo

Inikna ni kaka ko i  
de-oni a adeo.

Deeno kon?

Deena de soka ay  
de-oddi i isin a anak  
ni adeo de keo na-i.  
No-ona ok di deena.

## TO THE TEACHER

Phonics is the underlying theory upon which this primer is based. Syllables and a few sight words and sentences are incorporated early to teach fluency in reading. As each letter is introduced it should be called by its phonetic sound not by its traditional name.

The aim of the primer is to enable the student to (1) read and write all the letters and syllables introduced, (2) make new words which use these letters and syllables, and (3) attack sentences formed with these known elements making use of his experience with the basic sentence types illustrated in the primer.

Primer I is divided into two sections. Lessons 1-8 on pages 1-20 introduce the vowels a, i, o, e, and the consonants k, n, d, and s. These lessons also introduce open syllables, geminate and diverse vowel clusters, capitalization and punctuation and some sight words and sentences. Lessons 9-12 on pages 21-27 do not introduce any new letters but the open syllables are reviewed in the stories and closed syllables are introduced.

In Primer II and III there are two lessons with each letter introduced. The first lesson teaches open syllables and the second is for review and the teaching of closed syllables.

In the course of the three Primers all of the major sentence types, affixations, pronoun sets, particles and construction markers are introduced.

Drills for letter and syllable discrimination are also included in the primers immediately following this explanation. The first use of

the drills is to teach auditory discrimination of the sound being studied. For example the list beginning with a certain letter should be read to the student in conjunction with the picture page of the certain letter. After the student recognizes the sound in all the words, the list should be read again, occasionally interspersing words beginning with letters other than the one being taught. The student should be asked to raise his hand or some way indicate when he hears the teacher read a word that begins with some sound other than the one being taught. Thus the student learns by contrast. The second use of drills is for visual recognition of the printed letter or syllable being taught. Thus the student should (1) be able to point out every occurrence of the letter being taught from the discrimination drills and (2) be able to write down the letter being taught as he hears the teacher read the words from the recognition drills. A pack of flash cards is also very helpful for this purpose. After the student can recognize the sound of the letter then the next lesson may be taught using the same pattern of teaching. Each lesson must be mastered before the next one is taught.

Supplementary materials should be proved by the teacher for himself. These include flash cards (of letters and syllables) which can be made from 3 by 5 cards cut in half; a blackboard; and syllable charts made with a marking pencil on sheets of 8½ by 11 paper.

## Vowel Recognition Drills

(Use in teaching lessons 1 to 4 and Lesson 2,  
Primer II)

ako      ikan      okas      eetik      utak

adeo      ina      oodes      eesip      usa

aado      ikna      oddi      eedup      un

anak      ino      ogeli      edog      untik

anoo      isin      ona      egup      udto

asin      inok      olam      eetika

aged      ikag      omaged      eyen

asok      iget      opa

agta      ilat      olittaw

aso      inog      ole

Consonant Initial Syllable Recognition Drills  
(Use with lessons 5 to 8)

kaka	nano	deeno	sosi
keo	negro	demo	sibu
koko	nolusun	dongpal	soka
kilat	Nini	dilab	sabi
kano	nangnang	darag	sakado
kita	nastas	daram	segee
kedut	nangoy	dilos	sibug
kolang	nosunog	dodul	sunud
kaksan	namalpak	digdig	soksok
kiskis	nowon	deeyag	sosut
kekil	nanota	diyakop	sabesabe
kabkab	namok	dikot	sorot
kakbeg	notobu	dogkal	seerobin
kinkin	napagitna	demolag	sabitin

Consonant Final Syllable Recognition Drills

(Use with lessons 9 to 12)

timok	Adin	ilad	oges
anak	isin	atid	omos
utak	ikan	tud	inas
anok	asin	tokod	oodes
leelok	kinkin	kodkod	tapos
toktok	sinsin	sodsod	sapatos
pakipak	man	ladlad	kiskis
togsok	lalan	lipad	gisgis
gitok	kaalasan	lapad	tustus
antisik	kogon	lopad	tagis
tinik	den	todtod	mamos
digmak	gikan	matud	linages
makmok	maman	onid	manas

## G L O S S A R Y

The following is complete except for the majority of the words included in the discrimination drills. The names of all objects used to introduce alphabet letters are also included here. The asterisk following a word in the Dumagat column indicates a Pilipino word which is used frequently though there is an alternate, unique Dumagat form.

<u>Dumagat</u>	<u>Pilipino</u>	<u>English</u>
a	na/ng	phrase or clause level attributive.
ako*	ako	"I" emphatic pronoun set
adeo	matsing	monkey
aado	araw	day/sun
an	hindi/ayaw	not/nothing (contraction of <u>even</u> )
Ana		girls name
anak	bata	child
andi	wala na	no more ( <u>an</u> plus <u>di</u> )
ani*	ani	to harvest
anino	anino	shadow
anoo	sapak/ anahaw	palm leaf or tree
anok	ayaw ko	"not I" ( <u>an</u> plus <u>ok</u> )
asok	asó	smoke
aso	aso	dog
ay	ay	clause or sentence level conjunction
ka	ka	"you"(sg) focus pronoun set
kaka	kuya	older sibling
kaksan	buto	bone
kaanin	mamaya/kanin	later/cooked rice
keded	gitla	to shock, frighten
keo	kahoy	tree/stick/wood
kinkin	nginig	to tremble/shiver
kiskis	kaliskis	to scale fish/fish scales
kano	Amerikano	American
ko	ko	my/ "I" non-focus pronoun set
kon	daw	"it is said"
koko	kuko	finger nail

<u>Dumagat</u>	<u>Pilipino</u>	<u>English</u>
kodkod	kayod	to scrape coconut meat
kosa	kusa	voluntary/to choose to
Dani		boys name
de	sa	location marker -- non-personal
<u>de-</u>	mag + <u>R-</u>	an alternate form of <u>ge-</u> (See Primer II)
den	dati	former
deena	diyan	there (third from nearest)
deeno	saan	where/what place
desi	alun	raging (as waves)
deeyag	itlog	egg
di	na	now/already
diako	sa akin	to, for, at, in, on <u>me</u> .
dino	kanino/nino	whose
dokdok	durog	to pulverize, shop up, pound.
doko	yukô	to stoop, bow, bend
eetik	itik/pato	duck
i		here (nearest) clitic demon.
i	si	focus marker -- personal or known
ikan	isda	fish
ikna	rinig	to hear
-in		intense object focus marker Independent Oblique focus.
<u>-in-</u>	<u>-in-</u>	Past Tense marker -- in the Independent Oblique focus.
ina	ina	mother
inas	kati	to scrape with a stone/itch
ino	sino	who
inok	maminan	beetle chew leaf pouch
isin	isa	one
na		here (2nd from nearest) clitic demonstrative
na	niya	his/it (possessive pronoun) "he" non-focus pronoun
<u>na-</u>	<u>na-</u>	past tense of Conditioned Oblique Focus

<u>Dumagat</u>	<u>Pilipino</u>	<u>English</u>
nano	ngayon	today
namok	lamok	mosquito
na-i		there (third from nearest) clitic demonstrative
Nena		girls name
ni	ni	non-focus marker--personal
ni	ni	possessive phrase marker--personal
nini	nini	pet name for small female child
<u>no-</u>	<u>R-</u>	Non-past tense of Subjectively Conditioned Subjective Focus (Alternate of <u>naa-</u> ---see Primer II)
ok	ako	"I" focus pronoun set
okas	kalag	to free, untie
oodes	oras	time/hour
oddi	tindig	to stand
ona	una	first
oni	huni	animal grunt/moan/chirp
onid	laman	meat/content/substance
oorat	tubig	water/stream
sako	sako	sack
Sano		boys name
sa-olan		<u>A</u> prop supported shelter
seni	seni	cinema
sesa	sesa	a tree
Seso		boys name
siko	siko	elbow
soka	katmon	a tree with sour fruit
soke*	soke	patron/creditor/lender(tabong)
soksok*	soksok	to place between (saroorok)
sosi	sosi	key
sakaado	nõn	then/a long time ago