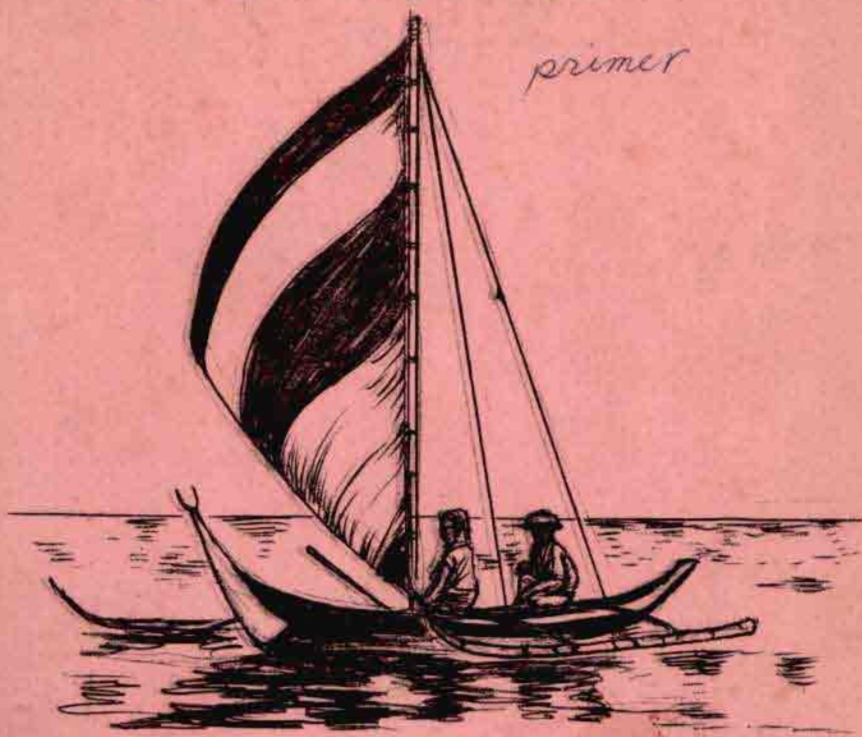


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BUK DAKAYU

primer



Samal of Sulu
(Siasi)

Sama
Sinama

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BUK DAKAYŪ

Samal of Sulu (Siasi)

Published by
the Summer Institute of Linguistics
in cooperation with
the Bureau of Public Schools
and
the Institute of National Language
of
the Department of Education
Manila, Philippines

1965

P R E F A C E.

In order to teach Samals to read their own language four graded primers have been prepared. Supplementary readers are available for students to use after they have completed the second, third and fourth primers.

The method of teaching used is a synthesis of the phonics and syllable methods. New syllables are introduced using known sounds. A few sight words are also taught. The Teacher's Instructions at the back of each primer should be used to help the teacher follow this particular method. The Teacher's Instructions also contains suggestions and aids for teaching.

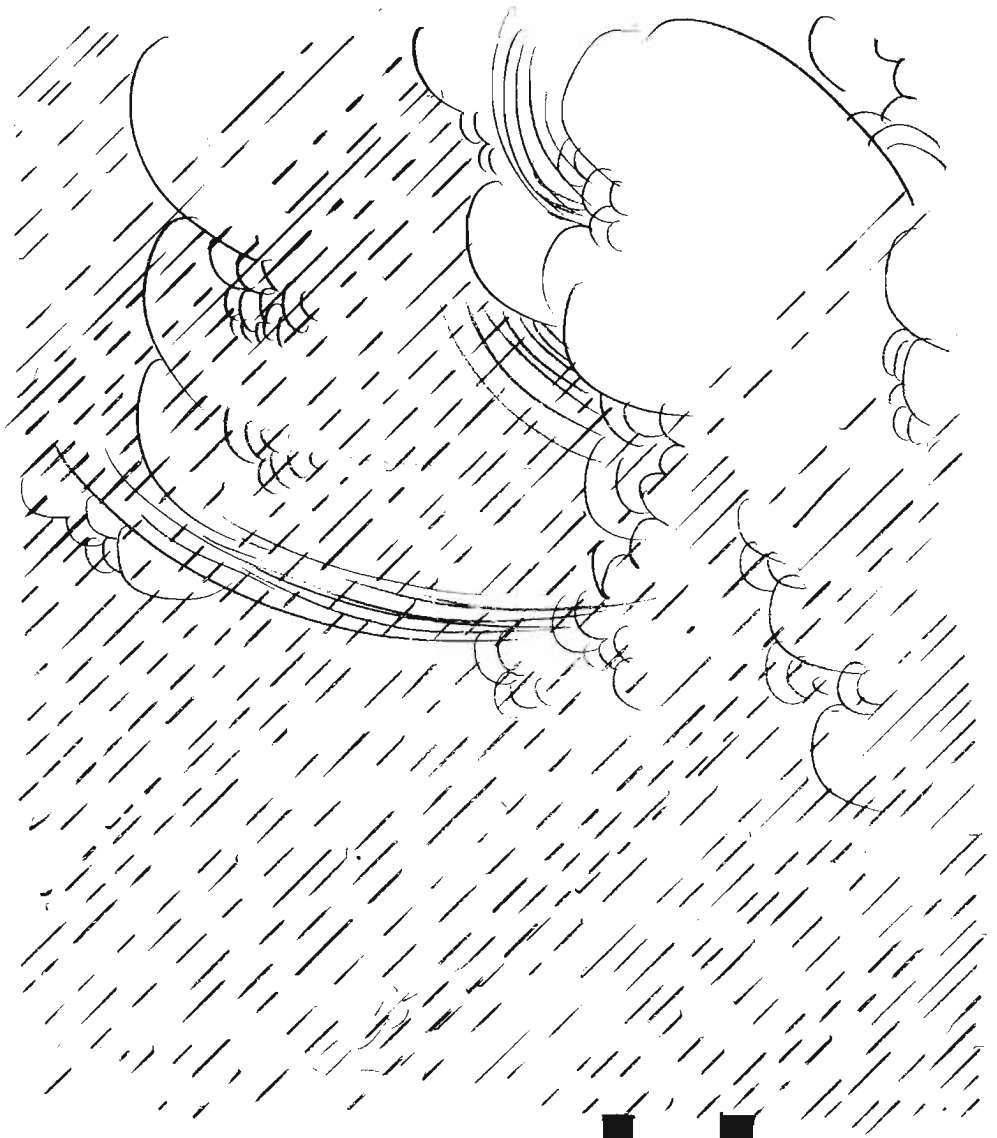
The letters in the Samal alphabet are: a, b, d, é, ê, g, h, i, j, k, l, m, n, ng, o, p, s, t, u, w, y, ˀ (glottal stop). The glottal stop is always written and it appears as a grave accent (ˀ) over the preceding vowel. When a single d occurs between two vowels either in a word or between words it is soft. Its sound then is similar to the English 'r'.

In Book One the following letters are taught: á, í, u, k, s, l, b.

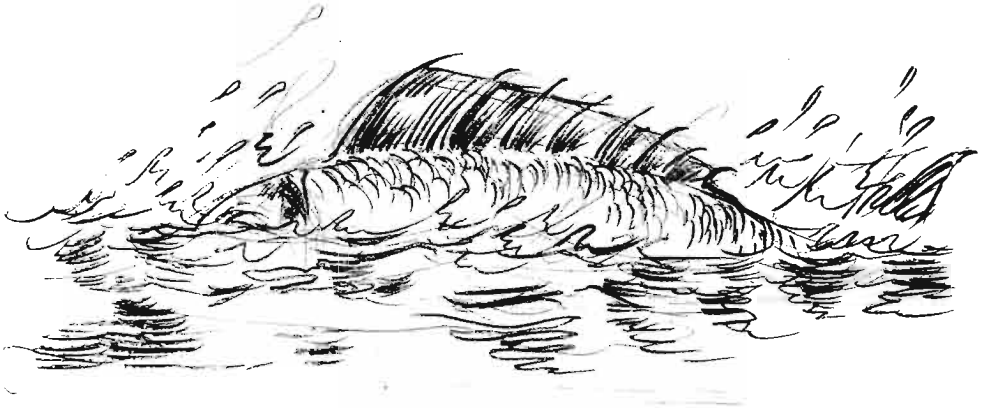
The materials in these books have been prepared by Kemp and Anne Pallesen, members of the Summer Institute of Linguistics.



a A

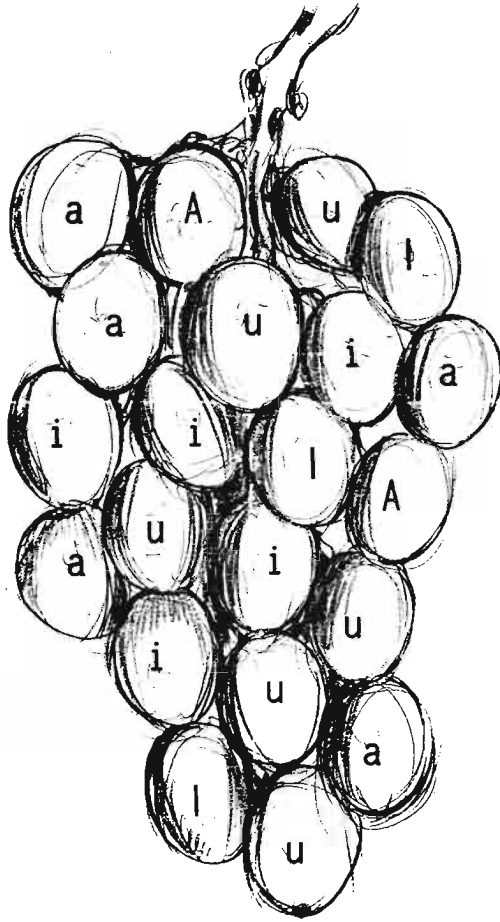


u U



i I

a A i I u U



a	i	u
ka	ki	ku



ki



ka



ku

a ki ku i ka u

ka ki
kaki

a ku
aku

ka ka
kaka

kaki

aku

kaka

aku

kaka

kaki

kaki

aku

kaki

aku

kakiku

kaka

kakiku

kaka



Ndàku kakiku.

Ndàku kaka.

a sa	i si	u su
---------	---------	---------



si



sa



su

sa	ki	ka	su	a
i	ku	u	si	su

su sa

susa

si ku

siku

u sa

usa

sa ki

saki

susa

usa

saki

siku

saki

susa

usa

siku

aku

kaka

kaki

Ndàku

Ndàku

ka	ki	ku
sa	si	su

susa
asusa
Asusa

siku
sikuku

saki
asaki
Asaki

usa
usaku

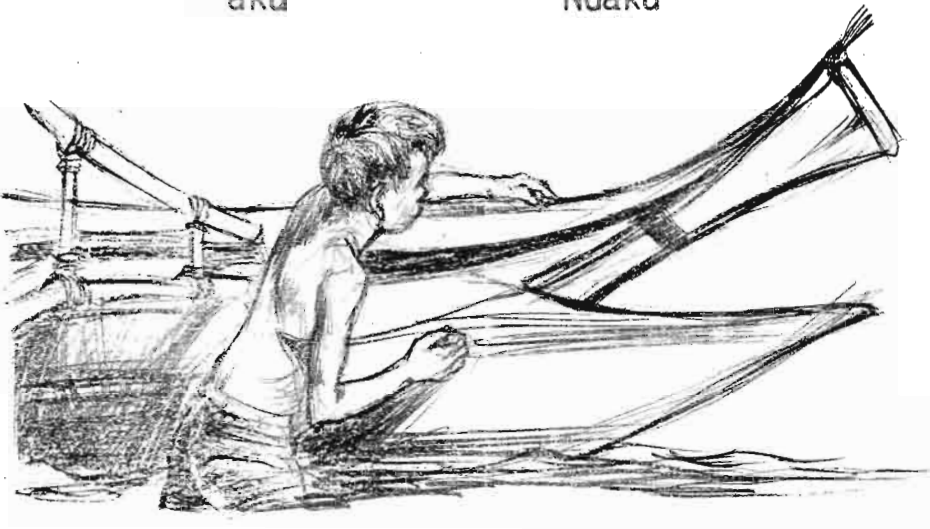


Ndàku kakiku.
Asaki kakiku.
Asusa aku.

kaki usa siku
kakiku usaku sikuku

susa saki kaka
asusa asaki kaka

aku Ndàku
aku Ndàku

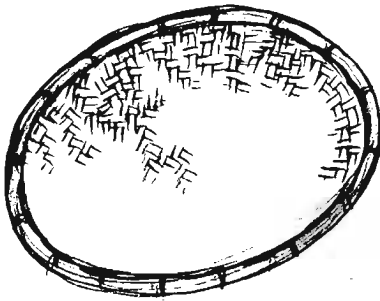


Ndàku kakiku.

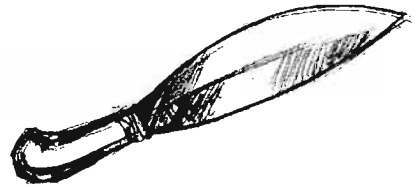
Ndàku siku.

Siku kakiku.

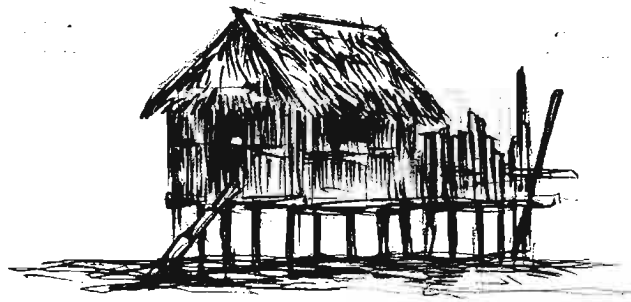
a	i	u
la	li	lu



li



la



lu

sa	i	ku	su	la
li	ka	u	si	lu
ki	a	la	ka	li

su li
suli

la li
lali

i lu
ilu

suli
ilu

lali
ilu

suli
lali

kaki
susa
kaka

aku
saki
usa

siku
Ndàku

ka	ki	ku
sa	si	su
la	li	lu

lali

ilu

suli

lali

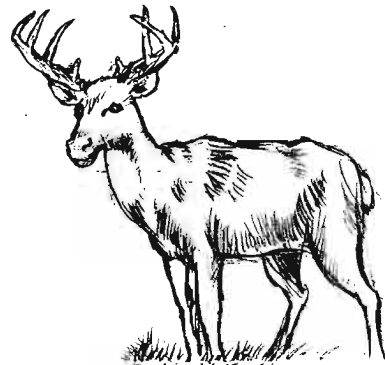
ilu

suli

Ai ilu?

Usa.

Ndàku usa ilu.



Ai ilu?

Siku.

Ndàku siku ilu.



kaki susa

kakiku asusa

usa saki

usaku asaki

siku lali

sikuku lali

kaka suli

kaka suli

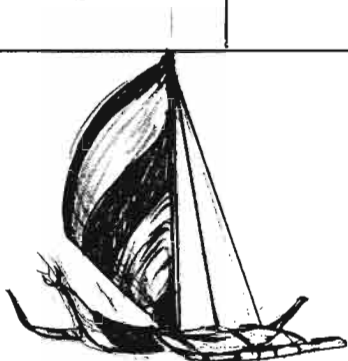
ilu aku

ilu Aku

ai ndàku

Ai Ndàku

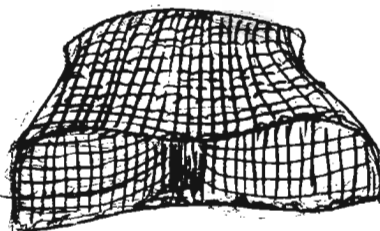
a	i	u
ba	bi	bu



ba



bi



bu

ka	i	su	la	bi
u	ki	a	bu	li
lu	sa	ku	si	ba

bu bu
bubu

a bu
abu

ku ba
kuba

bi lu
bilu

bi sa
bisa

kuba
bisa
abu
bubu

bilu
kuba
bilu

abu
bisa
bubu

Ndàku
kaki
saki
ilu

aku
ai
usa
suli

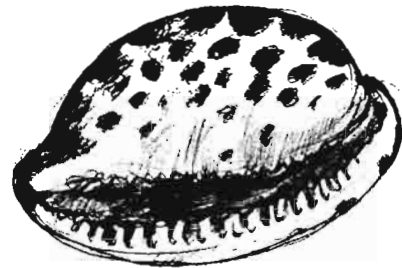
kaki
siku
susa
lali

ka	ki	ku
sa	si	su
la	li	lu
ba	bi	bu

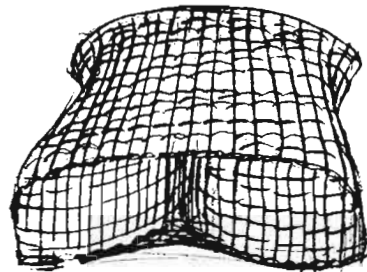
bilu
 abilu
 Abilu

bisa
 abisa
 Abisa

Ai ilu?
 Kuba? Ahò.
 Ndàku kuba ilu.



Ai ilu?
 Bubu? Ahò.
 Ndàku bubu ilu.



a	i	u
ka	ki	ku
sa	si	su
la	li	lu
ba	bi	bu



kaki

susa

kakiku

asusa

usa

saki

usaku

asaki

siku

bisa

sikuku

abisa

bubu

bilu

bubuku

abilu

kaka

lali

ilu

kuba

aku

abu

suli

Ndàku

ahò

ai

Ahò

Ai



Ai ilu?

Abu? Ahò.

Ilu kakiku? Ahò.

Asaki kakiku.

Abisa siku kakiku.

Asusa aku.

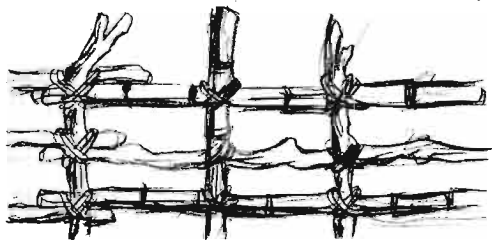
bu buk	ku kuk kukku	si sik sisik
sa sak sasak	la lak ilak	li lik balik

kukku
balik
sasak
ilak

sasak
buk
balik
sisik

ilak
sisik
buk
kukku

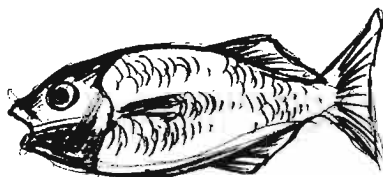
Anià sasak.
Ndàku sasak ilu.



Anià kukku.
Ndàku kukku ilu.
Kukku si Kula.



Ndàku ilak.
Anià sisik.
Ndàku sisik ilak ilu.



Anià buk.
Ndàku buk ilu.
Buk kakiku.



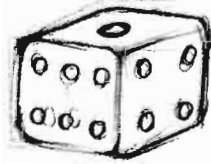
la	lu
las	lus
alas	lilus
ku	ba
kus	bas
kuskus	bassa

kuskus	lilus	alas
bassa	kuskus	lilus
alas	bassa	

sisik	kukku	sasak
ilak	buk	balik

Ai ilu?

Alas? Ahò.



Ai ilu?

Lilus? Ahò.

Lilus kakiku.



Anià kuskus.

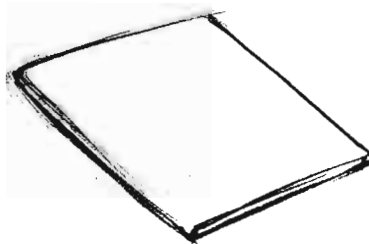
Ndàku kuskus ilu.



Ndàku buk.

Abilu buk ilu.

Bassaku.



ki	bu	bu
kil	bul	bul
kilkil	bulsa	subul
sa		ka
sab		kab
isab		ukab
kilkil	subul	isab
bulsa	ukab	subul
isab	kilkil	bulsa
ukab		
lilus	ilak	sasak
sisik	alas	bassa
buk	kukku	kuskus
balik		

Ilu na subul.

Anià bulsa.

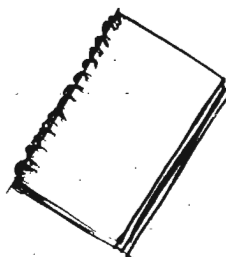
Anià isab lilus.



Ilu na buk.

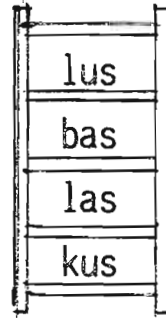
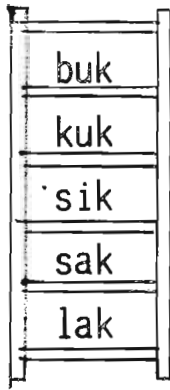
Ukabku buk.

Bassaku.



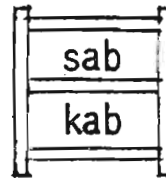
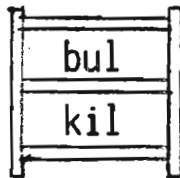
kilkil

kilkil



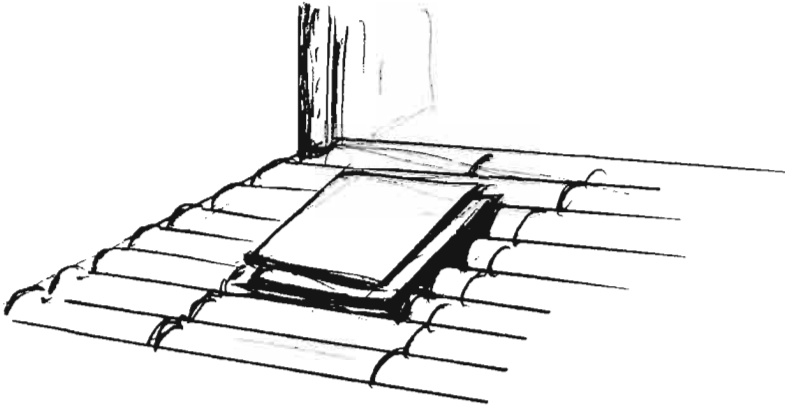
kukku
sisik
sasak
buk
ilak

lilus
alas
bassa
kuskus



subul
bulsal
kilkil

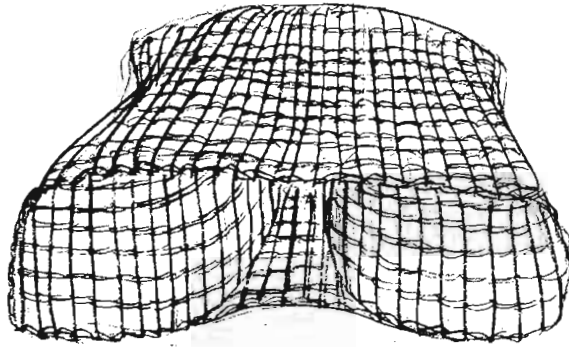
isab
ukab



Ndàku buk ilu.
Buk kakiku.
Anià isab bukku.



Ukabku bukku ilu.
Bassaku.



Anià bubu.

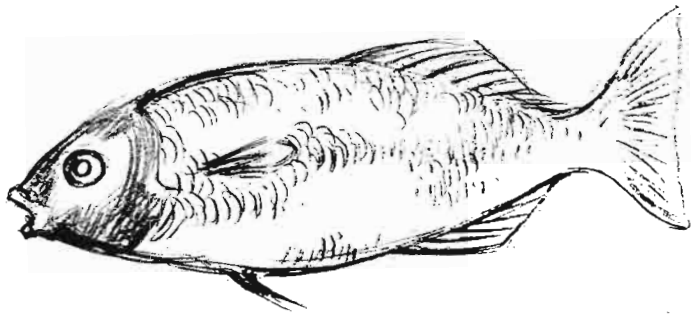
Ndàku bubu ilu.

Bubu kakiku.

Magbubu kakiku.

Aku isab magbubu.

Anià ilak.



kaki	lali	bubu	sasak
asusa	Sulu	subu	ilak
kaka	lilus	abu	bilik
aku	bassa	abilu	laksu
usa	kilkil	abisa	lubak
siku	sukul	kuba	ukab
isi	subul	abisu	isab
kusu	ahò	labi	sabab
suli	ai	ndàku	alas
kalu	alus	kukku	asaki
ilu	labu	*Suk	bulbul
alasa	kuskus	sisik	bulsa
balu	anià	balik	bilas
buk	kalu	Kula	buku

Recognition Drills.

a A	i I	u U
aku	kaki	Ukab
kaki	siku	lubak
susa	lsi	bulbul
lali	suli	laksu
balu	llu	bulsa
Ahò	lali	kuba
bulsa	lilus	abisu
sabab	kilkil	kukku
ukab	Ai	Suk
laksu	sisik	subu
isab	asaki	alus
alas	bilik	labu

Recognition Drills.

ka	ki	ku
kaki	kaki	aku
Kaka	kilkil	siku
kalu	kibüt	kusu
ukab	saki	sukul
kami	kima	kuskus
kassà	kitam	kuba
maka	takila	kukku
katis	kium	kuting
kam	kilay	bubuku
tukad	tukid	bulsaku

Recognition Drills.

sa	si	su
asusa	siku	asusa
usa	isi	kusu
alasa	sisik	suli
bassa	siput	Sulu
abisa	sigas	sukul
sasak	masi	subul
isab	siali	abisu
sabab	taksil	subu
asaki	sini	Suk
bulsa	asin	laksu

Recognition Drills.

la	li	lu
alasa	suli	kalu
lali	lali	ilu
labu	lilus	balu
ilak	balik	lumà
labi	lisà	Sulu
laksu	bilik	lilus
alas	ligu	lutù
lahut	atuli	abilu
bilas	lima	alus
lansa	siali	lubak

Recognition Drills.

ba	bi	bu
balu	abilu	subul
bassa	abisa	labu
kuba	labi	bubu
balik	abisu	subu
lubak	bilik	abu
babà	dambilà	lambu
sabab	sabit	buk
basì	abilà	bulsa
balè	binoa	buku

G L O S S A R Y

<u>Samal</u>	<u>Pilipino</u>	<u>English</u>
abu	abó	ashes
ahò	oo	yes
ai	anó	what
aku	akó	I, me
alas	alás	figure one, one-spot on dice
alus	sunugin	burnt
anià	mayroon	there is
asin	asin	salt
babà	baba	carry on back
baki		species of fish
balè	pagód	tired
balik	ulitin	again
balu	bao	widow (er)
basi	kawad	wire
bassa	basa	read
batu	bató	stone
bilas		relationship between sibling's spouses
bilà	basag	break
bilik	silid	room
bilu	asul	blue
bisa	kirót	painful
bisu	bingí	deaf
boa	dalá	bring
bubu	patibóng ng isdà	fish trap
buk	aklat	book
buku	buhól	knot
bulbul	balahibo	feather
bulsa	bulsá	pocket
dambilà	kalahati	other half
ilak		species of fish
ilu	iyán	there, by you
isab	din	also

isi	lamán	content (noun)
kaka		deckplank of canoe
kaki	pinsán	cousin
kalu	siguro	perhaps
kam	kayó	you (plural)
kami	kamí	we (exclusive)
kassà	botelya	bottle
katis	tapos	finish
kibut	tapayan	water-jar
kila	makilala	recognise
kilay	kilay	eyebrow
kilkil		kind of tree
kima	likán	species of shellfish
kitam	tayo	we (inclusive)
kium	ngití	smile
kuba		species of shellfish
kukku	kukó	finger nail
Kula		boy's name
kuskus		species of shellfish
kusu	magkuskús	ruh
kuting	rusà	cat
labi	lalù, higit	more than
labu	dumaóng	anchor
lahut	iták	broad-bladed working knife
laksu	lundág	jump
lali		species of fish
lambu	malapot	thick, wide
lansa	lantsa	launch
lasa	pagibig	love
ligu	pantahip	winnowing basket
lilus	relós	watch (ncun)
lima	limá	five
lisà	kuto ng ulo	small head lice
lubak	palu-in	whip (verb)
lumà	bahay	house
lutù	baon	travelling food

ma	sa	at
maka	at	and, with
masi	iwan	remain
na	na	now
nda	tumingin	see
ni	sa	to
sabab	sapagka't	because
sabit		three-pronged fish hook
saki	sakit	sick
sasak	bakod	fence
si	si	personal marker
siali		younger sibling
sigà	silà	they, them
siku	siko	elbow
sini		cinema
siput	turnilyo	screw (noun)
sisik	kaliskis	scale (noun)
subu	umaga	morning
subul	binatà	young man, bachelor
Suk	Tausog	Tausug
sukul	salamat, purihin	thanks, praise
suli	usap	speak, converse
Sulu	Sulu	Sulu
susa	balisa	anxious
tukad	umahon	ascend
tukid	sikap	diligent
tuli	matulog	sleep
ukab	bukás	open
usa	usa	deer

APPENDIX A

<u>sound</u> <u>Illustrated</u>	<u>Samal</u> <u>Word</u>	<u>National</u> <u>Language</u>	<u>English</u> <u>Meaning</u>
a	agap	loro	parrot
i	iting		fish's spine
u	ulan	ulan	rain
ba	banog	layag-hugis triyanggulo	triangular sail
bi	bilà	basag	break
bu	bubu	patibong ng isda	fish' trap
ka	kahà	karahay	native frying pan
ki	kibut	tapayan	water jar
ku	kuting	pusà	cat
la	lahut	itak	wide-bladed knife
li	ligu	pantahip	winnowing basket
lu	lumà	bahay	house
sa	saging	saging	banana
si	siku	siko	elbow
su	sudù	kutsara	spoon

INSTRUCTIONS TO THE TEACHER

It will be seen from the preface that the method of teaching followed in these four Samal primers is a combination of the phonics and syllable methods.

The following points should be noted.

1. Single Letter, Single Sound

The main difference in teaching English and Samal is that in the Samal alphabet a single letter represents a single sound and no other sound. Any students that have had some contact with English should have this impressed upon them. e.g. whenever they see i they should read it as the 'i' in 'machine', whenever they see ki they should read it as the 'ki' in 'khaki'.

The teacher should be careful especially when teaching vowels never to give them their English names -- always they should be referred to by their sound.

2. Samal Alphabet

Vowels -- a as the final 'a' in 'banana',

i as the 'i' in 'machine',

u as the 'u' in 'blue',

e as the 'e' in 'egg',

o as the Spanish 'o',

é as the 'e' in the Ilocano word 'atep'.

The difference between e and é is demonstrated in such Samal words as kéllò 'get', and kellò 'bent'.

Consonants -- b, d, q, h, j, k, l, m, n, ng, p, s, t, w, y, ʔ (glottal stop). The glottal stop is called hamsà in Samal. It is the abrupt closure of a vowel and differentiates between such Samal words as mata 'eye' and matà 'unripe'.

Note -- The hamsà is always marked and when a sequence of two vowels occurs unmarked by a hamsà the second vowel follows the first without a break. This differs from the National Language, e.g. tàu 'know' and tau 'fear'.

3. Differences Between Samal and Tausug

In Sulu the two main languages are Tausug and Samal. It should be noted by the teacher who may be more familiar with Tausug than with Samal that Samal has six vowels whereas Tausug has only three. The three extra vowels are o, e, é.

4. Attacking New Words

Except for the few "sight words" contained in the first three primers all words are made up from known syllables. The principle of teaching is "from the known to the unknown".

e.g. a to la
 la to lak
 lak to ilak

In the first three primers a few sight words are introduced e.g. ndaku 'I see' and ahô 'yes' in Book One. These words cannot be "sounded out" but have to be learnt by sight. All the words in the story on page 21 of Book One except for the sight words ai and ahô are made up of taught syllables and can be sounded out syllable by syllable.

5. Speed to Teach

The teacher should only move on to a new page or a new sound when the previous pages or sounds are mastered by the students.

6. The Use of Pictures

The first syllable of the item illustrated is the same as the syllable being taught. E.g. the picture of the parrot, agap on page 1, illustrates the sound a. The picture of the cat, kuting, on page 5, of Book One illustrates the syllable ku. So the students will say, "Ku, kuting", pointing first at ku and then at the picture of the cat. See Appendix A on page 40 for the meanings of the picture words.

Consonants should never be taught in isolation but always with a vowel attached to make a syllable.

7. Teaching Aids

It is important to use other teaching aids besides the primer.

a) Blackboard This is the best single teaching aid. On it the teacher can copy from the primer the page being taught. It can be used for games, e.g.

(i) draw a ladder with words enclosed and see which students can climb to the top by reading the words,

(ii) draw fish in the sea with different words written inside them and see how many fish the students can catch by reading the words.

The blackboard can be used to help students attack new words, e.g. if a student cannot read kukku the teacher should write the following on the blackboard and make the student read from the known to the unknown, i.e. from the top down.

ku
kuk
kukku

b) Recognition Drills In Book One pages 32 to 36 are lists of words containing certain recognisable syllables, e.g. after teaching a on page 1 the teacher should turn to page 32 and get the students in turn to point to and read all the a's in the first column under aA. After teaching la, li, lu, on page 12 the recognition chart on page 35 should be used.

Note -- These charts contain some words made up of untaught syllables and should not be used for reading exercises. On page 31 are lists of words made up of known syllables or sight words, and the students can read these when they have finished the primer.

c) Flash Cards Cards with taught syllables or words printed on them can be made out of stiff cardboard approximately 6" x 2". These are good for revision purposes. The teacher will hold up one card at a time and the students will have turns to read the different words. If a word is read correctly the student holds the card, otherwise it goes to another student who can read it. Afterwards the cards are counted to see which student has the most.

d) Writing To write down syllables and words already learnt is a big help in learning to read. Individual blackboards made out of pieces of plywood about 16" x 12", painted with blackboard paint are excellent for this purpose. Worksheets are available from the Summer Institute of Linguistics' Headquarters at Nasuli, Malaybalay, Bukidnon, at cost. There are eight sheets for Book One.

Special Notes on Book One

There are two main teaching points in Book One.

1) The transfer from the single vowel syllable to the consonant plus vowel syllable, i.e. a to ka. This can be taught in two ways, by reading a first and then ka, pointing out the contrast to the students; or by writing the vowels on the blackboard and having a card with the letter k written on it to place by each of the vowels in turn.

k a

i

u

2) The teaching of syllables of the pattern: consonant-vowel-consonant (CVC). This is a very common syllable pattern in Samal; and needs to be taught quite early. The teacher will find that this step is the hardest for the student to grasp and perseverance will be needed. Remember that each step should be thoroughly mastered before another is attempted.

In this primer CVC patterns are taught from the known CV syllables (See 1) above) to the unknown CVC syllable.

e.g. The known syllable is la
Add final k to make lak
Add syllable i to make a meaningful Samal word, ilak