

BUK DUA



Samal of Sulu
(Siasi)

Publications Copy
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BUK DUA

Samal of Sulu (Siasi)

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the Summer Institute of Linguistics
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and
the Institute of National Language
of
the Department of Education
Manila, Philippines
1965

P R E F A C E

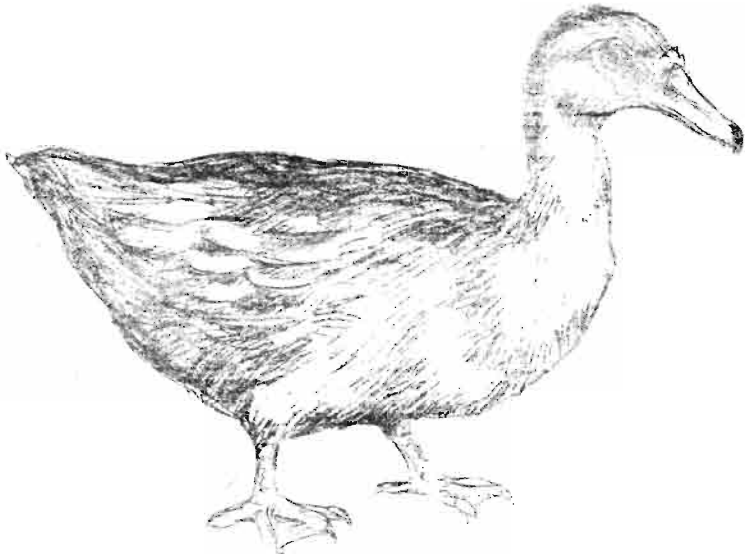
In order to teach Samals to read their own language four graded primers have been prepared. Supplementary readers are available for students to use after they have completed the second, third and fourth primers.

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, e, é, g, h, i, j, k, l, m, n, ng, o, p, s, t, u, w, y, ʔ (glottal stop). The glottal stop is always written and it appears as a grave accent (`) 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 Two the following letters are taught: e, é, t, n, m.

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

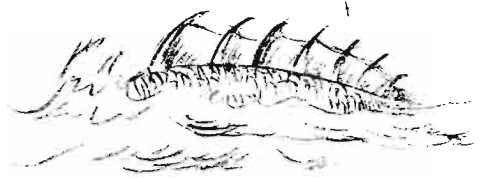


e

E



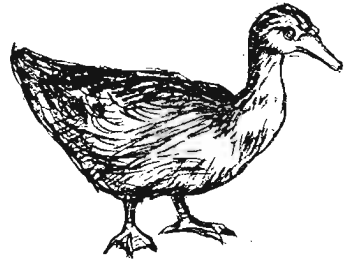
a A



i I



u U



e E

| | | | |
|----|----|----|----|
| a | i | u | e |
| ka | ki | ku | ke |
| sa | si | su | se |
| la | li | lu | le |
| ba | bi | bu | be |

ka le
kale

le le
lele

be las
belas

kale

belas
lele



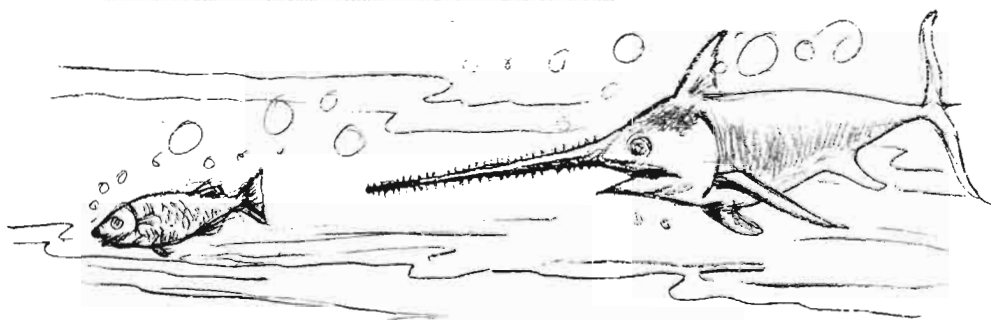
Ilu na kakiku.

Anià kuskus.

Anià isab kuba.

Nilele kuba hê kakiku.

Nilele kuskus hê kakiku.



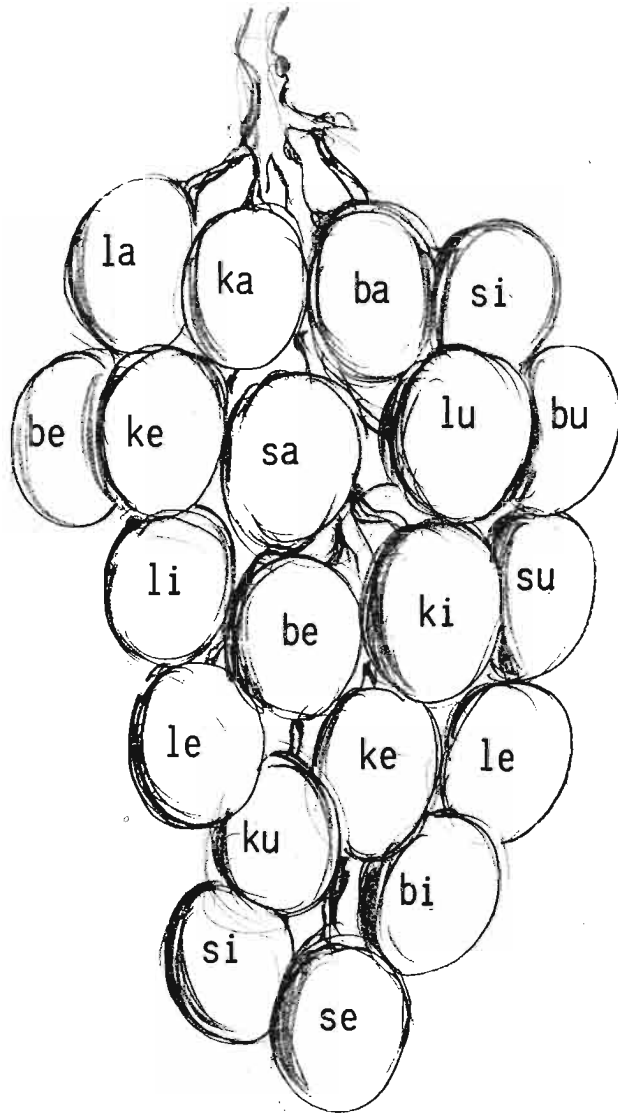
Ilu na belas.

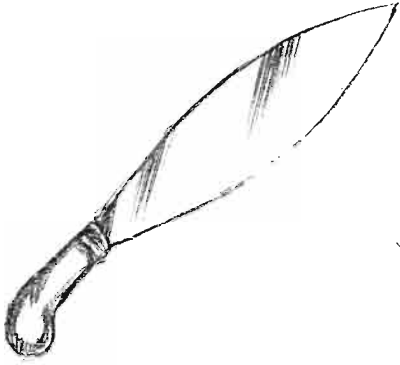
Ilu isab ilak.

Ndàku belas.

Ndàku ilak.

Anià sisik.





ì



è



à



ù



à

kà
sà
là
bà



ì

kì
sì
lì
bì



ù

kù
sù
lù
bù



è

kè
sè
lè
bè

| à | ì | ù | è |
|---------------|---------------|---------------|---------------|
| kà | kì | kù | kè |
| sà | sì | sù | sè |
| là | lì | lù | lè |
| bà | bì | bù | bè |
| su kà sukà | ba kì bakì | i lù ilù | ba sè basè |
| ka kà kakà | ba sì basì | ba bù babù | ba lè balè |

kakà

ilù

balè

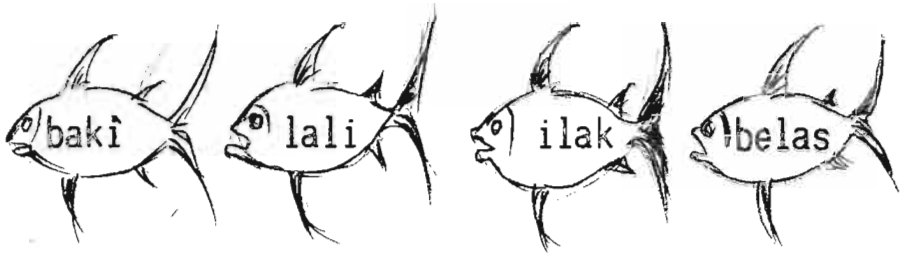
babù

basì

bakì

sukà

basè



Ilu na daing.

Anià lali.

Anià ilak.

Anià belas.

Anià isab baki.

sukà

kakà

baki

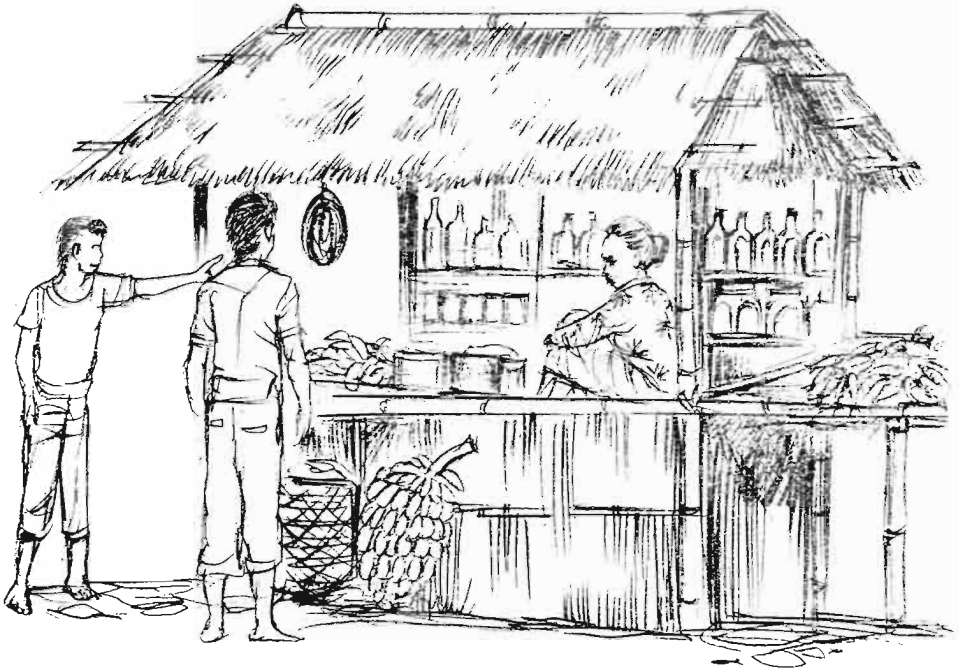
basè

basi

babù

ilù

balè



Ndàku basìbasì, Kakà.

Ndàku isab sukà.

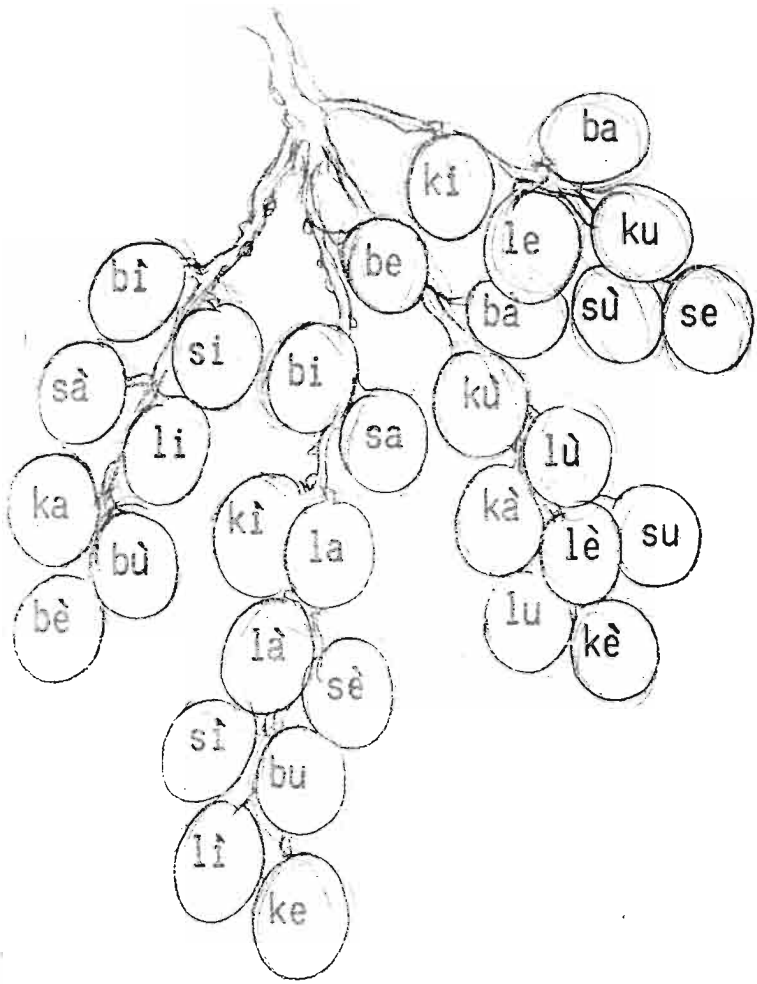
Anià daing.

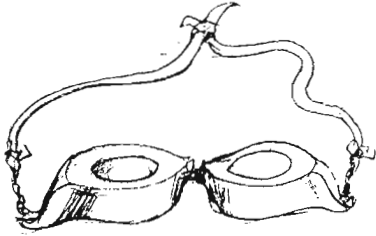
Ndàku bakì.

Amélli aku bakì ilu.

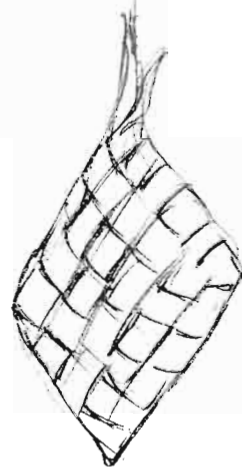
Amélli isab sukà subu ilu.

Si Kakà amélli basìbasì.





ti



ta



te



tu

| | | | |
|---------------|---------------|---------------|---------------|
| a ta | i ti | u tu | e te |
| ta bù tabù | a ti ati | tu li tuli | lè te lete |
| ki ta kita | ti kà tikà | i tu itu | |
| à tà | î tî | ù tù | è tè |
| ta tà tatà | ba tî batî | lu tù lutù | Be tè Betè |

tabù

tikà

lete

itu

ati

kita

tuli

tatà

batî

lutù

Betè



Bai na atuli si Betê,
Abatì na ka? Ahò.
Anià bakì ma tabù? Ahò.



Ni tabù kita.
Amélli kita bakì itu.
Anià na lutùta.

ta
tas
katas

ti
tis
katis



Akatis na katasnu ilu?

Ahò. Akatis na.

Amélli kita katas.

| | | |
|------|-------|-------|
| tabù | itu | kita |
| ati | Betè | lutù |
| tuli | tatà | tikà |
| lete | katas | katis |

| | | |
|--------------------|--------------------|---------------------|
| bi bit sabit | bu but abut | la lat lattik |
| li lit kulit | ku kut bukut | su sut susut |

| | | |
|--------|-------|-------|
| bukut | abut | sabit |
| lattik | kulit | susut |
| katas | katis | |

| | | |
|----------|--------|---------|
| lattik | abut | sabit |
| nilattik | tàabut | sasabit |

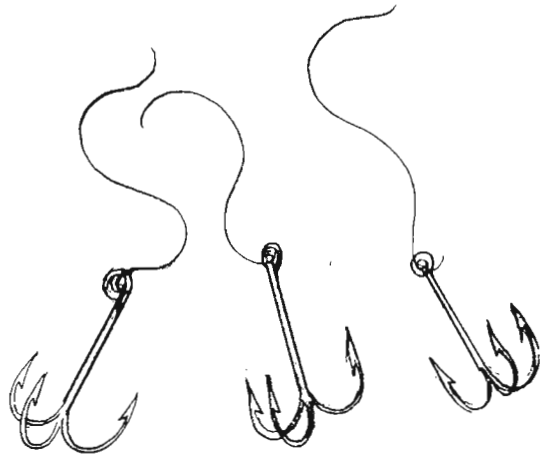
| | | |
|---------|---------|--------|
| bukut | susut | katis |
| bukutku | susutku | akatis |

Susutku pelangku.

lattik
abut

bukut
susut

sabit
kulit



Ni Bulilakit kita.

Anià lutùta.

Anià isab sasabit.

Ilu na sabit ma bukut ilak.

Anià sisik ma kulitna.

te
tek
etek

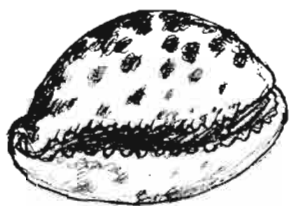
te
tek
tektek

ke
ket
keket

ke
ket
basket

tektek
basket

keket
etek



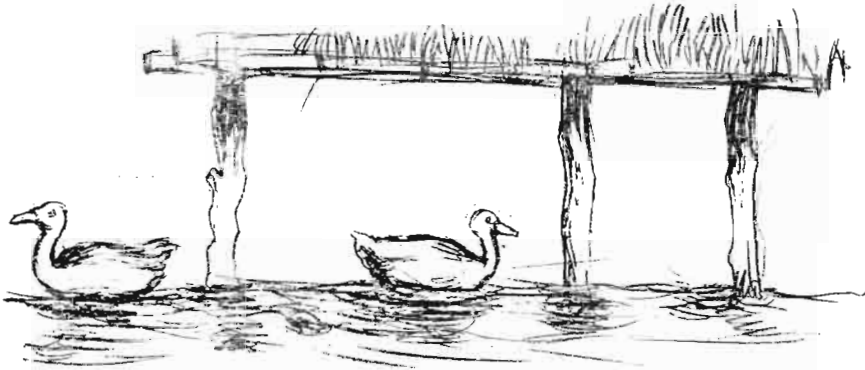
Tektekku kuba ilu.

Keketku isi kuba.

Ilu na etek.

Etek si Lalita.

Ilu isab etek si Betè.



Amèlli aku etek si Lalita.

Binasè aku hè etek.

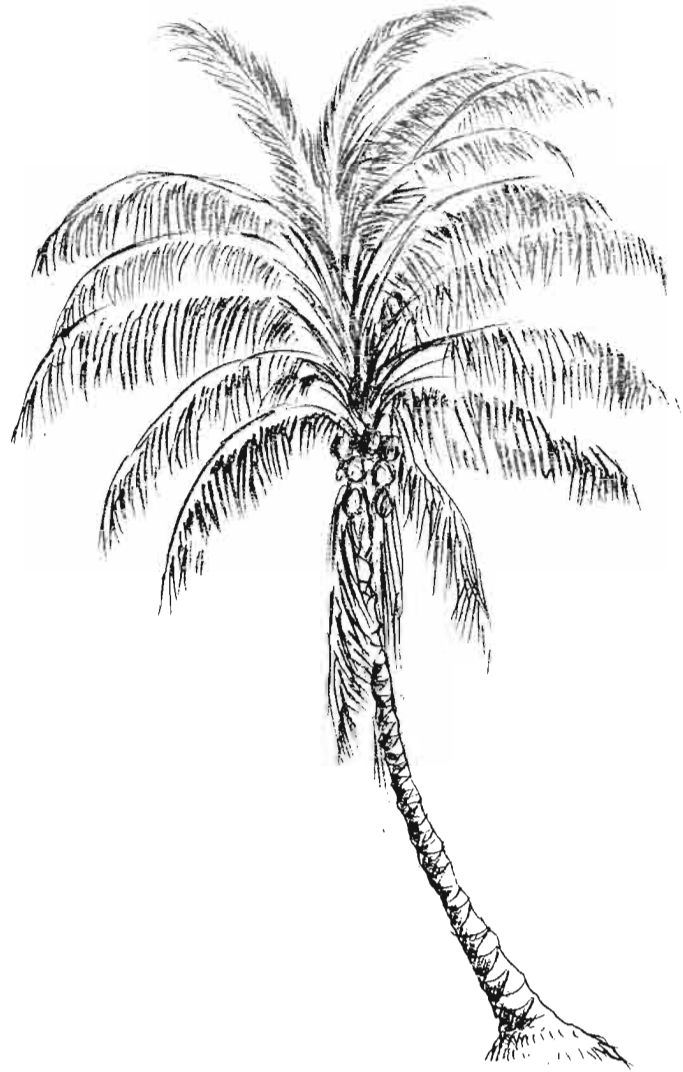


etek

kekèt

basket

tektek



ni

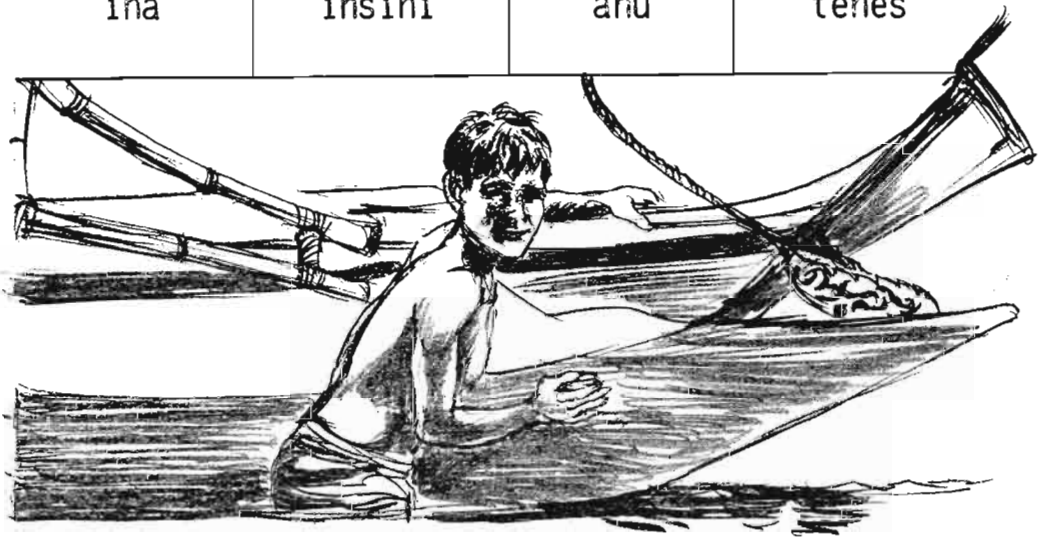
Ni

na

nu

ne

| | | | |
|---------------|--------------------|---------------|-----------------|
| a na nà | i ni nì | u nu nù | e ne nè |
| ta nà tanà | sa ni sani | la nù lanù | Ne nè Nenè |
| i nà inà | in si nì insinì | a nu anu | te nes tenes |



Susutku pelang inàku.

Alanù na pelangna.

Pelang si Kakà bai na susutku insinì.

| | | |
|---------------------|--------------------|---------------------|
| ka kan bukan | si sin asin | ka kan kakan |
| ba ban labban | bu bun sabun | be ben benten |
| la lan lansa | | |

| | | |
|-------|--------|-------|
| asin | benten | kakan |
| bukan | sabun | lansa |
| | labban | |

| | | | |
|------|-----|------|--------|
| tanà | inà | sani | insini |
| lanù | anu | Nenè | tenes |



Bai ni tabù si Inà insinì.

Ai isi basket ilu?

Anià asin.

Anià isab labban sabun.

Ai kakanna?

Bukan.

inà
tanà

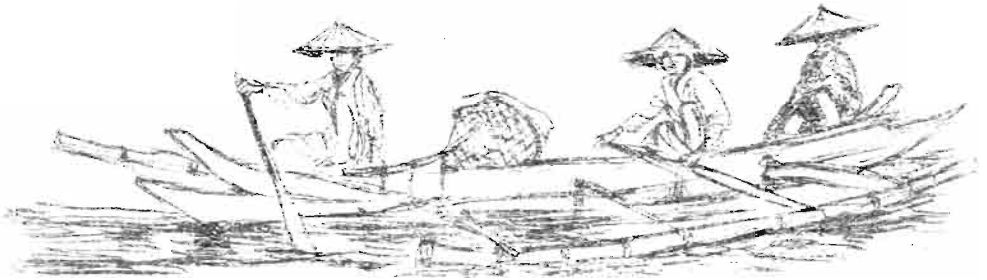
sani
insini

lanù
anu

Nenè
tenes
benter

bukan
kakan
iansa

labban
sabun
asin



Ni tabù si Babù maka si Inà.

Ni tabù isab si Nenè.

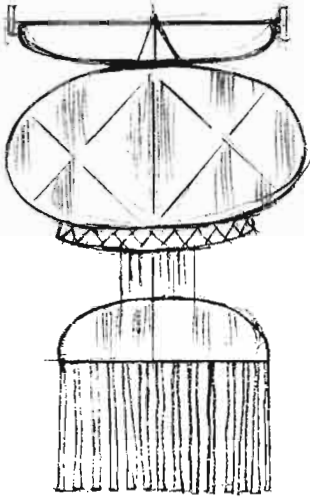
Anià sin ma si Babù
maka ma si Inà.

Anià isab sin ma si Nenè.

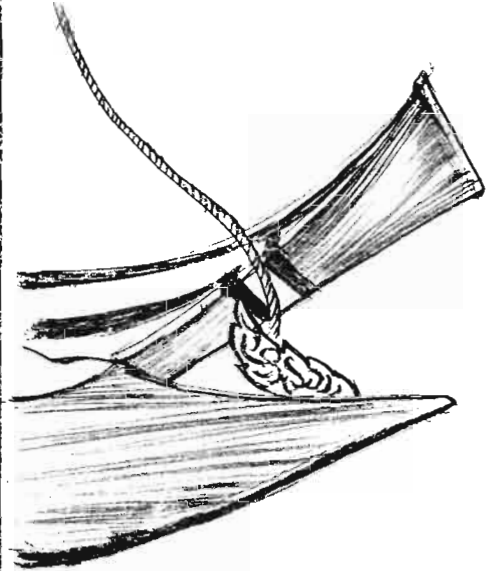
Amélli sabun si Nenè

Si Inà amélli daing maka sukà.

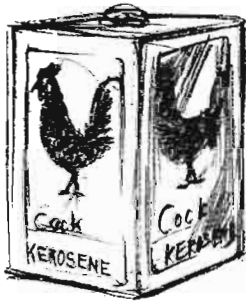
Si Babù amélli basket.



ma



mu



mi

me

me

me

| | | | |
|---|---------------|---------------|------------------|
| a ma | i mi | u mu | e me |
| li ma lima ma ka maka ma nuk manuk | ka mi kami | ta mu tamu | a me nè amenè |
| à mà | ì mì | ù mù | è mè |
| lu mà lumà | mi mì mimì | a mù amù | E mè Emè |

kami
amenè
Emè

lima
maka
amù

tamu
lumà

manuk
mimì



Ndàku lumà maka manuk.
Lumà si Emè.
Ndàku manuk.
Amùku manuk ni si Emè.
Anià lima manuk ma lumàna.
Amenè aku.
Amélli aku tamu ma tabù.
Na, anià kinakan kami.

ma
man
timan

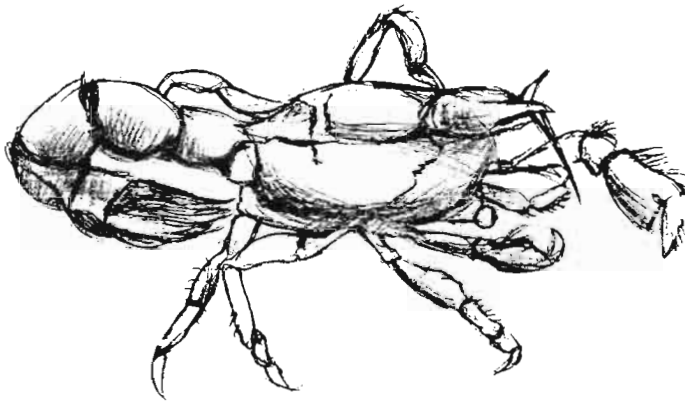
mi
min
minsan

mu
mun
kamun

timan
timanin

kakan
kinakan

lumà
lumàna



Timanin kamun itu.
Bai nilattik si Kakà.

lima
manuk
lumà
mimi

kami
tamu
maka
minsan

amenè
Emè
amù
kamun

ta
tam
katam

ta
tam
tambal

nu
num
inum



Asaki na aku,
Bai na inumku tambal.
Minsan na,
Amasi aku asaki.

tambal
tambalin

inum
n̄inum

inum
inumun

kamun
katam

timan
tambal

minsān
inum

Yuk si Lalita, "Tambalin aku."

Yuk si Mam, "Ai sakinu ilu?"

Yuk si Lalita, "Saki abisa ba.

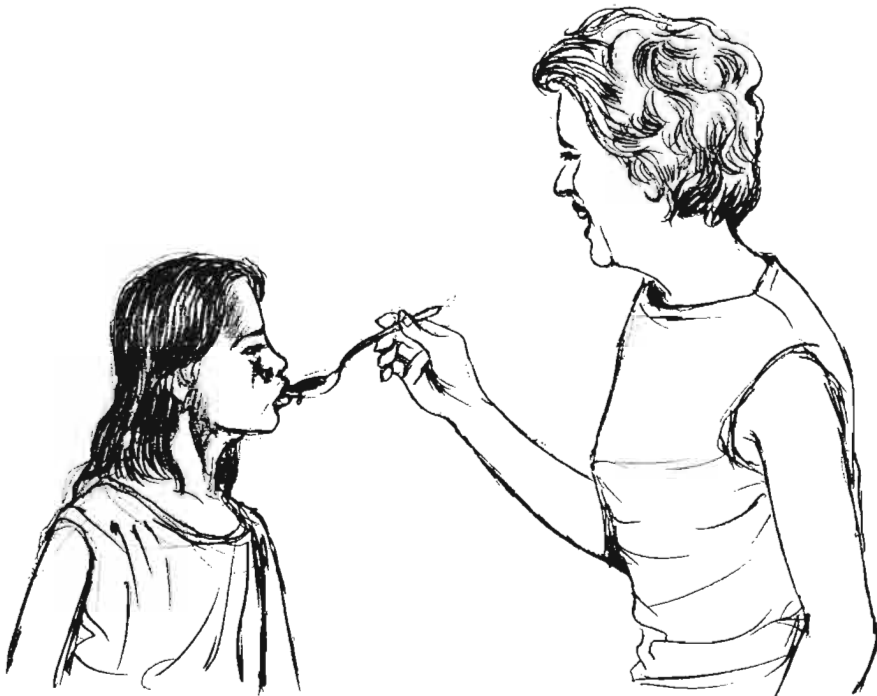
Anià tambal?"

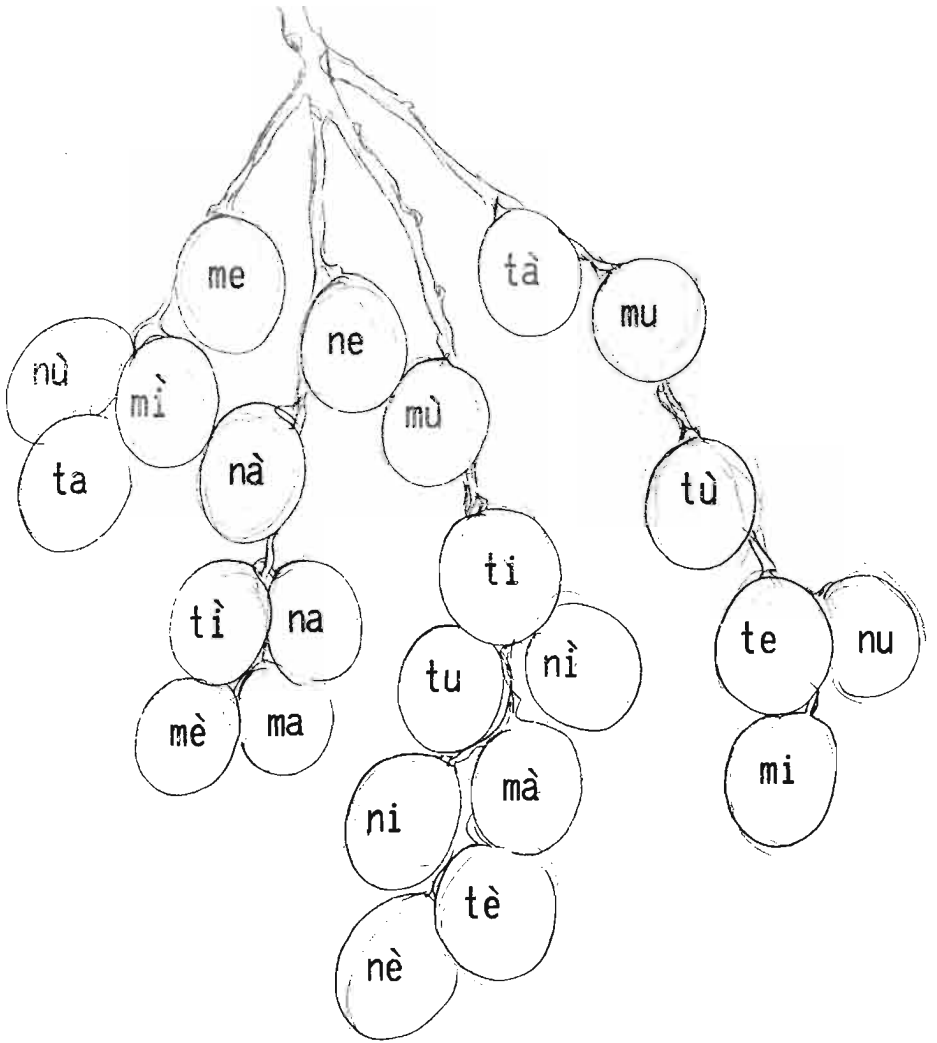
Yuk si Mam, "Ahò. Anià.

Inumun tambal itu."

Yuk si Lalita, "Ahò. Magsukul."

Ati n̄inum tambal hè si Lalita.





tà à
tàà

ka nù us
kanùus

a tà u
atàu

sà am
sàam

i lù un
ilùun

sì it
sìit

kà am
kàam

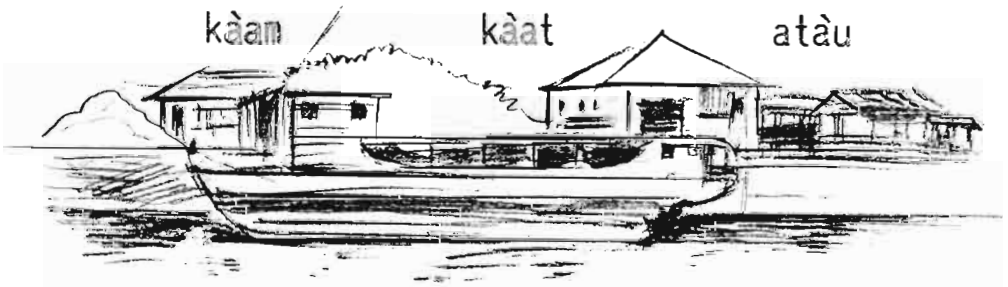
i nà an
inàan

kà at
kàat

kanùus
sàam
kàam

ilùun
tàà
kàat

sìit
inàan
atàu



Ndàku lansa inàan.

Magkàat bulìna.

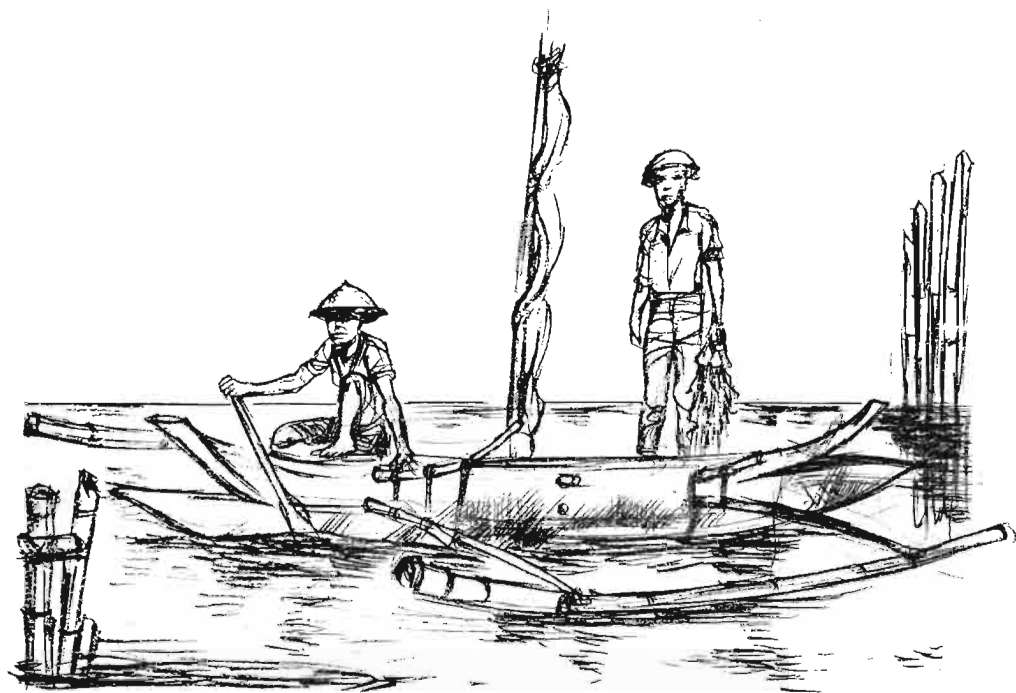
Ilùn na pelang sîitku.

Magkàat sàamna.

Yuk si Inà ni sîitku,

"Magkàat na sàam pelangnu?"

Yukna "Minsan na. Aheka kanùus tàà."

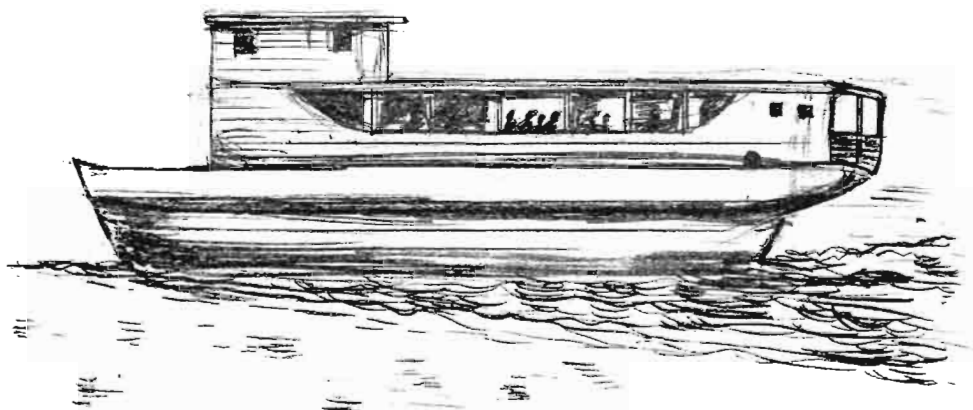


Yuk si Inà, "Atàu na kam

Aheka kanùus ma kàam ilu."

Yuk sîitku, "Ahò. Atàu na kami."

| ni | in | maka |
|--------------------|--------------------|--------------------|
| lattik nilattik | nalè binalè | ābut makāabut |
| asin niasin | benten binenten | kakan makakakan |
| lele nilele | batì binatì | kale makakale |
| ta | an | un |
| sabit tasabit | lanù lanùan | inum inumun |
| à tàà | timan timanan | tatà tatàun |
| keket takeket | balik balikan | basè basèun |



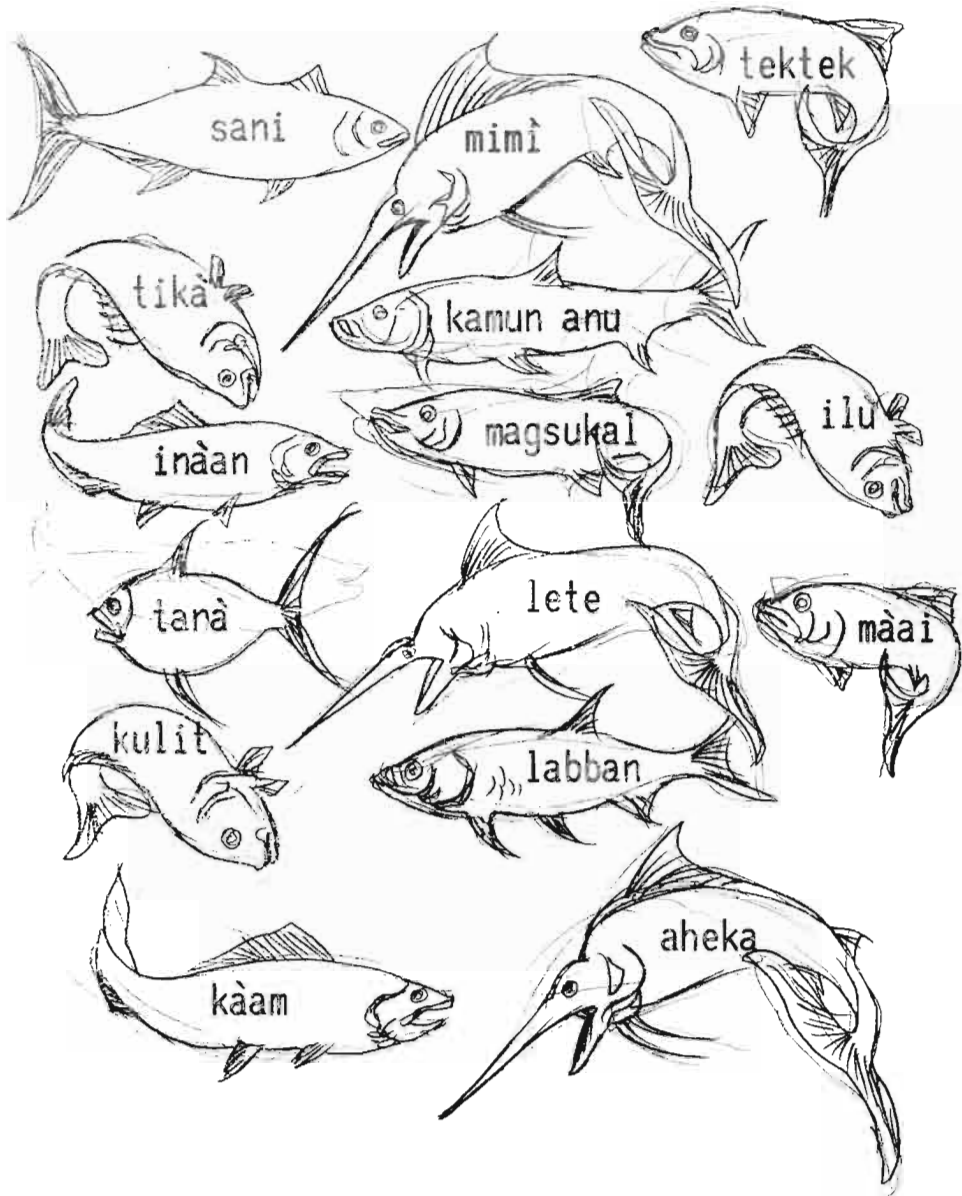
Ilòun na lansa.
Ni Suk aku subu ilu.
Anià sin ma bulsaku.
Tàabut Suk.
Amélli aku lilus.
Amélli isab katam.
Binalè na aku.
Atuli aku ma lumà sîitku.
Màai, lumàna? Hè ma Busbus.
Magtenestenes kami ma lumàna.

| | | | |
|-----|-----|-----|-----|
| man | tam | sat | kam |
| min | tim | sit | kim |
| mun | tum | sut | kum |
| men | tem | set | kem |

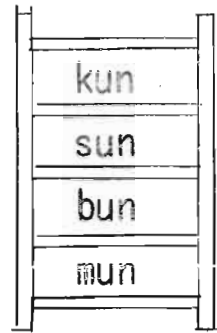
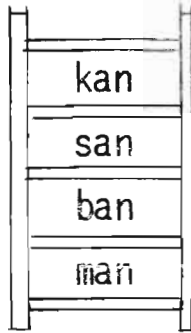
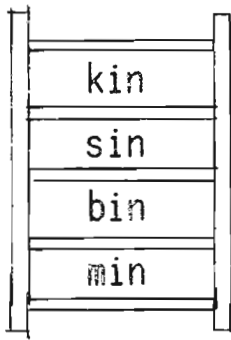
| | | | |
|-----|-----|-----|-----|
| lan | san | tas | mat |
| lin | sin | tis | mit |
| lun | sun | tus | mut |
| len | sen | tes | met |

| | | | |
|-----|-----|-----|-----|
| nas | ban | mas | sam |
| nis | bin | mis | sim |
| nus | bun | mus | sum |
| nes | ben | mes | sem |

| | | | |
|-----|-----|-----|-----|
| lām | lat | kal | kat |
| līm | lit | kil | kit |
| lūm | lut | kul | kut |
| lēm | let | kel | ket |



Aheka daing maitu.



kintas

asin

binti

minsan

kakan

santik

labban

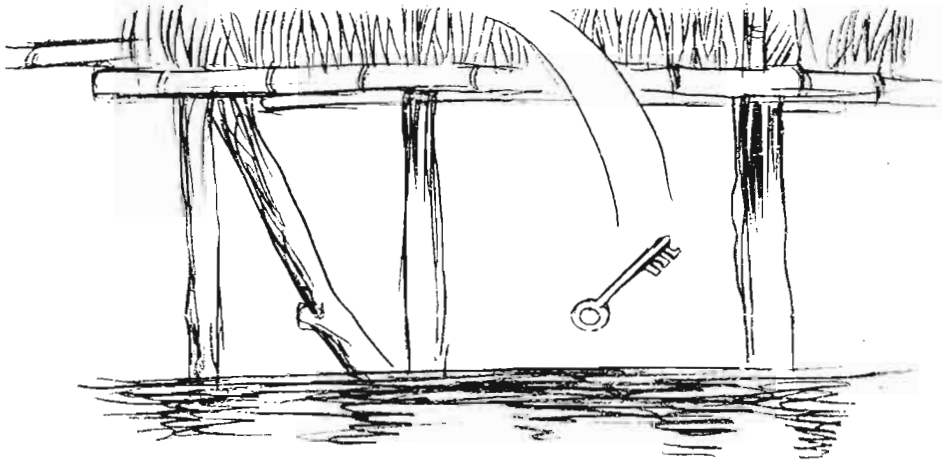
timan

kunsi

suntut

sabun

kamun

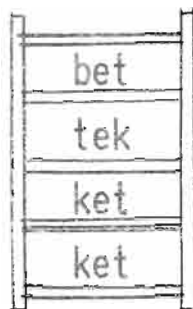


Bai timanannu kunsi.

Suntutka ka.



benten
lensa
tenes
bellè



babet
tektek
keket
basket



Anià kinakan maka sabun ma basket inan.
Bentenku na ni lumà.

| |
|-----|
| |
| tim |
| tam |
| tum |
| |

| |
|-----|
| |
| lim |
| lam |
| lum |
| |

| |
|-----|
| |
| mis |
| mas |
| mus |
| |

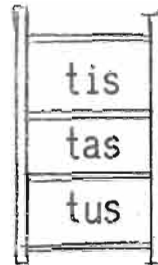
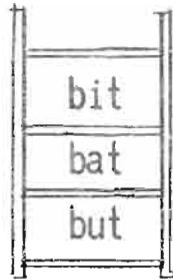
timbang
tamban
tumbuk

limbu
lambu
talun

mamis
mastal
tamus



Kakanku daing tinimbak.
Daing ai?
Tamban, bai bellèku insini.



lattik

sabit

katis

taksil

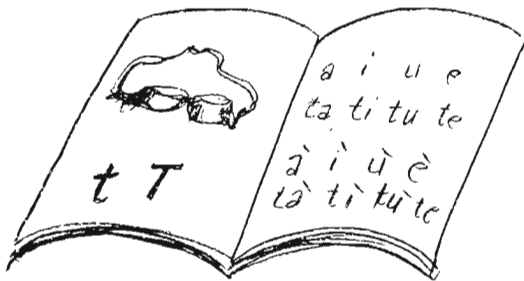
libat

kintas

lituk

abut

latus



Atàu na aku magbassa.

Minsan aheka kintasna, tabassaku.

Akatis bukku itu.

| à | ì | ù | è |
|------|--------|--------|------|
| anià | bakì | ilmù | basè |
| sukà | batì | bùn | balè |
| babà | lìis | kanùus | Bètè |
| sâam | basì | lutù | hè |
| inà | titi | lanù | semè |
| tàut | sìit | tùut | tapè |
| tanà | sambì | amù | Nenè |
| lumà | nîinum | tabù | Emè |
| kàat | bintì | tunù | potè |

Recognition Drills

| a | i | u | e |
|---------|----------|-------|---------|
| ta | ti | tu | te |
| na | ni | nu | ne |
| ma | mi | mu | me |
| tabù | ati | tuli | amenten |
| lima | kami | tamu | anektek |
| mata | sani | inum | etek |
| timanan | minsan | timul | amenè |
| taluk | tikà | manuk | tenes |
| manuk | mamis | tukà | Nenè |
| kima | sini | mula | anenes |
| kita | katis | taluk | amellè |
| kinakan | nilattik | itu | benten |
| tanam | timan | lituk | tektek |

| à tà nà mà | ì tì nì mì | ù tù nù mù | è tè nè mè |
|---|---|---|--|
| tatà inà nanà tanà mamà kutà lumà tàut | insinì titi binti bati jagunì Ammì nîinum | lutù tunù amù kanùus ilmù sunù tùut bitùun | Nenè potè Emè buattè penèun semè Betè amenè |

G L O S S A R Y

| <u>Samal</u> | <u>Pilipino</u> | <u>English</u> |
|--------------|-----------------|-----------------------------------|
| abut | _____, abót | arrive, reach |
| ahéka | marami | many |
| ahò | oo | yes |
| ai | anó | what |
| aku | akó | I, me |
| Ammi | | man's name |
| amù | hingi | ask |
| awia | mayroon | there is |
| anu | anó | what-do-you-call-it |
| asin | asin | salt |
| ati | at | (so) then |
| á | kuha | get |
| babà | baba | carry person on back |
| babet | | weighted bar for diving |
| babù | tiyá | aunt |
| bai | tapos na | past, completed |
| baki | | species of fish |
| balé | pagód | tired |
| balik | ulitin | again |
| basi | kawad | wire |
| basket | buslò | basket |
| bassa | basa | read |
| bati | gising | wake |
| belas | | species of fish |
| bellè | agila | eagle |
| bellè | | diving for dynamited fish |
| benten | dalhin | carry |
| Betè | | woman's or girl's name |
| bélli | bili | buy |
| binti | sipà | game of kicking another's calf |
| bisa | kirót | painful |
| bitùun | bituín | star |
| buattè | ganyan | like that |
| buk | aklat | book |
| bukan | | species of fish |

| | | |
|-----------|-------------|-----------------------|
| bukut | likod | back |
| bulbul | balahibo | feather |
| buli | puwít | stern, buttocks |
| Bulilakit | | name of place in Sulu |
| bulsa | bulsá | pocket |
| Busbus | | suburb of Jolo city |
| bùn | buhók | hair |
| daing | isdá | fish |
| Emè | | man's name |
| etek | itik | duck |
| hè | doon | there |
| hè | ni, ng, sa, | by |
| ilak | | species of fish |
| ilmù | karunungan | wisdom |
| ilu | iyán | there |
| ilù | ulilá | orphan |
| ilùn | | about to arrive |
| inà | ina | mother |
| inàan | doon | there, yonder |
| insini | mas maaga | earlier |
| inum | inum | drink |
| isab | din | also |
| isi | lamán | content |
| itu | ito | this |
| jaguni | kalikasan | nature |
| ka | ikaw | you |
| kakan | kumain | eat |
| kakà | kuya | older brother |
| kaki | pinsán | cousin |
| kale | dinig | hear |
| kam | kayó | you(plural) |
| kami | kamí | we(exclusive) |
| kamun | | species of crustacean |
| kanùs | pusít | squid |
| katam | katam | plane(tool) |
| katas | papel | paper |

| | | |
|--------|---------------|----------------------------|
| katis | tapos | finish |
| kàam | kayo | you(plural) |
| kàat | sirà | destroy |
| keket | kagat | bite |
| kima | | species of shellfish |
| kintas | kapiraso ng | sheet (of paper etc.) |
| kita | kita | we(inclusive) |
| kuba | | species of shellfish |
| kulit | balát | skin |
| kunsi | susi | key |
| kuskus | | species of shellfish |
| labban | karton | cardboard box |
| laksu | lundag | jump |
| lali | | species of fish |
| Lalita | | girl's name |
| lansa | lantsa | launch |
| lansuk | kandilâ | candle |
| lanû | makinis | clean, smooth |
| latus | | go through something solid |
| lattik | laslasin | slash |
| lele | gumapang | crawl on stomach |
| lensa | hindî matatag | unsteady (e.g. kite) |
| lete | tulay | bridge |
| libat | duling | cross-eyed |
| lilus | relós | watch |
| lima | lima | five |
| limbu | silungán | shelter, shade |
| lituk | sanga | small stick |
| lîis | | scrape(cassava) |
| lumâ | bahay | house |
| lutû | ba-on | travelling food |
| ma | sa | at |
| maka | at | and, with |
| Mam | Mam | madam |
| mamá | mamá | betel chew |
| mamis | matamis | sweet |
| manuk | ibon, manok | bird, hen |
| masi | maiwan | remain |

| | | |
|--------|---------------------|--|
| mata | mata | eye |
| mastal | panginoon | master |
| màai | saan | where |
| mimi | sumimangot | grimace |
| minsán | kahit man | even though |
| mula | napakasakit | extreme pain |
| na | ngayon | now |
| nanà | nanà | pus |
| ndà | tumingin | see |
| Nenè | | woman's name |
| ni | sa | to |
| pelang | bangká | outrigger canoe |
| penè | pumili | choose |
| potè | puti | white |
| sabit | | three-pronged fish-hook |
| sabun | sabon | soap |
| saki | sakit | sick |
| sani | nipa | palm with leaves used for making thatch |
| santik | | strick a match |
| sasak | bakod | fence |
| sàam | | outrigger brace |
| semè | pangit | ugly |
| si | si | personal marker |
| sin | pera | money |
| sini | tanawin | cinema |
| sisik | kaliskis | scale |
| sìit | tiyò(M) tiyà(F) | uncle or aunt |
| subu | umaga | morning |
| Suk | Tausog | Tausug |
| sukà | sukà | vinegar |
| sukul | salamat, purihin | thanks, praise |
| sulat | _____, liham | write, letter |
| suntut | suntut | box, punch |
| susut | pagkuskós | scrub |
| tabù | palengké | market |

| | | |
|---------|-------------|---------------------------------|
| tamban | | species of fish |
| tamu | suman | rice wrapped in coconut leaf |
| tamus | kahel | suck(orange or lemon) |
| tanà | lupà | land, earth |
| tanam | bihasà | dexterity |
| tapè | paà | foot |
| tatà | sabuyan | splash |
| tàu | alam | know |
| tàut | duyan | cradle hung by a rope, swing |
| tenes | | type of song |
| tektek | suntukin | strike |
| tikà | alimango | crab |
| timan | itapon | throw away |
| timbang | dinamita, — | dynamite, explosion |
| timul | timog | S.E. wind |
| titi | diligin | sprinkle |
| tukà | tukà | beak |
| tuli | matulog | sleep |
| tunù | sunog | burn |
| tùt | tuhod | knee |
| yuk | sabi | said |

Appendix A

GLOSSARY FOR PICTURE WORDS

| Sound Illustrated | Samal Word | National Language | English Meaning |
|----------------------|---------------|----------------------|---------------------------------|
| à | babà | baba | carry on back |
| è | tapè | paá | foot |
| í | badí | iták | bolo |
| ù | babù | tiyà | aunt |
| ma | mandal | | kind of kite |
| mi | mital | lata | tin can |
| mu | munda | proa | prow of canoe |
| ni | niug | niyog | coconut palm |
| ta | tamu | | woven container to hold rice |
| te | tehètehè | | sea urchin |
| ti | tipada | | diving goggles |
| tu | tukà | tukâ | beak |

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 by the teacher.

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 'i' as in 'machine', whenever they see ki they should read 'ki' as 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 --

| | |
|----------|---|
| <u>a</u> | as the final ' <u>a</u> ' in 'banana', |
| <u>i</u> | as ' <u>i</u> ' in 'machine', |
| <u>u</u> | as the ' <u>u</u> ' in 'blue', |
| <u>e</u> | as the ' <u>e</u> ' in 'egg', |
| <u>o</u> | as the Spanish ' <u>o</u> ', |
| <u>é</u> | as the ' <u>e</u> ' in the Ilocano word <u>atep</u> |

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

Consonants -- b, d, g, h, j, k, l, m, n, ng, p, s, t, w, y, ʔ (glottal stop). The gottal 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 Samal that Samal has six vowels whereas Tausug has only three. The three extra vowels are à, é, and 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 used is "from the known to the unknown".

e.g. a to ta
 ta to tas
 tas to katas

In the first three primers a few "sight words" are introduced e.g. amélli 'buy' and ahéka 'many' in Book Two. These words cannot be sounded out" but have to be learnt by sight. All the words in the story on page 25 of Book Two except amélli and ndàku 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 (the hamsà pictures are an exception). e.g. the picture of the diving goggles tipada on page 12

illustrate the sound ti, the picture of the sea urchin tehètehè illustrates the sound te. So the students will say "Ti, tipada," pointing first at ti and then at the picture of the diving goggles.

When the hamsa is taught the last syllable of the item illustrated is the same as the syllable being taught. e.g. the picture of a foot tapè on page 6 illustrates è.

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

Note -- See Appendix A on page 50 for the meanings of the picture words.

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. e.g. see Page 37.

The blackboard can be used to help students attack new words. eg. if a student cannot read bukut 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
kut
bukut

b) Recognition Drills -- In Book Two Pages 39

to 41 are lists of words containing certain recognisable syllables, e.g. after teaching a, i, u, and e on page 6 the teacher should turn to page 39 and get the students in turn to point to and read the a's under a, the i's under i etc. After teaching ta, ti, tu, and te on page 12 the recognition chart on page 40 should be used.

After teaching the e as in 'egg' on page 1 use the recognition chart on page 40.

Note -- these charts contain some untaught words and should not be used for reading exercises. On pages 35 to 38 are words made up of taught syllables and the students can read these when they have finished the primer.

c) Flash Cards -- Cards with taught syllables or words, or sight 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 five sheets for Book Two.

Special Notes on Book Two

There are two main teaching points in Book Two.

1) The teaching of syllables of the pattern: consonant-vowel-consonant (CVC). This is a very common syllable pattern in Samal and even though it has been taught already in Book One it needs to be retaught thoroughly in Book Two. In this primer CVC patterns are taught from the known Cv syllable to the unknown CVC syllable.

e.g. The known syllable ku
Add final t to make kut
Add syllable bu to make the meaningful Samal word bukut

2) The teaching of the glottal stop (hamsà). See the note at the bottom of page 42 for the use of the hamsà in Samal.

The hamsà is taught on the basis of a syllable previously taught.

e.g. a to à
ka to kà

When introducing the hamsà the teacher should compare words with and without the hamsa so that the students know what the hamsa is. e.g.

| | |
|-------------|---------------|
| <u>mata</u> | 'eye' |
| <u>matà</u> | 'unripe' |
| <u>ilu</u> | 'there, that' |
| <u>ilù</u> | 'orphan' |

The supplementary reader "Òndèondè Bangbang" is available for use after students have completed this primer.