

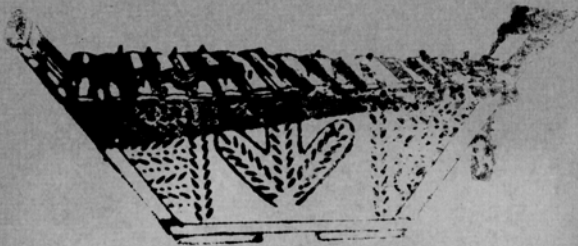
SIAMMOR INSTITUTE OF LINGUISTICS

PAGANARAN

BAHASA TAUSUG

Undang Undang 1

primer



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Tausug

P-259

PAGANARAN
BAHASA TAUSUG

Undang Undang 1

Tausug of Sulu

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and
the Institute of National Language
of
the Department of Education
Manila, Philippines
1963

PREFACE

This is the first in a series of three graded primers designed to teach adult speakers of Tausug the skill of reading in their own language.

The letters of the alphabet are symbolized as follows: a, b, k, d, g, h, i, i, l, m, n, ny, ni, p, r, s, t, u, w, y, glottal stop and vowel length. Glottal stop is not written word initial or between vowels. Word final it is written with a grave accent (`). Adjacent to a consonant within a word it is written with a hyphen (-). Vowel length is written with a macron above the vowel (ā, ī, ū).

The above symbols closely represent their counterparts in the National Language.

The particular method used as a basis for this book is found in Reading With Phonics by Julie Hay and Charles E. Wingo. Permission to use this model has been kindly granted by the J.B. Lippincott Co., of Chicago, Philadelphia, and New York.

The materials in this primer were prepared by members of the Summer Institute of Linguistics.

Lesson 1
(Use drills on page eight - see "to the teacher")



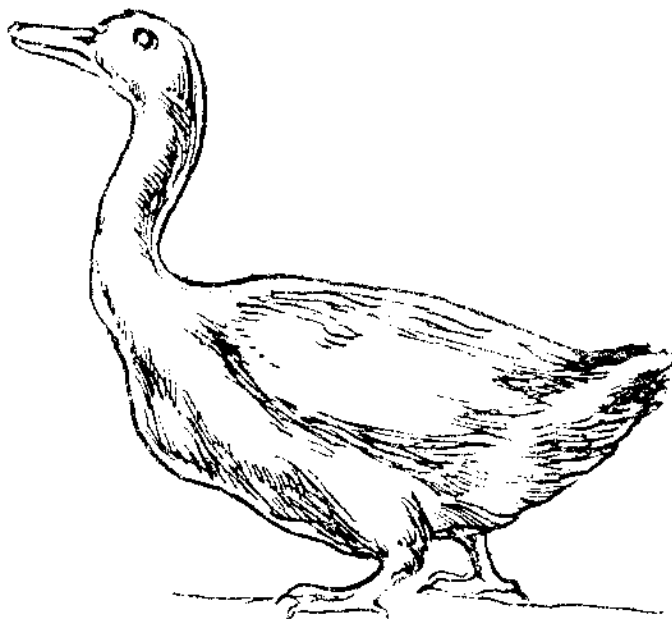
a A



agap

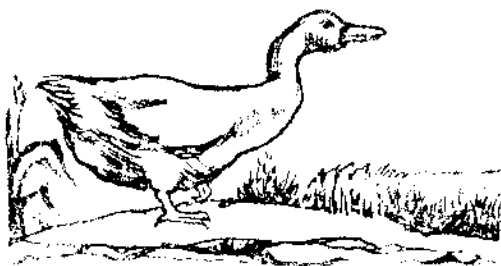
Yari ing agap.

Lesson 2
(Use drills on page eight)



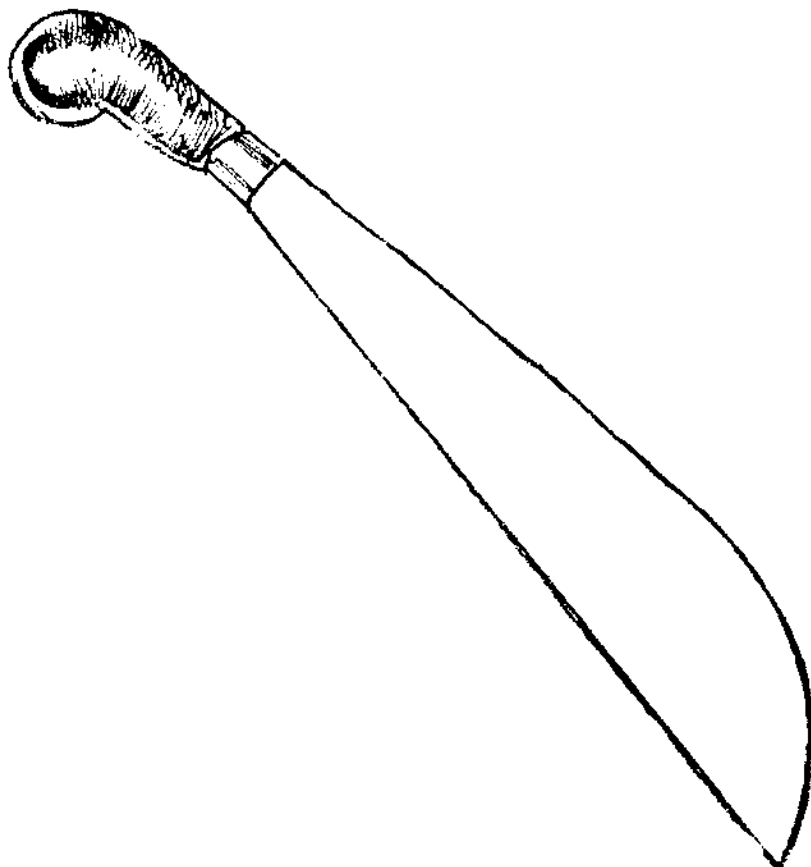
i i

itik

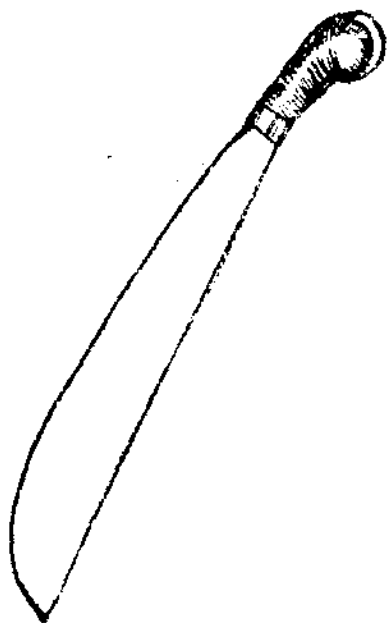


Yari ing itik.

Lesson 3
(Use drills on page eight)



u U



utak

Yari ing utak.

Yari ing agap.

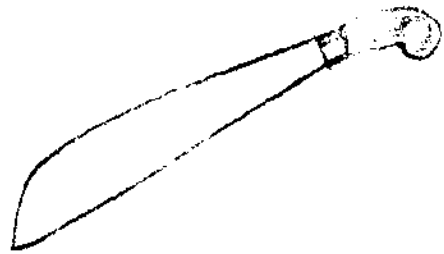
Yari ing itik.

a A

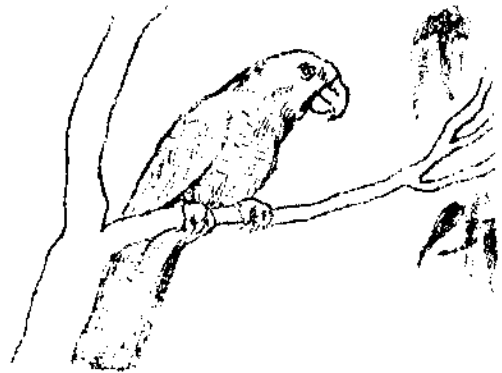
i I

u U

Yari ing utak.



Yari ing agap.



Yari ing itik.

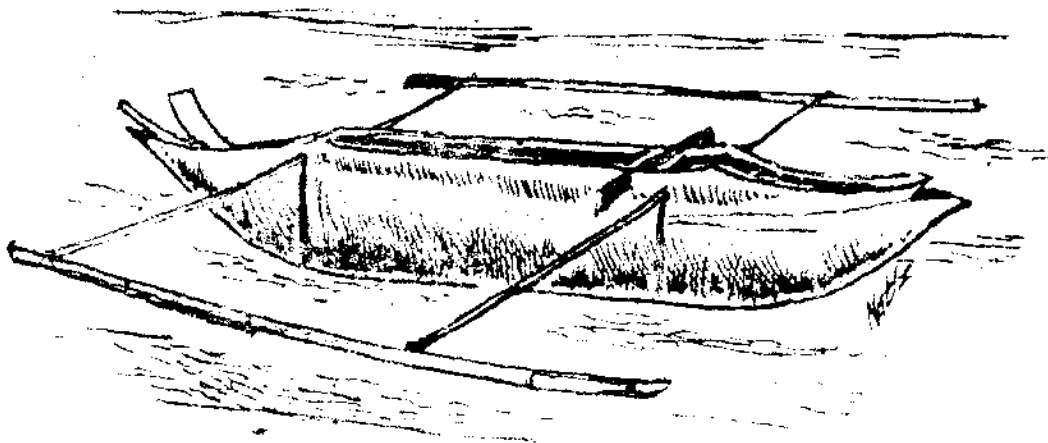


Vowel recognition drills.
 (Use in teaching lessons 1, 2, and 3)

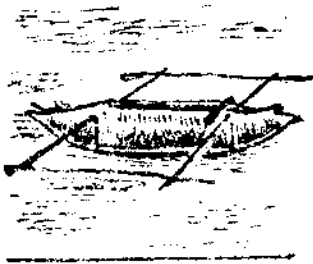
agap	itik	utak
asibè	ilu ilu	abus
alul	isc	uso
aba	Ibar	aba
Ausan	Ipan	Utà
asu	isab	urso
atuhan	iban	uzon
atutan	isab	ukot
asu	isay	uian
alà	Isrin	ulapay

gulamay	patulakan	Basilan	dusa
saligay	labu	mabayà	babù

Lesson 4
(Use drills on page twelve)



s S



sa



si

s S

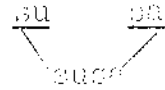
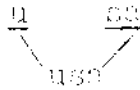
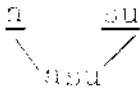


si

s ----- si

s ----- si

s ----- si



Yari ing usa.

Yari ing asu.

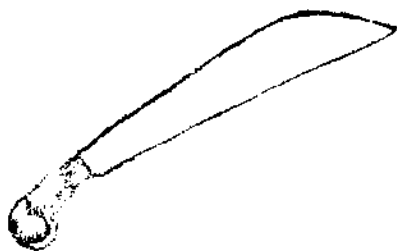
Yari ing agap.



Yari ing itik.



Yari ing utak.



Yari ing usa.



Yari ing asu.

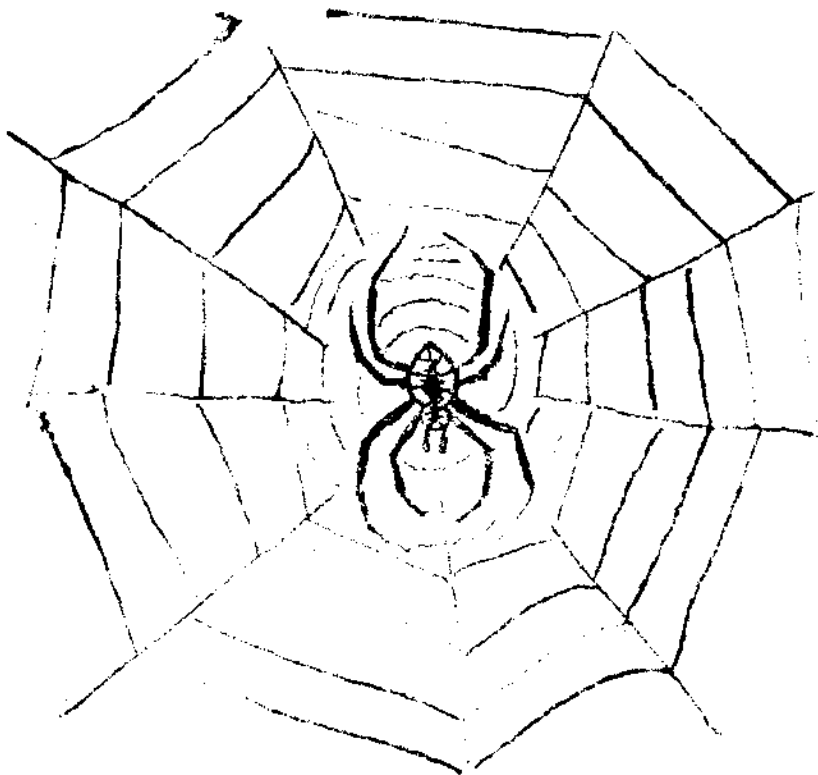
S S

Letter and syllable recognition drills.
(Use in teaching lesson four)

sakayan	siku	susa
sakat	silo	subà
Salasa	sibì sibì	subul
sali	sibù	surù
Samal	siyu	suwà
saruk	siput	subay
sayul	sihì	suga
sasal	Sitti	sulat
sapu	sipak	sullit
sapali	si-pun	sulgà

Basilan	magpasu	lagtang	gulamay
dusa	kalasahan	maligay	kasilasa

Lesson 5
(Use drills on page sixteen)



I L



la

l L



li

a ----- la

i ----- li

u ----- lu



lu

a lu
 \
 alu

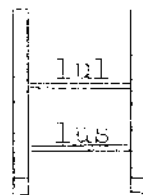
si la
 \
 sila

i lu
 \
 ilu ilu



Andè, yari ing ilu ilu.

li lus
 \
 lilus

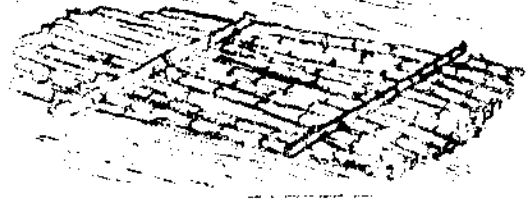


a lul
 \
 alul

Yari ing lilus.



Yari ing alul



ing lilus

ing ilu ilu

susa

ing agap

ing use

agap

ing utak

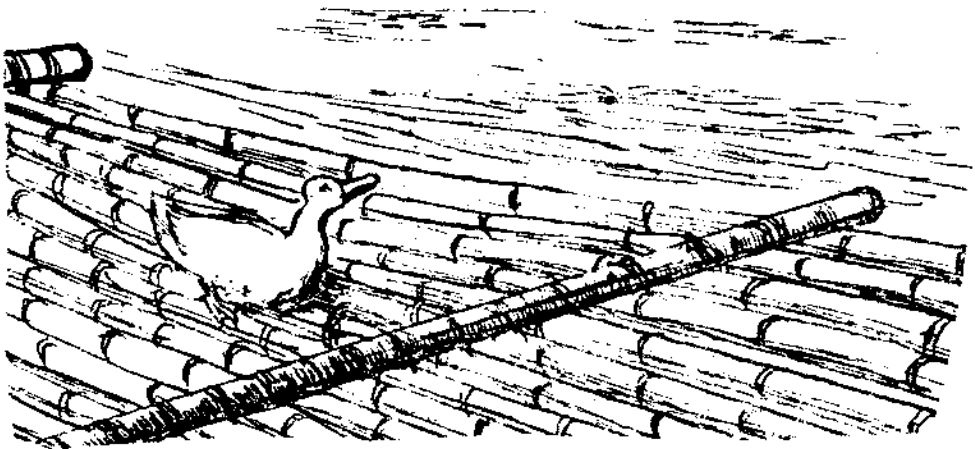
ing asu

itik

ing alul

ing utak

sila



Yari ing itik ha alul.

l l

Letter and syllable recognition drills.
(Use in teaching lesson five)

lasa	lilus	lutù	
lawà	lisù	lukut	
lanù	ligut	luman	
laya	liling	luà	
loring	ligaw	luta	
Lapak	ligad	Luğus	
larut	libut	luhè	
lara	liga	lurup	
larak	lima	luğay	
larang	liras	lurà	

gulamay	bula	apipilà	malali
---------	------	---------	--------

nila	dulu	maligay	patulakan
------	------	---------	-----------

Lesson 6
(Use drills on page twenty)

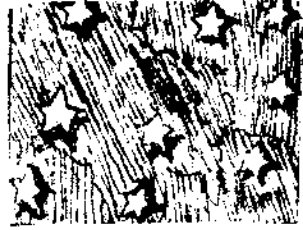


b B

b B



ba



bi

a ----- ba

i ----- bi

u ----- bu

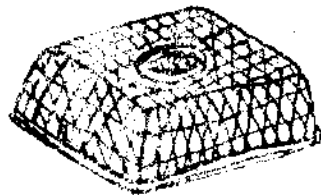


bu

a bu
 \ /
 abu

bi lu
 \ /
 bilu

bu bu
 \ /
 bubu



Yari ing bubu.

bul

bul bul
 \ /
 bulbul

Yari ing bulbul agap.



bulbul itik

bulbul usa

bulbul agap

bu la
 \ /
 bula

bula bilu

Yari ing bulbul bilu.



Yari ing bula bilu



b B

Letter and syllable recognition drills.
(Use in teaching lesson six)

babà	bitis	buta
babù	bisu	bulò
batà	bilu	burà
balì	bituun	tunù
batì	biluuk	bulbul
basi	binasa	bukadkad
barakat	bilik	bukal
banus	bilas	bukag
bagun	bigi	bukà
baluy	biyà	buhuk

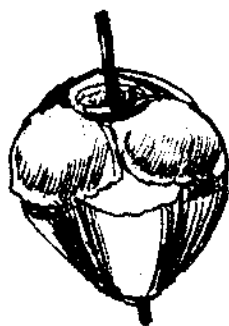
kubul	labu	patulakan	gulamay
-------	------	-----------	---------

ubu	masimbul	kibitun	habul
-----	----------	---------	-------

Lesson 7
(Use drills on page twenty-four)



á



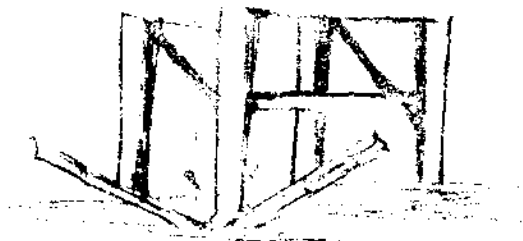
í

ú

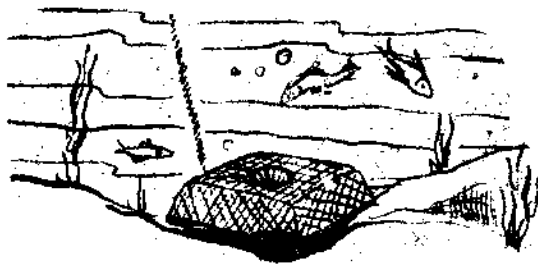
basà	ing bulà	hi babù
bali	ing basi	hi utù
sibi sibi	ing lisù	ha alù



Uy, basà ing bula sin alù.



Bali ing bulà ha babà.



Sibi sibi ing bubu ha alu.

Recognition drills for vowels with glottal stop.
 (Use in teaching lesson seven)

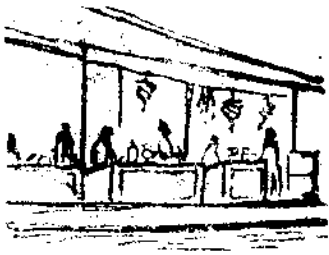
bulà	lutù	saksì
altà	sibù	sibì sibì
istà	alù	santilì
lurà	baggù	bati
pilà	kiyarù	basì
opipilà	sisiyù	cilì
mabugà	tudlù	naguwì
kurà	Ngangù	palì
suwà	takù	bulì
mamò	tabù	pigi

bula	alu	siyu	bilu	lasa
lutu	bati	sapali	susa	abu

Lesson 8
(Use drills on page twenty-eight)



t T



ta

t T



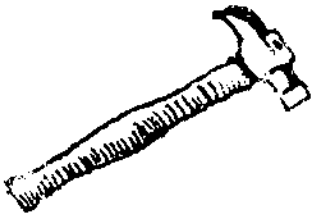
ti

a -----ta

i -----ti

u -----tu

tu



u t^h
 \ /
 utu

ba tⁱ
 \ /
 bati

a tu
 \ /
 atu

lu t^h
 \ /
 lut^h

ba t^a
 \ /
 bat^a

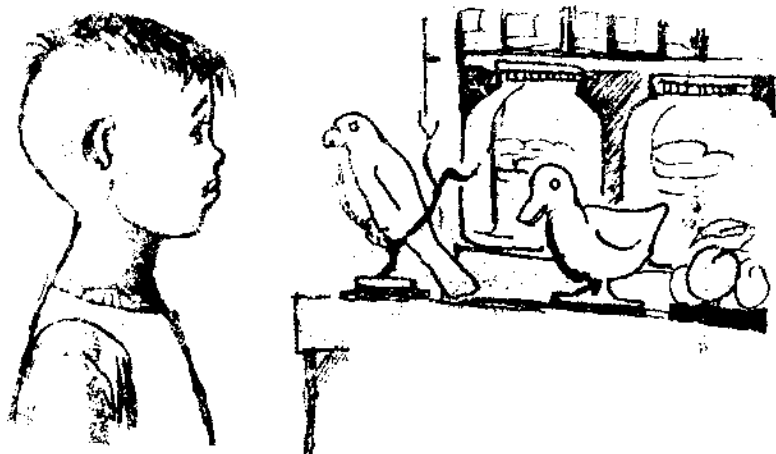
ta b^u
 \ /
 tab^u

Sibi sibi ing batà.

Bati hi Utù.

utù	ula ula	ha tabù
atu	hi babù	ha abu
batì	hi Utù	ha alul
lutù	ing lutù	ha batà
tabù	ing batà	ha itik
batà	ing agap	ha bubu

Yari hi Utù ha tabù.



Andù, Babù, agap sibi sibi.

Andù. Babù, itik itik.

t T

Letter and syllable recognition drills.
 (Use in teaching lesson eight)

takus tipay tukul

tanum tipu tuhad

tabù tiluan tubis

tapahan tigì tunuk

tapak tibut tubu

tanuu tiyang tubud

tanam tibuk tukè

tanak tiyan tucad

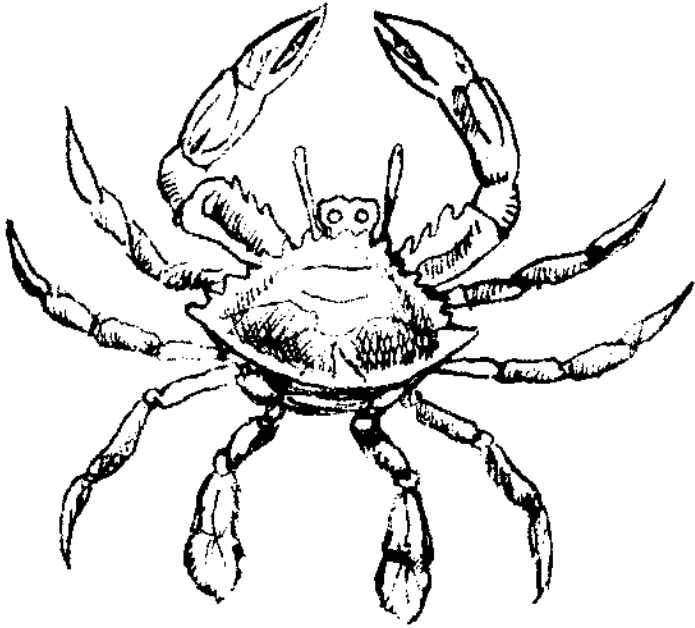
tapis tihì tihì tulò

takù tigidlum tuju

 mapasu Sabtù satuwa batà

Basilan mata kutu si-pun

Lesson 9
(Use drills on page thirty-two)



k K

k K



ka

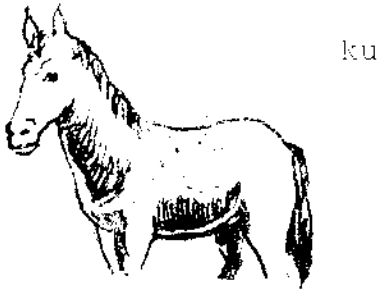


ki

a -----ka

i -----ki

u -----ku



ku

a ku
 \ /
 aku

ka kà
 \ /
 kakà

ku tà
 \ /
 kutà

ki but
 \ /
 kibun

kakà ku

kutà ku

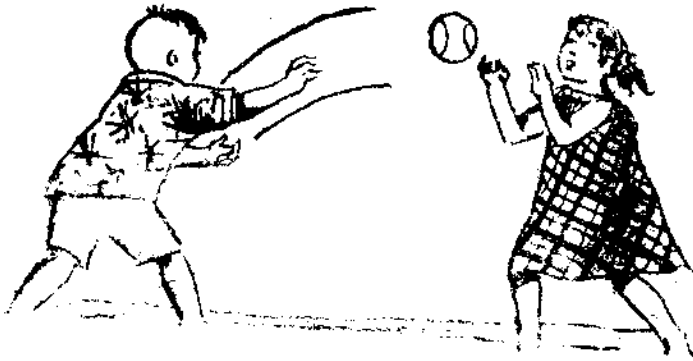
kibun ku

kibun ku

kakà ku

kutà ku

Yari ing kakà ku ha kutà.

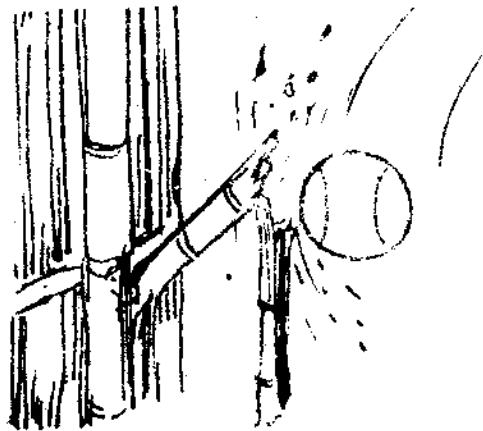


Magbula kita, Kakà.

Yari ing bula ku.

Ing bula ku bilu.

Sibi sibi ing bula ku.



Uy!, bali na ing bulà.

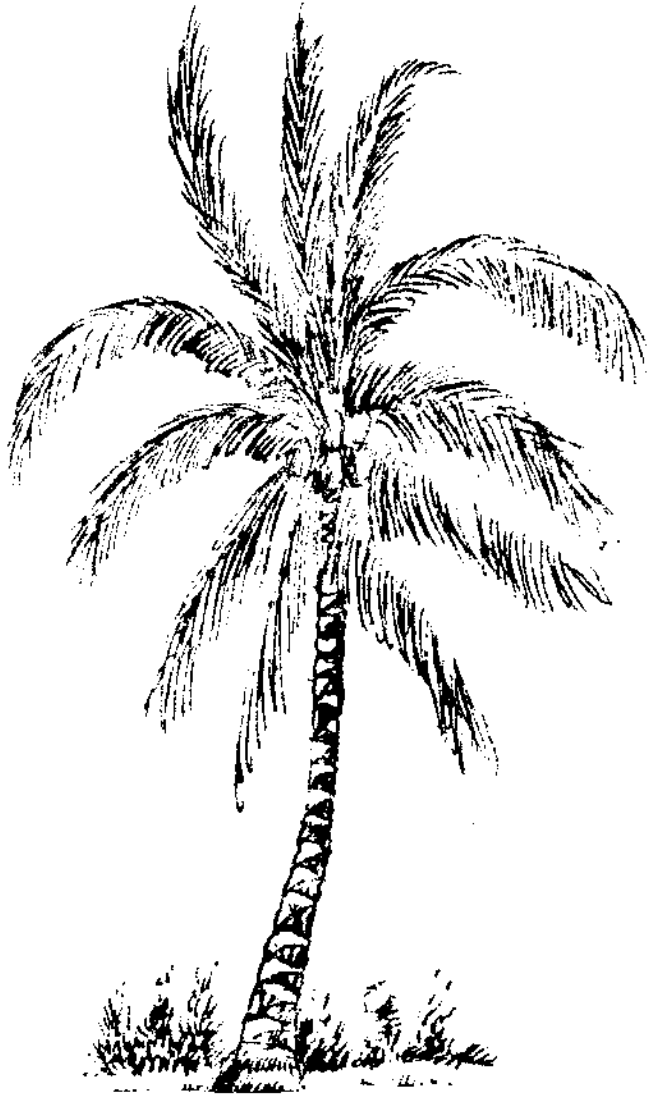
k K

Letter and syllable recognition drills.
(Use in teaching lesson nine)

katam	kimulang	kula
kagang	kilat	kuting
kabug	kilay	Kubula
kakà	kinas	kumusug
kehuy	kibit	kugut
kalug	kibut	kurà
kaya	kita	kutà
kali	kità	kubing
kawaun	kibù	kulang
kamas	kissa	Kulasi

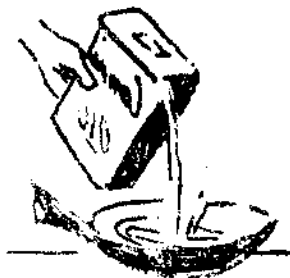
siku	aku	mabayà	bituun
takù	malisay	magkatawa	tukul

Lesson 10
(Use drills on page thirty six)



n N

n N



na



nà

a ----- na

i ----- ni

u ----- nu



nu

<u>i</u>	<u>ni</u>
\ /	
ing	

<u>u</u>	<u>nu</u>
\ /	
unu	

<u>i</u>	<u>nà</u>
\ /	
inà	

<u>na</u>	<u>tà</u>
\ /	
natà	

<u>nà</u>	<u>la</u>
\ /	
nila	

Ha unu ing inà nila?

Yari ing inà nila.

ini	kutà	agap ku
unu	kakè	itik ku
kutà	ini	utak natu
aku	unu	usa notu
inà	natu	kakè nila
natu	aku	itik nila

Ha unu ing agap nila?

Ha unu ing itik nila?

Ha unu ing inà ku?

Yari ing agap nila.

Yari ing itik nila.

Yari ing inà ku.

n N

Letter and syllable recognition drills.
(Use in teaching lesson ten)

nepas	niyug	nunuk
natà	nipis	nunang
nabi	nispu	nusad
nanà	niyo	
natilà	nità	
napsu	nile	
nukakità	niyat	
nanan	nipè	
nokurà	niyu	
naga	ninaug	

lana	bana	hunà hunà	ini
langkay	kotan	lanaw	gana gana

Lesson 11

t T

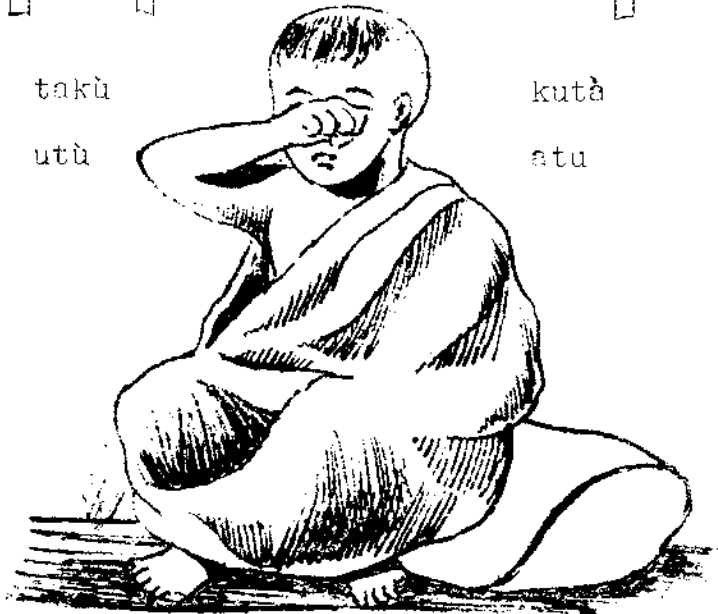
tù	lutù
tì	batì
tâ	batâ
tu	tubu
ti	tibù
ta	tabù

takù

utù

kutâ

atu



Bati na ing batâ.

Lesson 12

I L

lù
lì
là
lu
li
la

tilà
balì
bulà
lutù
lisù
lasa

lasa

labu

ing bulà

balì

ing lisù

lutù

ing lasa



Lutù na, Babù?

Lesson 13

b B

bù	babù
bì	kibì
bà	babà
bu	buta
bì	bìsu
ba	basu

kibì

basu

he tobù

babà

he bulà

bìsu

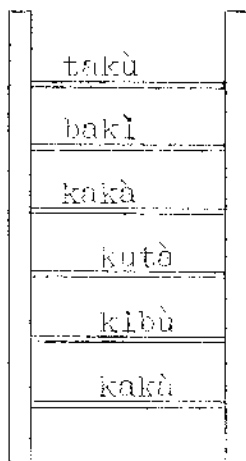
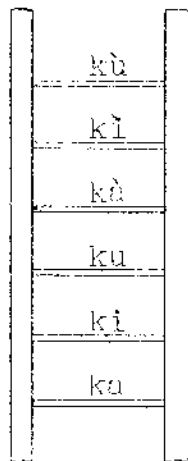
he babù



Natilù ing babù sing bula.

Lesson 14

k K



kalè

kakà

aku

takù

siku

kutà



Yari na ing bula ku, Kakà.

Lesson 15

n N

nù
nì
nà
nu
ni
na

bunù
inà
nunuk
nila
nabi

Rabi

inà

bunù

nila

nanà

nunuk

natù



Natìlù aku sing bula mu.

Lesson 16

S S

sù
sì
sò
sí
sí
sà

lìsù
bàsì
bàsò
sàsà
sìkù
sàlì

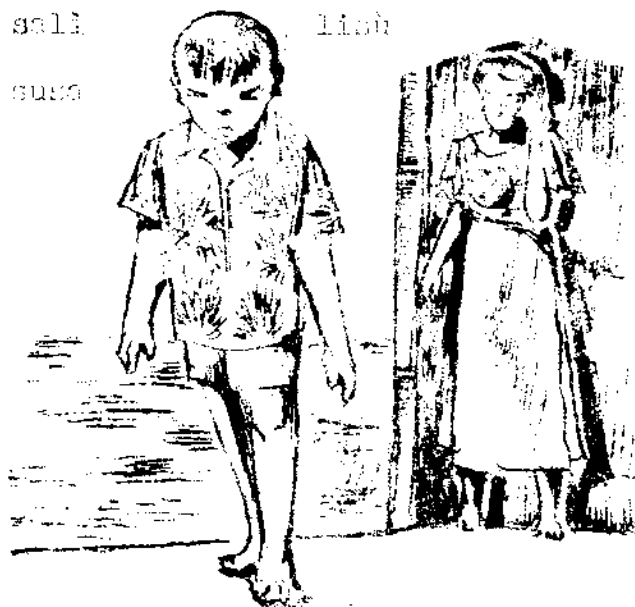
sàlì

lìsù

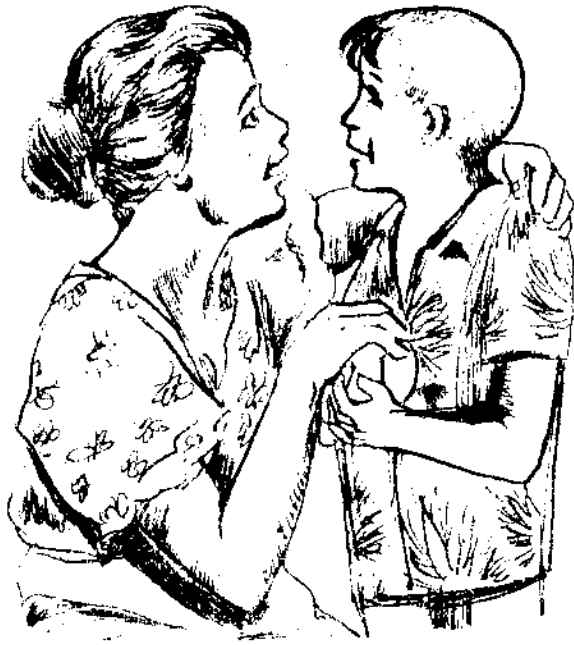
bàsì

sàsà

sòsò



Nasusa na ing batà batà.



Melasa hi babù kan Utù.

Bati na ing batà.

Lutù na, Babù?

Katìlù hi babù sin bula.

Yari na ing bula ku, Kakà.

Natìlù aku sing bula mu.

Nasusa na ing batà batà.

Maiasa hi babù kan Utù.

s l b t k n

S L B T K N

GLOSSARY

The following glossary is complete, including all Tausug words found in this primer. Words marked by an asterisk are not intended to be taught as reading words but are included in the discrimination drills given by the teacher for the purpose of recognition of known parts.

<u>Tausug</u>	<u>Pilipino</u>	<u>English</u>
abu	abó	ashes
*abutan	abót	to attain, to reach to
agap	loro	parrot
aku	akó	first person sing.
*altá	kayamanan	riches
alu		depression in ocean floor
alú	haróg	dew
alul	balsá	raft
*asú	matsing	monkey
*Andan		boy's name
andú		expression of pity
*apipilá		small red ants
*asibi	maliit	small
asu	asó	smoke, vapour
atu	laban	to oppose, resist
*atuhan	lumaban	will oppose, resist
babá	ilalim	under
babú	tiyá	aunt
*baggú		type of shell
*bagun	baging	vine
*bahasa	wiká	language
bakí		thick sweet corn soup
bali	nabali	broken
*baluy	banig	mat
bana	bana	husband
*banus	marami	plenty
*barakat	biyayaan	blessed
basá	basá	wet

basî	bakal	iron
*Basilan	Basilan	Name of an Island
basu	basu	drinking glass
batâ	batâ	child
bati	gisingin	to awaken
bati	halufn	to mix ingredients
*bigi	butil	seed
*bilas		sore eyes (conjunctivitis)
*bilik	silid	room
bilu	asul	blue
*biluuk	bukó	small immature coconut
*binasa	parusahan	punish
bisu	bingi	deaf
*bitis	binti	calf of leg
*bituan	bitufn	stars
*biyâ	katulad	like, as if
bubu		fish trap
*buhuk	buhók	hair
bukâ		to break the fast
*bukadkad	bumulâ	to bubble up as water boiling
*bukag	tsismis	to noise about
*bukal	bulâ	foam or suds
bula	bula	ball
bulâ		split bamboo
bulbul	balahibo	feathers
*buli	puwit	stern, buttocks
*bunâ		type of fish
bunû	away	fight, kill
buta	bulâg	blind
*kabug	paniki	bat (mammal)
*kagang	alimango	crab
*kahuy	kahoy	wood, tree
kakâ	ate	elder sister
*kalasahan	ibigin	to love
kali	hukayin	dig, excavate
*kalug	bulati	worms
*kamas	kamutin	scratch
kan	kay	personal locative marker
*kasilasa	pagibig	love
*katam	katam	plane (tool)

*katan	lahat	all
*kawaun	kunin	get
*kaya	lakas	strength
kibi		to sneer
kibit	kurót	to pinch
*kibitun	kurutin	will pinch
kibù	alugin	to shake to determine contents
kibut	bangá	clay water jar
*kilat	kidlát	lightning
*kilay	kilay	eyebrows
*kimulang	humingâ	reclined
*kinam	lasa	taste
*kissa	tunay na kuwento	true story, ballad
kita	kita	dual pronoun
*kita	nakita	seen
*kiyarù	inaantok	sleepy
ku	ko	my, by me
*kubing		fox (Philippine)
*kubul	libingan	grave
*Kubula		woman's name
*kugut	kudkurin	to grate or shred
*kula	magkulá	to bleach by putting under the heat of the sun
*kulang	humigâ	to recline
*Kulasi		name of a town in Jolo
*kumausug	lumalakas	to gain strength
*kurá	kabayo	horse
kutá	kutá	fort
*kuting	pusá	cat
*kutu	kuto	head lice
*dulu	luktón	grasshopper
*dusa	salâ, krimen	sin, crime
*gana gana	mamayâ	after a while
*gulamay	daliri	finger
ha	sa	locative particle
*habul	saya	circular skirt
hi	si	personal marker
*hunâ hunâ	isipin	to think within

*iban	at, kasama	and, companion
ilu ilu	ulilá	orphan
*Iman	parí	priest
inà	ina	mother
*indà	neneng	girl child
ini	ito	this
ing	ang	the, topic particle
*ipun	ngipin	tooth
isa	isd	one
*isab	at sa ka	also
*isay		having the same name
*Isnin	Lunes	Monday
*istà	isdà	fish
itik	itik	duck
labu	upo	the bottle-gourd
*lagtang		poisonous berries
*lana	langis	oil
*lanaw	lawà	lake
land	makinis, malinis	smooth, clean
*langkay		dried coconut leaves
*Lapak		name of an island in Sulu
*lara	cili	red pepper
*larak	nasirà	destroy, disassemble
*larang	bakod	fence
*laring	lanseta	knife
*larut	bunutin	pull out (teeth, grass)
lasa	pagibig	love
*lawà	gagambá	spider
*laya	lambát	fish net
*libut	paligiran	to surround
*ligad	mabuwl	to topple
*ligaw		idle talk
*ligu	pantahip	winnowing basket
*ligut	umikot	whirl
*liling	tingnan ng mabuti	look over carefully
lilus	relo	wrist watch
*lima	kamay; limá	hand; five
*limas		bail water
lisù	katamaran	laziness

*lugay	matagal	duration in time
*lugh		chant
*Lugus		name of an island in Sulu
*luhà	luhà	tears
*lukut	amorsiko	a kind of grass
*luman	galang	respect
*lurà	laway	saliva
*lurup	sumisid	to dive
*lutu		to carry on one's head
lutù	maglutò	to cook
*mabayà	nais	to desire
*mabugà	matakot	afraid
*mag-uwi	umuwi	to return home
magbula	magbula	to play ball
*magkatawa	tumawa	to laugh
*magpasu	karera ng kabayo	horse race
*malali	gwapo	handsome
malasa	umibig	to love
*maligay		small house shaped receptacle for carrying confections to a wedding
*mamà	magmamà	to chew bettlenut
*masimbul	masikip	crowded
*mata	mata	eye
*mu	mo	your, by you (sing.)
na	na	already
nabi	propeta	prophet
*naga	dragón	dragon
*nakakità	nakakità	able to see
*nakurà	punò	leader
nanà	nanà	pus
*nanam	lasa	taste
*napas	hininga	breath
*napsu	hangad	desire, covetousness
*nasusa	nalulungkót	sorry
natilù	ihagis	thrown
nila	nila	theirs, by them
*nimaug	bumabà	went down

*nipà	nipa	nipa palm
*nipis	manipis	thin
*nispu		An Islamic feast
*nitù		climbing ferns
*niya	niya	his, by him
*niyat	hangarin	intention, purpose
*niyu	ninyo	yours, by you (plural)
*niyug	niyug	coconut tree
*nunang		a type of tree
nunuk		a type of tree (balete)
*nusud	pakikiapid	adultery
*Ngangh		name of a person
*paganaran	pagaaral	for learning
*pali	sugat	wound
*patulakan		sticky rice confection in a leaf roll
*piq̃l		base, buttocks
*pila	partulin	cut down
*Sabt̃h	Subado	Saturday
*sakot		net on board
*sakaayan	bunka	outrigger canoe
*saksi	saksi	witness
*Salasa	Martes	Tuesday
sali	katalad	alike, same
*Semal		a Sulu dialect group
*santili		religious beggar
*sapali	kasama	partner, accomplice
*sapa	makinis; walis	smooth; sweep
*saruk		native hat
*sasal		forging (metal work)
*sattuwa	hayun	generic term for animal
*sayul	gulay	greens, vegetables
*si-pun		nose mucus
sib̃j̃ sibi	maliit	small
sib̃i	katalad, tama	alike, same
*sihi		small edible mollusk
siku	siko	elbow
sila	sila	they
*sili		teakettle
sing	nang	possession marker

*sipak	hatiin	split, divide lengthwise
*siput	tornilyo	spiral screw
*sisiyù		toy top made from coconut
*Sitti		Name for women whose fathers are of royal blood but whose mothers are commoners
*tulà		boil fish in water
*tunuk	tinik	thorn
ubu	ubo	cough
*ubus	tapos	finish, next
ugab	baò	coconut shell
*ugam		sores, (sometimes in mouth)
*ukab	bukás	open
*ulan	ulan	rain
*ulapay	sipon	cold, catarrh
*undang	aklat aklatan	booklet
undang		
unu	anó	what
usa	usá	deer
utak	iták	type of bolo
utù	nonoy	affectionate term for young boy
uy	aba	exclamation of surprise
yari	ditu	here

TO THE TEACHER

Phonics is the underlying theory upon which this primer is based. Syllables and a few slight 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.

The primer is divided into two sections. Lessons 1-10 on pages 1-36 introduce the vowels a, i, and u, and the consonants p, l, b, t, k, g, and glottal stop. These lessons also introduce syllables made with these letters and introduce some slight words and sentences.

Lessons 11-16 on pages 37-43 do not introduce any new letters or syllables but review instead, by means of ladder drills, the letters and syllables already taught. (Read the ladder drills from bottom to top). To aid review a story is introduced using familiar syllables, words, and sentence frames. A few words new to the student are also introduced in the ladder drills. However, these words are composed entirely of elements previously learned by the student but now put together in varying combinations.

On pages 8, 12, 16, 20, 24, 28, 32, and 36 are drills for letter and syllable discrimination. The first use of the drills is to teach auditory discrimination of the sound being studied. For example the list on page eight beginning with the letter a should be read to the student in conjunction with page one. The teacher should say, "Ing sulat ini a, biya ha

puunan sing kabtangan agap, asibi, alul..." (This is the letter a like at the first of words parrot, small, raft, etc.) After the student recognizes the initial a sound in all the words, the list should be read again, occasionally interspersing words beginning with letters other than the one being taught. For the teacher's convenience a list of such words has been placed at the bottom of each page of discrimination drills. The student should be asked to raise his hand or in some way indicate when he hears the teacher read a word that begins with some sound other than a. Thus the student learns by contrast.

The second use of drills is for visual recognition of the printed letter or syllable being taught. For example, after the student is able to hear the difference between words which begin with a, he should turn to page eight and point out the letter a in its every occurrence. The teacher should impress upon the student that the a sound occurs at other places in words besides word initial position.

After the student can recognize the sound of the letter a, the shape of the letter a, and can write the letter a, lessons two and three should be taught following the same pattern as lesson one. Each lesson must be mastered before the next one is taught.

The same procedure outlined above for teaching the vowel sounds should be followed in teaching the consonants. For example when the student is ready for lesson four on page nine, the teacher should say, "Ing hurup sin sulat ini biya ha puunan sin sakayan, siku, susa,..." (The sound of this letter is like at the first of outrigger canoe, elbow, sadness, etc.) The lists on page twelve should then be read by the teacher going across the page so that not all the words will begin with the same syllable sound, but will begin with the same consonant sound of s. (Do not refer to s by its traditional name, but by its sound "ssss".) After the student recognizes the sound of the letter s, he should be instructed to turn to

page ten to see how s, combines with a, i, and u to form syllables sa, si, and su. The drills of page 12 should then be read to him again by the teacher, but this time going down the columns of words beginning with the same syllable, sakayan, sakat, Salasa, etc. After the student is able to distinguish the different syllables by ear, he should be instructed to turn to page twelve and pick out the various syllables by sight. The teacher should point out that the syllables not only occur word initially but also word medially and word finally.

Lessons 4-10 are to be taught by the teacher following the pattern of the teaching of the sound s and the syllables sa, si, and su as described above. In teaching the sounds t, b, and k (which are stops and therefore cannot be prolonged) do not ask the student to make the sound in isolation.

As the student progresses and is able to recognize more syllables he will most likely begin to recognize some of the words in these discrimination drills. For instance, in the drill on page thirty-six he will probably recognize many of the words as units because he will already know the parts. Though this is true the teacher must remember that the primary purpose of the drill is for letter and syllable recognition, not to teach word recognition. Word, phrase, and sentence reading are taught in other sections of the primer.

Lessons 11-16 are review lessons of the syllables already taught. In these lessons the ladders with single syllables are to be used for drill work, while the ladders with words are primarily for recognition of new words. The sentence at the bottom of each lesson is part of a story which is drawn together on page 43 as a final review lesson. Supplementary material should be provided by the teacher putting each new word into the known sentence frames. The student should be encouraged to make up new words and sentences of his own using the sounds and patterns he has learned.

When the student has finished the last lesson of the primer the teacher should prepare a test to see if the aims of the primer have been achieved. That is whether the student is able to read and write all the letters and syllables introduced; to make new words which use these letters and syllables; and to attack sentences formed with these known elements. When a student can pass such a test he will be ready for Primer 2 of this series. Do not proceed to teach primer two unless the student has mastered primer one.