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Binukid grammar sketch ix



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## Binukid grammar sketch

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## 1. Phonology and transcription

### 1.1 Phonemes

Figure 1 gives the Binukid phonemes and their point of articulation:

	bilabial	alveolar	velar	glottal
voiceless stops	p	t	k	'
voiced stops	b	d	g	
nasals	m	n	ŋ	
fricatives		s		h
liquids <sup>1</sup>	w	l,r	y	

Figure 1. Consonants (C)

high/mid front	central	high/mid back
i	e (mid)	u
	a (low)	

Figure 2. Vowels (V)

There is an additional phoneme of stress, indicated by an acute accent (´) over the vowel, that varies dialectically though it usually occurs on the next to the last syllable.

### 1.2 Transcription

#### 1.2.1 Orthography

The phoneme symbols (/ /) are used with the following exceptions:

The glottal stop (´) is not written in word initial position or between vowels, for example:

<i>asu</i>	/´asu/	‘dog’
<i>buu</i>	/bu´u/	‘fish trap’

<sup>1</sup> l is a lateral, r is a flap, and w and y are semivowels.

A hyphen (-) marks it word medially when it occurs following a consonant, for example:

*hab-ung* /habúŋ/ 'mildew'

A grave accent ( ` ) is written over the vowel which precedes a glottal in word or syllable final position, for example:

*bakà* /baka'/ 'jaw'  
*bàbà* /ba'ba'/ 'mouth'

The velar nasal phoneme (ŋ) is transcribed by the digraph *ng*, for example:

*sangla* /saŋla/ 'leprosy'

Since stress has a low contrastive function, it will be marked only when it causes a difference in meaning between two words, for example:

*pahid* 'wipe'      *pahíd* 'shrub'  
*salà* 'small cut'      *salâ* 'sin'

The Binukid alphabet consists of the following letters: *a, b, k, d, e<sup>2</sup>, g, h, i, l, m, n, ng, p, r, s, t, u<sup>3</sup>, w* and *y*.

### 1.2.2 Spelling modifications

The symbols *c, f, j, o, v* and *z* are introduced through proper names, for example:

*dabaw* = 'Davao'  
*pilipi ahuk* = 'Felipe<sup>4</sup> Ajoc'

A hyphen (-) is introduced between a stem reduplication prefix and the stem to facilitate recognition of the stem, for example:

*muyamuya* = *muya-muya* 'whisper'  
*agkaanaanahan* = *agkaana-anahan* 'be in a hurry'

The word *manga* marking plurality is written *mga*, following accepted Philippine usage.

## 2. Alternations

### 2.1 Morphophonemic alternations

#### 2.1.1 Additions

Stems ending in the vowel *a* add *h* before a suffix, those ending in *u* add *w*, and those ending in *i* add *y*, for example:

*basa* 'read' + *-an* = *basahan* 'book'  
*abu* 'ashes' + *-an* = *abuwan* 'fire table'  
*agi* 'go by' + *-an* = *agiyan* 'path'

<sup>2</sup> The pepet sound, made in the center of the mouth with unrounded lip position, is represented by *e* rather than *o*, as preferred by some, in order to prevent confusion with the Cebuano *o* symbol which is used interchangeably with *u* and represents a different sound; namely, one made in the back of the mouth with rounded lip position (Wolff 1972:x).

<sup>3</sup> The letter *u* is used to represent both the *u* (high back) and *o* (mid back) sounds, as there are no contrastive sets of words where the *u* and *o* cause a difference of meaning (e.g., *Binokid* = *Binukid* and *ho* = *hu*).

<sup>4</sup> "In Cebuano publications /i/ is sometimes written *i*, sometimes *e*, but with no consistency..." (Wolff 1972:ix).

### 2.1.2 Assimilation

The nasal (N-) of the *iN-* prefix assimilates to the point of articulation of the consonant it precedes with the exception of the glottal stop and *h* which are preceded by *n*, for example:

<i>palit</i>	'buy'	+ <i>iN-</i> =	<i>impalit</i>	'bought'
<i>tabun</i>	'leave behind'	+ <i>iN-</i> =	<i>intabun</i>	'left behind'
<i>kagun</i>	'spokesman'	+ <i>iN-</i> =	<i>ingkagun</i>	'sent as spokesman'
<i>ila</i>	'give'	+ <i>iN-</i> =	<i>in-ila</i>	'gave'
<i>heles</i>	'hide'	+ <i>iN-</i> =	<i>inheles</i>	'hid'

The nasal of the *paN-* class of prefixes assimilates to the point of articulation of the consonant it precedes. With the exception of *d*, *g*, *l*, *n*, *y* and sometimes *h*, the consonant following the nasal is lost, for example:

<i>panà</i>	'bow'	+ <i>paN-</i>	=	<i>pamanà</i>	'shoot with bow and arrow'
<i>takaw</i>	'thief'	+ <i>paN-</i>	=	<i>panakaw</i>	'steal'
<i>kapay</i>	'wave'	+ <i>paN-</i>	=	<i>pangapay</i>	'beckon by waving'
<i>dilà</i>	'tongue'	+ <i>paN-</i>	=	<i>pandilà</i>	'lick'
<i>gabun</i>	'cloud'	+ <i>paN-</i>	=	<i>panggabun</i>	'cover with clouds'

With affixation of both the *paN-* class and CVN-reduplication (CVNR-) prefixes, the nasals of both prefixes assimilate to the point of articulation of the consonants they precede, and the consonants following the nasals are lost, for example:

<i>salsal</i>	+ <i>maN-</i>	+ CVNR-	=	<i>mananalsal</i>
forge				blacksmith
<i>helaw</i>	+ <i>paN-</i>	+ CVNR-	=	<i>pangengelaw</i>
look in distance				look around in distance

### 2.1.3 Consonant and vowel loss

When the *-um-* and *-umin-* infixes are added to a stem or a stem reduplication prefix (StemR-) beginning with *p*, *b*, *h* or glottal stop ('), the initial consonant of the stem or the stem reduplication prefix is lost, as the *u* of the infix also often is, for example:

<i>hipanaw</i>	+ <i>-um-</i>	=	<i>mipanaw</i>
travel			will travel
<i>patay</i>	+ StemR- + <i>-umin-</i>	=	<i>minatay-patay</i>
die			died

When the *-an* and *-anan* suffixes are added to stems ending in *eC-*, the *e* is lost. If the stem ends in *heC-*, the *h* and *C-* metathesize as *h* cannot occur as the first member of a consonant cluster, for example:

<i>habel</i>	'blanket'	+ <i>-anan</i>	=	<i>hablanan</i>	'weaving loom'
<i>gahem</i>	'power'	+ <i>-anan</i>	=	<i>gamhanan</i>	'powerful'

### 2.1.4 Vowel loss and metathesis

When the *-enen* suffix is added to stems ending in glottal stop ('), the first *e* of the suffix is lost and the glottal stop (') and the first *n* or the suffix metathesize, for example:

<i>mamá</i>	/mama'/	+ <i>-enen</i> =	<i>maman-en</i>	/maman'en/
betel nut			betel nut chew	
<i>bahà</i>	/baha'/	+ <i>-enen</i> =	<i>bahan-en</i>	/bahan'en/
flood			sneeze	

When stems ending in *'eC-*, *u'uC-* or *uluC-* are suffixed, the vowel preceding the C- is lost and the glottal (') or *l* and C- metathesize, for example:

<i>katuen</i>	/katu'en/	+ <i>-an</i>	=	<i>katun-an</i>	/katun'an/
know				know something	
<i>pulus</i>		+ <i>ma-</i> + <i>-anen</i>	=	<i>mapuslanan</i>	
benefit				useful	

With affixation of more than one suffix, the first of which is *-en*, to stems ending in *u'u*, the final *u* of the root and the *e* of the first suffix are lost and the glottal (') and *n* of the first suffix metathesize, for example:

<i>pinuu</i>	/pinu'u/	+ <i>-en</i>	+ <i>-ay</i>	+ <i>-à</i>	=	<i>pinun-ayà</i>	/pinun'ya'/
sit						chair	

### 2.1.5 Change of *d* to *r*

When stems ending in *d* are suffixed, the *d* becomes *r*, for example:

<i>belad</i>	'dry in sun'	+ <i>-en</i>	=	<i>belaren</i>	'something drying in the sun'
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### 2.1.6 Stress shift

With suffixation the stress shifts to the new penult of the word, for example:

<i>kágat</i>	'bite'	+ <i>-en</i>	=	<i>kagáten</i>	'bite something'
<i>lébeng</i>	'bury'	+ <i>-anan</i>	=	<i>lebengánan</i>	'grave'

### 2.1.7 Contractions

Contractions resulting from partial or total syllable loss freely fluctuate with their uncontracted forms, for example:

<i>gaid</i>	~	<i>gid</i>		'perhaps'	
<i>dini</i>	~	<i>din</i>		'here'	
<i>duun</i>	~	<i>dun</i>		'on/in/at'	
<i>ganina</i>	~	<i>ganin</i>	~	<i>gan</i>	'earlier'
<i>kanina</i>	~	<i>kanin</i>	~	<i>kan</i>	'later'
<i>atyuay</i>	~	<i>tyuay</i>		'small'	
<i>diyà</i>	~	<i>dyà</i>		'there/at/to'	
<i>haini</i>	~	<i>hai</i>		'this'	

## 2.2 Dialectic alternations

In some of the inland areas, *d* is used in place of *r* between vowels, for example:

<i>hudà</i>	'none'	<i>badut</i>	'extract'
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## 3. Morphology

A word in Binukid is a segment of speech which begins and ends with a point of potential pause and consists of one or more morphemes, one of which is a stem. Free morphemes are either stems which are whole words or stems which can be affixed. Bound morphemes are the derivational and inflectional affixes. Words are either relationals or contentives.

### 3.1 Relationals

#### 3.1.1 Substitutes (free morphemes that can substitute for phrases)

##### 3.1.1.1 Pronouns (see section 5)

### 3.1.1.1.1 Personal (see section 5.1)

### 3.1.1.1.2 Demonstratives (see section 5.2)

### 3.1.1.2 Directionals

<i>dini</i>	'here'	<i>diyan</i>	'there by you'
<i>diyà</i>	'there in the distance'	<i>duun</i>	'at'

### 3.1.2 Particles (show relationship with/to other grammatical structures)

#### 3.1.2.1 Marking particles (see section 4)

#### 3.1.2.2 Ligature: *ha*

#### 3.1.2.3 Coordinators

<i>daw</i>	'and'	<i>ta</i>	'because'
<i>ba</i>	'but'		

### 3.2 Contentives

#### 3.2.1 Simple stems (single morphemes)

##### 3.2.1.1 Adjuncts

##### 3.2.1.1.1 Aspectual

Time:

<i>iman</i>	'now'	<i>ganina</i>	'earlier'
<i>gabi</i>	'yesterday'	<i>gaun</i>	'distant past'
<i>asem</i>	'tomorrow'		

Limitation:

<i>pa</i>	'yet'	<i>dà</i>	only
<i>en</i>	'already'		

Emphasis:

<i>man</i>	(emph.)	<i>gayed</i>	'certainly'
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Intensity:

<i>ayuwà</i>	'very'	<i>tungkay</i>	'very'
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Repetition:

<i>daan</i>	'also'	<i>sigi</i>	'continually'
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Degree of certainty:

<i>gid</i>	'maybe'	<i>labi</i>	'indeed'
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##### 3.2.1.1.2 Modal

Quotative: *kun* 'reportedly'

Optative: *ngaay* 'would'

Interrogative: *ba* (int.)

Negative:

<i>hurà</i>	'none'	<i>hari</i>	'not'
<i>kenà</i>	'not'		

##### 3.2.1.1.3 Exclamatives:

<i>es</i>	'oh!'	<i>kay-a</i>	'ouch!'	<i>huy</i>	'hey!'
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### 3.2.1.1.4 Number: *mga* (plurality, approximately)

### 3.2.1.2 Non-adjuncts:

*batà* 'child'                      *atyuay* 'few'

## 3.2.2 Derived stems

### 3.2.2.1 Compounds

#### 3.2.2.1.1 Two-stem

*bulantaytay* (archaic) 'long line of hikers' (from *bulan* 'moon' and *taytay* 'bridge')  
*batubalani* 'magnet' (from *batu* 'stone' and *balani* (archaic) 'strong')  
*sagumata* 'conjunctivitis' (from *sagu* 'corpse fluid' and *mata* 'eye')

#### 3.2.2.1.2 Stem-reduplication

*etaw-etaw* 'scarecrow' (from *etaw* 'person')  
*banug-banug* 'kite' (from *banug* 'hawk')

### 3.2.2.2 Affix-derived

#### 3.2.2.2.1 Primary (derived from simple stems)

The derivational affixes include the following:

**-an/-anan** (nominalizer: 'place of'), for example:  
*abuwán* 'kitchen' (from *abu* 'ashes')  
*lebenganán* 'grave' (from *lebeng* 'to bury')

**bali-** (adjectivizer: 'characterized by a certain trait'), for example:  
*baligayhaan* 'shy' (from *gayhà* 'shame')

**ka-** (nominalizer: 'state of'), for example:  
*kahaldek* 'fear' (from *haldek* 'afraid')  
*kaadagi* 'size' (from *adagi* 'big')

**ka-an** ('collective'), for example:  
*kadumahan* 'relatives' (from *duma* 'companion')  
*kabataan* 'children's group'  
*kawaluwan* 'eighty' (from *walu* 'eight')

**kali-** (nominalizer: meaning undetermined), for example:  
*kalibag-u* 'newlyweds' (from *bag-u* 'recent')  
*kalibangbang* 'butterfly' (from *bangbang* 'to dig')

**kina-an** (adjectivizer: 'superlative'), for example:  
*kinamanghuran* 'youngest' (from *manghud* 'younger sibling')  
*kinaatyuayan* 'smallest' (from *atyuay* 'little')

**-en** (nominalizer), for example:  
*inumen* 'liquor' (from *inum* 'to drink')  
*husayen* 'trial' (from *husay* 'to mediate')

**ika-** (numeral ordinalizer), for example:  
*ikaduwa* 'second' (from *duwa* 'two')  
*ikalima* 'fifth' (from *lima* 'five')

**-in-** (nominalizer: 'resultant'), for example:  
*binulbug* 'porridge' (from *bulbug* 'to cook with extra liquid')

*ma-* (adjectivizer), for example:

*madagway* ‘beautiful’ (from *dagway* ‘appearance’)

*maayad* ‘good’ (from *ayad* ‘to do well’)

*mag-/maNCVR-* (nominalizer: ‘performer of’), for example:

*magsusugba* ‘cook’ (from *sugba* ‘to cook’)

*mandadaet* ‘destroyer’ (from *daet* ‘to destroy’)

*maNCVN-* (nominalizer: ‘expert performer of’), for example:

*mananalsal* ‘blacksmith’ (from *salsal* ‘to forge’)

*mananahi* ‘tailor’ (from *tahi* ‘to sew’)

*pag(ka)-* (nominalizer), for example:

*pagkaen* ‘food’ (from *kaen* ‘to eat’)

*pagkalala* ‘weaving’ (from *lala* ‘to weave’)

*palag-* (nominalizer), for example:

*palaghusay* ‘mediator’ (from *husay* ‘(to mediate)’) (3) (2)

*pani-* (nominalizer: ‘meal of’), for example:

*paniugtu* ‘lunch’ (from *ugtu* ‘noon’)

*panihapun* ‘supper’ (from *hapun* ‘afternoon’)

*tag-* (‘each’), for example:

*tagpila* ‘how much each’ (from *pila* ‘how much’)

*tagsampulù* ‘ten each’ (from *sampulù* ‘ten’)

*taga-* (‘resident of, originating from’), for example:

*tagaManila* ‘resident of Manila’

*tagi-* (‘owner of’), for example:

*tagibalay* ‘owner of the house’ (from *balay* ‘house’)

*tala-* (‘in intimate relationship with’), for example:

*talabusaw* ‘possessed person’ (from *busaw* ‘demon’)

*talaN-* (nominalizer: ‘habitual performer of’), for example:

*talamunù* ‘killer’ (from *bunù* ‘to murder’)

*ti-* (nominalizer: ‘time or season of’), for example:

*tilegtay* ‘harvest time’ (from *legtay* ‘to harvest’)

*tiuhul* ‘hunger season’ (from *uhul* ‘hunger’)

### 3.2.2.2 Secondary (derived from primary affixed-derived stems)

*mainantusen* ‘longsuffering’ (from *maantus* ‘enduring’: root *antus* ‘to endure’)

*maemis-emis* ‘somewhat sweet’ (from *maemis* ‘sweet’: root *emis* ‘to sweeten’)

*paghinaldek* ‘threat’ (from *hinaldek* ‘to frighten’: root *haldek* ‘afraid’)

### 3.2.3 Inflectable stems: verbs (see section 6)

## 4. Marking particles

The marking particles are a class of particles that introduce substantive (noun or nounlike) phrases. These particles, represented by the following matrix, contrast on the lexical and syntactic levels.

		Topic	Attributive	Oblique
Personal	Singular	<i>si</i>	<i>hi</i>	<i>ki</i>
	Plural	<i>say</i>	<i>hay</i>	<i>kay</i>
Nonpersonal	Nonspecific	<i>sa</i>	<i>hu</i>	<i>hu,ta</i>
	Specific	<i>su</i>	<i>ku</i>	<i>ku</i>

Figure 3. Marking particles

#### 4.1 Lexical level

On the lexical level the marking particles contrast as to personal versus nonpersonal, singular versus plural, and nonspecific versus specific.

##### 4.1.1 Personal versus nonpersonal

The particles *si*, *hi*, *ki*, *say*, *hay*, and *kay* mark substantive phrases as personal; i.e., a person's name or a kinship term when used referentially. The other marking particles mark phrases as nonpersonal and also include geographical names and titles, for example:

<i>si Jose</i>	'Jose'
<i>kay Abang</i>	'Uncle and those with him'
<i>ku batà</i>	'that child'
<i>ta Malaybalay</i>	'Malaybalay'
<i>sa Gubernador</i>	'Governor'

##### 4.1.2 Plural versus singular

The particles *say*, *hay*, and *kay* mark personal substantive phrases as plural, for example:

<i>si Amay</i>	'Father'
<i>kay Mateo</i>	'Mateo and those with him'

##### 4.1.3 Specific versus nonspecific

The particles *su* and *ku* mark nonpersonal substantive phrases as being specific; i.e., referring to something already identified or known. The other nonpersonal particles mark nonpersonal substantive phrases as nonspecific, for example:

<i>sa balay</i>	'the house'
<i>ku etaw</i>	'that person'

#### 4.2 Syntactic level

On the syntactic level the marking particles signal substantive phrases as topic, attributive, or oblique.

##### 4.2.1 Topic

The topic is any focused substantive phrase within a clause as signalled by the verbal affixation in the predicate. It is indicated by the particles *si*, *say*, *sa* and *su*, for example:

<i>Minulì si Pedro.</i>	Pedro went home.
<i>Kinagat hu asu su batà.</i>	A dog bit that child.

##### 4.2.2 Attributive

The attributive is the unfocused substantive phrase which has the situational role of agent performing the action of the predicate. It is indicated by the particles *hi*, *hay*, *hu* and *ku*, for example:

*Pigpilay hi Apù su kayu.* Grandfather cut down that tree.  
(Focused: *Migpilay si Apù hu kayu.*)

The attributive is also a noun possessor phrase, for example:

*balay hi Jose* 'house of Jose'  
*pinaksuy ku batà* 'that child's dress'

### 4.2.3 Oblique

The oblique is any unfocused substantive phrase which does not have the situational role of agent. It is indicated by the particles *ki*, *kay*, *hu*, *ku* and *ta*, for example:

*Agpalit a hu sinilas.* I will buy slippers.  
(Focused: *Agpaliten ku sa sinilas.*)

*Tagpaliman a ki Idang.* I am listening to Auntie.  
(Focused: *Tagpalimanan ku si Idang.*)

*Inilahan a kandin ku salapì.* He gave me that money.  
(Focused: *In-ila din kanak su salapì.*)

When the phrase is benefactive oriented, location oriented or direction oriented, it is preceded by the prepositions *para* 'for', *duun* 'on/in/at', and *diyà/diyan* 'at/to' respectively, for example:

*Migbuhat hu pinun-ayà para ki Apù.* He made a chair for Grandfather.  
(Focused: *Binuhatan din hu pinun-ayà si Apù.*)

*Mig-ugsak hu supas duun hu lamisahan.* She put bread on the table.  
(Focused: *Pig-ugsakan din hu supas sa lamisahan.*)

*Migtimù a hu kauyagan diyà ta lamisahan.* I got rice from the table.  
(Focused: *Pigitimuan ku hu kauyagan sa lamisahan.*)

## 5. Pronouns

### 5.1 Personal pronouns

There are four sets of personal pronouns as represented by the following matrix:

			Set I	Set II	Set III	Set IV
Singular	1st	I	<i>a</i>	<i>ku</i>	<i>kanak</i>	<i>siak</i>
	2nd	you	<i>ka</i>	<i>nu</i>	<i>ikaw</i>	<i>sikaw</i>
	Dual	you and I	<i>ki</i>	<i>ta</i>	<i>kanit</i>	<i>sikit</i>
	3rd	he/she/it	#	<i>din</i>	<i>kandin</i>	#
Plural	1st (ex.)	we not you	<i>kay</i>	<i>day</i>	<i>kanay</i>	<i>sikay</i>
	1st (inc.)	we all	<i>kuy</i>	<i>taw</i>	<i>kanuy</i>	<i>sikuy</i>
	2nd	you	<i>kaw</i>	<i>nuy</i>	<i>inyu</i>	<i>sinyu</i>
	3rd	they	<i>siran</i>	<i>dan</i>	<i>kandan</i>	<i>siran</i>

Figure 4. Personal pronouns

In Figure 4 the symbol # indicates that no form for the particular pronoun occurs.

### 5.1.1 Set I pronouns

The Set I pronouns can substitute for any substantive phrase indicated by one of the topic set of marking particles, for example:

<i>Agkaen sa batà hu serà.</i>	The child will eat viand.
<i>Agkaen # hu serà.</i>	He will eat viand.

### 5.1.2 Set II pronouns

The Set II pronouns can substitute for any substantive phrase indicated by one of the attributive set of marking particles, for example:

<i>Pinalit hi Daday su kindi.</i>	Daday bought that candy.
<i>Pinalit ðin su kindi.</i>	She bought that candy.

### 5.1.3 Set III pronouns

The Set III pronouns can substitute for any substantive phrase indicated by one of the oblique set of marking particles, for example:

<i>Agduma a ki Amay.</i>	I will go with Father.
<i>Agduma a kandin.</i>	I will go with him.

When the phrase is benefactive oriented, it is preceded by the preposition *para* 'for', for example:

<i>Impanday ku para hu suled ku.</i>	I saved it for my sister.
<i>Impanday ku para kandin.</i>	I saved it for her.

When the phrase is direction oriented, it is preceded by the preposition *diyà* 'at/to' plus the oblique marker *ta*, for example:

<i>Ighat-un nu diyà ki Apù.</i>	Deliver it to Grandfather.
<i>Ighat-un nu diyà ta kandin.</i>	Deliver it to him.

When the phrase is location oriented, it takes the form of the direction oriented phrase, for example:

<i>Tag-ampù a duun hu Dios.</i>	I am praying to God.
<i>Tag-ampù a diyà ta kandin.</i>	I am praying to Him.

The Set III pronouns can also substitute for a noun possessor phrase where the possessor is emphasized. In this case the Set III pronoun plus the ligature *ha* precedes the possessed object, for example:

<i>balay hu mga laas ku</i>	'house of my parents'
<i>balay dan</i>	'their house'
<i>kandan ha balay</i>	'their (emphasized) house'

### 5.1.4 Set IV pronouns

The Set IV pronouns can occur in prepredicate position in a clause to emphasize Set I or Set II pronouns, for example:

<i>Siak nadaluwan a gabi.</i>	As for me, I was sick yesterday.
<i>Sinyu in-ila nuy en ba sa amutà?</i>	As for you all, did you already give a contribution?

The 3rd person plural form *siran* is preceded by the demonstrative *saena* 'those' or *saini* 'these'. In this case the topic pronoun is not retained, for example:

<i>Saena siran naman-uli.</i>	As for them, they went home.
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The Set IV pronouns can also occur in nonverbal clause types to specify or emphasize the person referred to, for example:

<i>Siak masakit pa sa lawa ku.</i>	As for me, my body still aches.
<i>Sinyu hurà nuy salapi.</i>	As for you, you have no money.

### 5.1.5 Pronoun order

#### 5.1.5.1 Sets I and II pronouns

The Set I and Set II pronouns occur immediately following the verb. When a negative occurs, the Set I and Set II pronouns follow the negative, for example :

<i>Tuminiruga a.</i>	I slept.
<i>Hurà a tiruga.</i>	I did not sleep.
<i>Ininum din sa tambal.</i>	He drank the medicine.
<i>Hurà din inuma sa tambal.</i>	He did not drink the medicine.

#### 5.1.5.2 Set III pronouns

The Set III pronouns occur either in the same order as the phrase which is replaced, or preceding the focused phrase. When they precede the focused phrase, the prepositions need not be retained, for example:

<i>In-ila din su supas duun ku batà.</i>	He gave bread to that child.
<i>In-ila din kandin su supas.</i>	He gave that bread to him.
<i>In-ila din su supas diyà ta kandin.</i>	He gave that bread to him.

#### 5.1.5.3 Sets I and II pronouns

When pronouns of both Set I and Set II occur in a single clause, the order is determined by the following rules:

Rule 1: Set I pronouns precede Set II pronouns which in turn take the form of Set III pronouns; and Set II pronouns precede Set III pronouns, for example:

<i>Inilahan a ikaw hu begas.</i>	You gave me rice.
<i>In-ila ku ikaw sa begas.</i>	I gave you rice.

Rule 2: When Set I and Set II pronouns cooccur, any pronoun which includes 1st person has precedence in order. Set I and Set II pronouns which are not 1st person take the form of Set III pronouns, with the exception of Set I 3rd person singular which remains #, for example:

<i>Naahà ku ikaw (topic).</i>	I saw you.
<i>Naahà a (topic) ikaw.</i>	You saw me.
<i>Naahà ku # (topic).</i>	I saw him.

### 5.2 Demonstrative pronouns

There are three sets of demonstrative pronouns which indicate either relative distance of items to participants in a conversation, or specification of an item.

	I	II	III
this here	<i>haini</i>	<i>saini</i>	<i>taini</i>
that far away	<i>hayà</i>	<i>sayà</i>	<i>tayà</i>
that near you	<i>hayan</i>	<i>sayan</i>	<i>tayan</i>
that out of sight, spec. one	<i>haena</i>	<i>saena</i>	<i>taena</i>

Figure 5. Demonstrative pronouns

### 5.2.1 Set I demonstratives

The Set I demonstratives can substitute for any nonpersonal substantive phrase indicated by one of the topic set of marking particles. They can also serve as modifiers, in which case they are in apposition with the substantive phrase preceding it, for example:

<i>Pinalit din sa habel.</i>	He bought a blanket.
<i>Pinalit din haini.</i>	He bought this.
<i>Pinalit din haini sa habel.</i>	He bought this blanket.

### 5.2.2 Sets II and III demonstratives

The Set II and Set III demonstratives plus the ligature *ha* indicate the specification of something. This freely fluctuates with the nonpersonal specific marking particles (see Figure 3).

#### 5.2.2.1 Set II demonstratives

The Set II demonstratives can substitute for the topic marking particle *sa* of a substantive phrase, for example:

<i>Binunalan din sa asu.</i>	He beat the dog.
<i>Binunalan din su asu/saena ha asu.</i>	He beat that dog.

#### 5.2.2.2 Set III demonstratives

The Set III demonstratives can substitute for the attributive and oblique particle *hu* of substantive phrase, for example:

<i>Mig-umaw a hu batà.</i>	I called the child.
<i>Mig-umaw a ku batà/taena ha batà.</i>	I called that child.

When the oblique particle *ta* is substituted by the demonstrative plus the ligature *ha*, the preposition *diyà* becomes *duun*, for example:

<i>In-ugsak din diyà ta balay.</i>	He put it in the house.
<i>In-ugsak din duun taena ha balay.</i>	He put it in that house.

## 6. Verbs

A verb in Binukid consists of a stem and affixes (see Figures 6-8). The affixes indicate major categories of mode, tense, focus, aspect, and orientation. Verbs are either simple or derived.

### 6.1 Simple

#### 6.1.1 Mode

There are two modes marked by two contrastive sets of verb affixes, which indicate whether the action of the verb is intentive or nonintentive.

### 6.1.1.1 Intentive

The intentive mode indicates that the action of the verb is intentional, deliberate, or voluntary, for example:

<i>Mig-inum su bahi hu tambal.</i>	That woman was drinking medicine.
<i>Agdiyà si Gali ta banuwa.</i>	<i>Gali</i> is going to town.

### 6.1.1.2 Nonintentive

The nonintentive mode indicates the action of the verb to be involuntary, unintentional, due to natural causes, circumstantial, compulsive, or with ability. Verb forms in this mode show a contrast between actual and potential. The actual indicates the actualization of an activity, whereas the potential is not yet actualized, for example:

<i>Napilay su balay dan.</i>	Their house fell down.
<i>Hari pakasepà si Apù hu karni.</i>	Grandmother cannot chew meat.
<i>Mapurisu ka.</i>	You might get imprisoned.

## 6.1.2 Tense

All independent forms of the verb show a contrast between neutral, nonpast, and past tense.

### 6.1.2.1 Neutral

Neutral tense indicates that the action has not yet been actualized in the time continuum or else that time is not significant, for example:

<i>Hasaen ku sa barì ku.</i>	I sharpen/am sharpening/will sharpen my bolo.
<i>Panikep a hu kayumang.</i>	I catch/am catching/will catch crabs.

### 6.1.2.2 Nonpast

Nonpast tense indicates that the action of the verb is in process, about to be in process, or will be in process at some future time, for example:

<i>Taghimlay kay en iman.</i>	We are resting now.
<i>Aglalahaen din sa sedsed.</i>	She will weave that sedge.

### 6.1.2.3. Past

Past tense indicates that the action of the verb or its inception has taken place, for example:

<i>Pigdaghaan dan hu kayu.</i>	They were throwing stones at him.
<i>Namusil hu tagbis.</i>	He shot at birds.

## 6.1.3 Focus

Focus is the special relationship existing between the topic substantive phrase of a clause and the clause predicate, whereby that particular phrase is highlighted or focused. This relationship is indicated by verbal inflections in the predicate. The four focus constructions are subject, object, referent, and accessory.

### 6.1.3.1 Subject

Subject focus indicates that the subject phrase is the topic or focus complement of the clause, for example:

<i>Agsugba su bahi (topic) hu begas.</i>	That woman (topic) is cooking rice.
<i>Migdaghaà su batà (topic) hu batu duun hu mga manuk.</i>	That child (topic) was throwing stones at the chickens.

### 6.1.3.2 Object

Object focus indicates that the object phrase is the topic, for example:

*Agsugbahen ku bahi sa begas* (topic).  
*Tinimù din sa bari ku* (topic).

That woman is cooking rice (topic).  
He took my bolo (topic).

### 6.1.3.3 Referent

Referent focus indicates that a referent phrase is the topic, for example:

*Pigdaghaan ku batà hu batu sa mga manuk* (topic).

That child was throwing stones at the chickens (topic).

*Ag-ilahan kay* (topic) *ku bahi hu bugkà*.

That woman will give us (topic) some *lansones*.

### 6.1.3.4 Accessory

Accessory focus indicates that the accessory phrase is the topic, for example:

*Indaghà ku batà sa batu* (topic) *duun hu mga manuk*.

That child was throwing stones (topic) at the chickens.

*Ig-atep day sa salaysay* (topic).

We will use cogon grass (topic) for roofing material.

## 6.1.4 Aspect

There are eight categories of aspect, or kinds of action, indicated by distinctive sets of verbal affixes: simple, temporal, distributive, continuative, intensive/diminutive, reciprocal, associative, and number.

### 6.1.4.1 Simple

Simple aspect denotes the performance of a single act, for example:

*Inlikù din sa wasay*.

He returned the saw.

*Agbaasen din sa kayu ha nalemeg*.

He dried out the wet wood.

### 6.1.4.2 Temporal

Temporal aspect shows distinction between punctiliar and durative.

#### 6.1.4.2.1 Punctiliar

The punctiliar temporal aspect indicates that the duration of the action is a moment in time or a comparatively short period of time, for example:

*Minipanaw en siran*.

They went (to do a job of short duration).

*Binayaran kud en sa mga utang ku*.

I paid up my debts (at the agreed time).

#### 6.1.4.2.2 Durative

The durative temporal aspect indicates that the duration of the action is prolonged, for example:

*Mighipanaw en siran*.

They were going (at different times to see a dying relative).

*Pigbayaran kud en sa mga utang ku*.

I have been paying my debts (over a period of time as money was available).

### 6.1.4.3 Distributive

Distributive aspect indicates the action of the verb to be either a process requiring a series or sequence of events performed by one person, distributed among several actors, among several goals, or in time, or

a single action performed simultaneously by more than one person. It is marked by the *paN-* class of prefixes, for example:

<i>Agpangayu si Abang.</i>	Uncle is getting firewood.
<i>Namanhipanaw en siran.</i>	They went in a group.
<i>Pigpamilay day sa kayu.</i>	We were cutting down trees.

#### 6.1.4.4 Continuative

Continuative aspect indicates that the action is continuous or reiterative. It is marked by a StemR-, CVCR- or CVR- prefix, or the *tag-à/ay* class of affixes, for example:

<i>Taglaksu-laksu su batà.</i>	That child is jumping up and down.
<i>Aghiphipanaw kay.</i>	We will walk around.
<i>Pig-uuwit din su litrato.</i>	She keeps carrying that picture around.
<i>Mig-uranà.</i>	It was continually raining.
<i>Tagkulahiay su bahi.</i>	That woman keeps on shouting.

#### 6.1.4.5 Intensive/diminutive

Intensive/diminutive aspect indicates that either the action of the verb is intensified, or the action or the effect of its action is in some way diminished. It is marked by the StemR- prefix, for example:

<i>Naperà-peraan hu paglakaga duun.</i>	He is tired out from chasing it.
<i>Tag-uran-uran.</i>	It is showering.

#### 6.1.4.6 Reciprocal

Reciprocal aspect indicates that the action of the verb is reciprocal. It is marked by the *paStemR-à* or *-in-à/ay* affixes, for example:

<i>Migpalasay-lasayà sa mga burung.</i>	The cats were chasing each other.
<i>Migbinuligà siran.</i>	They were helping each other.
<i>Magpinalanggaay kuy.</i>	Let us love one another.

#### 6.1.4.7 Associative

Associative aspect indicates that the subject joins or associates with another in some activity. It is marked by the *pakig-* class of prefixes and occurs only in the subject focus, for example:

<i>Nakiglalang a kandin.</i>	I conversed with him.
<i>Sigi dà pakigsabà su manuk.</i>	Those chickens continually fight together.

#### 6.1.4.8 Number

Number aspect indicates that the topic is more than several in number. It is marked by the addition of a member of the *paN-* class of prefixes to an existing prefix, for example:

<i>Nangakahipanaw en siran.</i>	They went together as a group (to do an assigned job).
<i>Nangabayaran kud en sa mga utang ku.</i>	I was able to pay my debts (to a number of people.)

#### 6.1.5 Orientation

Orientation is a device which shows the underlying relation between the verb and the focusable elements of a clause in regards to the situational roles of participants and other elements of an event or situation. These roles are as follows:

Actor: the animate participant that performs the action

Experiencer: the animate participant that experiences the action

Agent: the animate participant that performs the action on or towards someone or something

**Patient:** the participant, animate or inanimate, that is most directly affected or changed by the action

**Goal:** the participant that is the target/recipient, or the place that is the destination/end point towards which the action is directed

**Location:** the place where the action takes place

**Direction:** the place towards which the action is directed

**Beneficiary:** the participant for whose benefit the action takes place

**Instrument:** the inanimate object or entity utilized in some way by the agent to accomplish the action

**Concomitant:** the entity, animate or inanimate, that the agent involves or implicates in performing the action, the auxiliary to the action, that which accompanies the agent during the action

There are four orientations of which orientation 1 is essentially intransitive. Orientations 2, 3, and 4 are transitive with an obligatory agent and one additional situational role that can be made explicit and prominent as the goal or patient. Verb classes<sup>5</sup> are distinguished as to whether this goal/patient is indicated in object, referent, or associate focus. In referent focus the direction or beneficiary roles may also be focused. However, since these focused elements occur in peripheral slots of a clause, they do not determine the class of that particular verb.

#### 6.1.5.1 Orientation 1

In orientation 1 the subject in focus has the situational role of actor/experiencer and needs no other obligatory participants, for example:

<i>Aghipanaw ad</i> (actor) <i>en</i> .	I (actor) am going.
<i>Tagtiruga en su batà</i> (experiencer).	That child (experiencer) is sleeping.

#### 6.1.5.2 Orientation 2

In orientation 2 there is an obligatory agent as subject, and the object in focus usually has the situational role of goal/patient, for example:

<i>Kinagat a</i> (goal) <i>hu tagenek</i> (agent).	A mosquito (agent) bit me (goal).
<i>Tagtahien ku</i> (agent) <i>sa pinaksuy din</i> (patient).	I (agent) am sewing her dress (patient).

#### 6.1.5.3 Orientation 3

In orientation 3 there is an obligatory agent as subject, and the referent in focus can have the situational role of goal/patient, location, direction, or beneficiary, for example:

<i>Agbantayan ku burung</i> (agent) <i>sa batà din</i> (goal).	That cat (agent) guards her kittens (goal).
<i>Piglampasuwan din</i> (agent) <i>sa saeg</i> (patient).	She (agent) was washing the floor (patient).
<i>Taghilemhemman ku manuk</i> (agent) <i>sa impis din</i> (location).	That hen (agent) is setting on her eggs (location).
<i>Pigtaganahan din</i> (agent) <i>si Apù</i> (beneficiary).	She (agent) saved it for Grandmother (beneficiary).

<sup>5</sup> The class a verb belongs to can be ascertained through the examples in the dictionary.

#### 6.1.5.4 Orientation 4

In orientation 4 there is an obligatory agent as subject, and the accessory in focus has the situational role of goal/patient or instrument/concomitant, for example:

<i>Imbaligyà din</i> (agent) <i>sa babuy ku</i> (goal).	He (agent) sold my pig (goal).
<i>Igpusu din</i> (agent) <i>hu kayu sa barina</i> (instrument).	He (agent) makes holes in the wood with a drill (instrument).
<i>Indini ku</i> (agent) <i>sa suled ku</i> (concomitant).	I (agent) brought my brother (concomitant) here.

### 6.2 Derived

There are two categories of derived verbs: irrealis and causative.

#### 6.2.1 Irrealis

With imperatives, certain negatives and interrogatives, gerunds, or in dependent clause structures or verbal phrases, etc., the object, referent, and accessory focus affixes *-en*, *-an*, and *ig-* become *-a*, *-i*, and *i-* respectively, for example:

Imperative: <i>Iambeg nu hayan.</i>	Throw that away.
Negative: <i>Hurà din inuma sa tambal.</i>	She did not drink the medicine.
Interrogative: <i>Imbà nu tagbuhata hayan?</i>	Why did you do that?
Gerund: <i>pagkapengahi hu alad</i>	'having finished the fence'
Dependent clause: <i>mapengahan din bitukahi</i>	'when he finished removing the intestines'
Verbal phrase: <i>agkabayaan palimani</i>	'want to hear'

#### 6.2.2. Causative

Causative voice is marked by the *pa-* prefix and signifies that there is an additional participant in the situation who causes the actor/agent to action. The causer is always expressed in the subject.

##### 6.2.2.1 Subject focused clauses

In subject focused clauses inflected for causative voice, the topic does not only have the situational role of causer of the action but is itself the patient/goal of the action, for example:

<i>Agpalitrato a</i> (causer/goal) <i>ikaw</i> (actor).	I (causer) will have you (actor) take a picture of me (goal).
<i>Migpatambal su bahi</i> (causer/patient) # (agent).	That woman (causer) had someone (agent) treat her (patient).

##### 6.2.2.2 Referent focused clauses

In referent focused clauses inflected for causative voice, the topic can have the situational role of goal/patient, location, direction, or beneficiary, as in active voice, for example:

<i>Pigpasulatan day</i> (causer) <i>ki Juan</i> (actor) <i>sa kapitan day</i> (goal).	We (causer) had Juan (actor) write our barrio captain (goal).
<i>Agpalampasuan din</i> (causer) <i>ku batà</i> (actor) <i>sa saeg</i> (goal).	She (causer) will have that child (actor) wash the floor (goal).

##### 6.2.2.3 Accessory focused clauses

In accessory focused clauses inflected for causative voice, the topic can have the situational role of instrument/concomitant and goal/patient as in active voice, as well as the goal/patient of the active object focused clause, for example:

*Igpaatep ku* (causer) *ki Pedro* (actor) *sa salaysay* (instrument).

I (causer) will have Pedro (actor) use cogon grass (instrument) for roofing. He (causer) will have someone (agent) buy nails (goal). She (causer) had that child (actor) drink milk (goal). That child drank milk.)

*Igpabaligyà din* (causer) # (agent) *sa lansang* (goal).

*Impainum din* (causer) *ku batà* (actor) *sa gatas* (goal).

(Active: *Pig-inum ku batà sa gatas*.)

Focus			TENSE			
			Neutral	Nonpast	Past	
A S P E C T	Simple	Punctiliar	S	#/-um-	ag-	-umin-
			O	-en	ag-en	-in-
			R	-an	ag-an	-in-an
			A	ig-		iN-
		Durative	S	mag-	tag-	mig-
			O	pag-en	tag-en	pig-
			R	pag-an	tag-an	pig-an
			A	ig-	tig-	iN-
	Distributive	Regular	S	paN-/maN-	agpaN-	naN-
			O	paN-en	agpaN-en	pinaN-
			R	paN-an	agpaN-an	pinaN-an
			A	igpaN-		impaN-
Plural		S	pamaN-	agpamaN-	namaN-	
		O	pamaN-en	agpamaN-en	pinamaN-	
		R	pamaN-an	agpamaN-an	pinamaN-an	
		A	igpamaN-		impamaN-	

Figure 6. Verbal affixes of intentive mode in simple and distributive aspects

				Actual			Potential	
				Tense				
				Neutral	Nonpast	Past		
Focus								
A S P E C T	Simple	Punctiliar	Regular	S	<i>paka-</i>	<i>agpaka-</i>	<i>naka-</i>	<i>maka-</i>
				O	<i>ka-</i>	<i>agka-</i>	<i>na-</i>	<i>ma-</i>
			R	<i>ka-an</i>	<i>agka-an</i>	<i>na-an</i>	<i>ma-an</i>	
			A	<i>paka-</i>		<i>naka-</i>	<i>maka-</i>	
		Plural	S	<i>pangaka-</i>	<i>agpangaka-</i>	<i>nangaka-</i>	<i>mangaka-</i>	
			O	<i>kanga-</i>	<i>agkanga-</i>	<i>nanga-</i>	<i>manga-</i>	
	Durative	Regular	R	<i>kanga-an</i>	<i>agkanga-an</i>	<i>nanga-an</i>	<i>manga-an</i>	
			A	<i>pangaka-</i>		<i>nangaka-</i>	<i>mangaka-</i>	
	Distributive		Regular	S	<i>pakag-</i>	<i>agpakag-</i>	<i>nakag-</i>	<i>makag-</i>
				O	<i>pamaka-</i>	<i>agpamaka-</i>	<i>namaka-</i>	<i>mamaka-</i>
				R	<i>panga-</i>	<i>agpanga-</i>	<i>nanga-</i>	<i>manga-</i>
			Plural	R	<i>panga-an</i>	<i>agpanga-an</i>	<i>nanga-an</i>	<i>manga-an</i>
S				<i>pamangaka-/ pangamaka-<sup>6</sup></i>	<i>agpamangaka-<sup>6</sup></i>	<i>namangaka-<sup>6</sup></i>	<i>mamangaka-<sup>6</sup></i>	
A								

Figure 7. Verbal affixes of nonintensive mode with simple and distributive aspects

				TENSE		
				Nonpast	Past	
Focus						
A S P E C T	Simple	Punctiliar	S	<i>agpa-</i>	<i>migpa-</i>	
			R	<i>agpa-an</i>	<i>pina-an</i>	
			A	<i>igpa-</i>	<i>impa-</i>	
		Durative	S	<i>tagpa-</i>	<i>migpa-</i>	
			R	<i>tagpa-an</i>	<i>pigpa-an</i>	
			A	<i>tigpa-</i>	<i>impa-</i>	
	Distributive			S	<i>agpapaN-</i>	<i>migpapaN-</i>
				R	<i>agpapaN-an</i>	<i>pigpapaN-an</i>
				A	<i>igpapaN-</i>	<i>impapaN-</i>

Figure 8. Verbal affixes in causative voice

<sup>6</sup> These forms are not readily used by present day speakers.