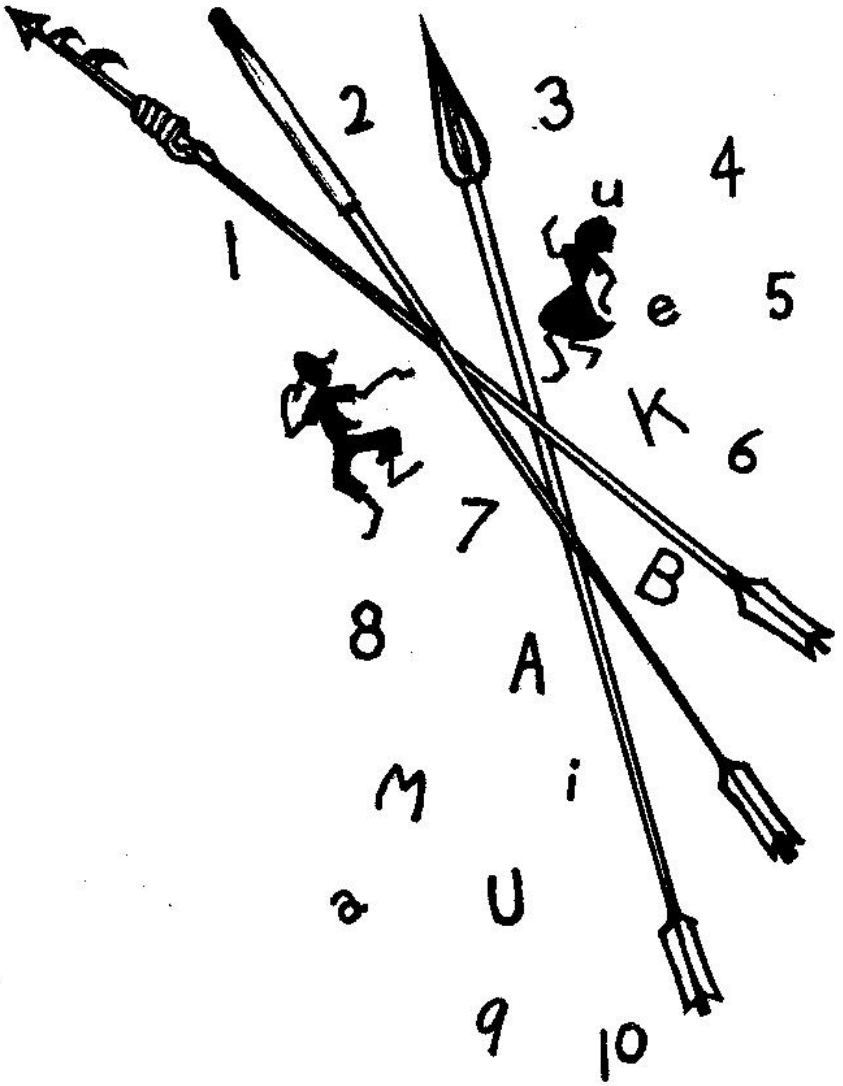
Magbãsa Kitãm



Agta

Magbāsa Kitām
(Let's Read)

Agta

by Georgialee Mayfield

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A Pre-primer in Central Cagayan Agta

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FOREWORD

Some of the glory of the Philippines lies in the beautiful variety of people and languages within its coasts. It is to the great credit of the national leadership over the years that no attempt has been made to destroy this national heritage. The goal has been instead to preserve its integrity and dignity while building on this strong foundation a lasting super-structure of national language and culture.

The present book is one of many designed for this purpose. It recognizes the pedagogical importance of dividing literacy and second-language learning into two steps -- literacy being the first. When a student has learned to read the language he understands best, the resulting satisfaction in his accomplishment gives the drive and confidence he needs to learn the national language. His ability to read, furthermore, is the indispensable tool for the study this program will require.

The Ministry of Education and Culture of the Philippines is proud to present this latest volume in a nationwide series designed to teach the national language through literacy in the vernaculars. It will strengthen both the parts of the nation and the whole.

Juan L. Manuel

Minister of Education

PREFACE

This pre-primer workbook, Magbāsa Kitām, has been prepared to teach the pre-reading skills to speakers of the Central Cagayan Negrito language, Agta, a language of Gattaran, Cagayan, Philippines. This book is especially directed to teaching adult students.

The Agta alphabet contains nineteen consonants and six vowels as follows: a,ā,b,d,e,f,g,h,i,k,l,m,n,ng,o,p,-,r,s,t, u,v,w,y, and z. Vowels are pronounced the same as in the National Language, except for a (pepet) which is mid central, ā (low central) is equivalent to Tagalog a. The hyphen (-) indicates glottal stop and is only written as a first or second member of a consonant cluster as in anu-sup, and ut-ut. All written vowel clusters are also pronounced with an intervening glottal stop as in mait.

The pre-reading skills taught are:

Holding a book
Left to right orientation
Auditory discrimination
Visual discrimination
Vowel identification
Capital letter recognition
Numbers
Writing skills
Whole word discrimination (lines & spaces)
Word-segments and word building concepts

One lesson per day for adults.

Teacher's
Pre-Reading Instructions and Awareness
for the Blackboard - Page 1 - 14

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The Importance of God's Letter to Man.

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13 Our system for reading.
We can not memorize all written Agta words, so
we memorize the segments and build words.

The Purpose of Letters and Books

What is the use of a book?

There is something a book says. There's something it gives us. It does not change it's mind when you read it tomorrow or again and again.

What is the use of a letter? There is a use. Suppose you go to a far place and you send your letter to your home. If you write what you need or about your hard circumstances, your letter is the one to go for you, informing your friends. There are many uses of a letter. The one also who gets a letter is very happy because there is something he is newsed about from far away.

The Letter of God.

There also is a letter from God to man. It's for our good that we read it, so that we can read about His will for us. It would teach us the good and the evil so that we might not be ensnared by Satan.

Ya Serbi na Surāt ikid na Lebru

Anu ya serbi na lebru?

Ittā ya ibār na lebru. Ittā ya iatad na tekitām.

Awena mauli, awena magbabāwi māski bāsām sangaw ta lākwāt o māski mamengpiga ya pagbāsām.

Anu ya serbi na surât?

Ittā ay, te am angarigān ta ume ka ta adāyu na lugār, iturug mu ya surāt mu ta bali. Am isurāt mu ya masāpul mu o pagzigātām, ā ya surât mu ya ange mangidānug ta kofum kiden Addu ya serbi na surāt, matalak hapa ya nangalāp ta surāt te ittā ya dāmāg na naggafu ta adāyu.

Ya surāt na Namarâtu.

Ittā hapa ya surāt na Namarātu ta tolay. A kappyānān tām ta bāsān tām, petta bāsān tām minā ya uray na tekitām. Ituldu na minā ya mappya ikid na dulay petta awena kitām minā mesikwatān te Sātanas.

Holding Our Book

If we would read, the way we hold our book ought to be right, because if the book is on it's head we will be unable to read.

Suppose it is upside down, what will show us it's upside down? The pictures. The picture that is on the cover of the book is our thing to see the upside down-ness of the book.

If you would read, first hold the book so that the print of the picture is not on it's head. That is what tells if it is okay or not okay about our holding a book.

Good

No Good

Ya Pangibbal tām ta Lebru

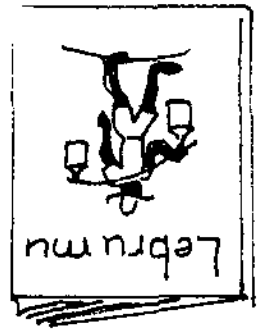
Am magbāsa kitām minā, gustu minā ya pangibbal tām ta lebru te am mapasunnak ya lebru, awetām mabāsa.

Am angarigān ta mapasuni ya lebru, anu ya pakaitām ta kasuni na? Ya letrātu kiden. Ya letrātu en ta tappan na lebru ya pakaitām ta kasuni na lebru.

Am magbāsa ka minā ā dāna ibbalām petta awena mapasunnak ya kesurāt na letrātu en ta tappan na en, te yen ya mangibār ta gustu o awān gustu na pangibbal tām ta lebru tām.

Gustu

Madi



The Lines for the Writing

There are lines on the paper, these are the trails for the writing. Consider the system a reader has:
If a person would write something, he puts the letters one after another on the line so that they are on straight. There is also a direction a person follows when he writes because he does it left to right. If you would read what he wrote, you also go in the direction of left to right. This is because we can't read if we don't know where to start our eyes on the left of the page and move to the right.

It is like you who track wild pigs. First you study their tracks. You see their direction. You take regard of where the tracks began and where they are going. You are clever tracking and capturing because you have a method. It is like this also with a reader. If he had no system he would get nothing. His system is wonderful also.

Ya Kalit na Surāt

Ittā ya kalit kiden ta papel, ikid ya dalān na surāt kiden. Nonotam minā ya sistema na magbāsa:
Am magsurāt ya tolay, itun na ya lettra kiden matutunudān ta kalit petta matunung kid.

Ittā hapa ya igadak na tolay am magsurāt ta kalit, te igadak na ya zimigi abat ta ziwanān. Am bāsām minā ya nesurāt na, igadak mu hapa ya zimigi abat ta ziwanān. Te awetām makabāsa am awetām maāmu ya pamegafunān na mata tām ta zimigi na papel ikid na igadak tām ta ziwanān na.

Te kuman na ikamuy en maglanaw ta lamān. Dāna bilbigan muy ya gafān na kiden. Maita muy ya gadak na gafān. Nonotan muy ya pangigafu na gafān na ikid na kuminān na. Malalāki kām maglanaw, mangalāp te ittā ya sistema muy. A kuman en hapa ta magbāsa en te am awān ta sistema na awān ta maalāp na. Malalāki hapa ya sistema na.

A Blackboard Story:

Ido's Dog

There's a dog of uncle Ido. And Idut is his name. This Idut is a marvelous dog because he has gotten many wild pigs.

No matter who should like to be the buyer of Ido's dog, he would not sell because there never would be another equal to him.

Let's study:

Study the story that is written here. Look at the trail for the writing. Look also at the letters set down upon the trail. Why are they grouped along the trail? There are groups of four letters, of two letters, of three letters, five letters. Why are they set apart?

It is so in order that it can be seen what is the end of one word and the beginning of another. And this is the reason for them being set apart along the trail of the writing.

(Demonstrate)

Readable:	Unreadable:
There is a dog of Uncle Ido.	ThereisadogofUncleIdo.

Ya Bida na Atu ni Ido

Ittā ya atu ni Ute Ido. A Idut hapa ya ngagān na. A malalāki na atu ya Idut, te āddu ya naalāp na ta lamān.

Māski am inya minā magbayād ta atu ni Ido, awena kād ilāku te awān sangaw ta kagitta na.

Magādāl Kitām:

Bilbigam bit ya balabida nesurat ta isin. Itām bit hapa ya dalān na surāt. Itām hapa ya lettra kiden sumagpaw ta dalān en. Anu magdadagga kid ta kalit? Ittā ya tagappāt ta lettra ittā ya tagduwa lā ta lettra, ittā ya tagtallu, o taglima. Te anu ya pagsasinān da?

Yen ya pagsasinān da, petta maita ya gafu na ikid na adet na kesurāt na tākday uhohug. Yen ya serbi na pagsasinān da ta dalān na surāt.

Mabāsa, te masasinān:	**Awena mabāsa te awena masasinān:**
Ittā ya atu ni Ute Ido.	IttāyaatuniUteIdo.

The Written Words Differ

Some words are long when they are written because of having many letters. There also are other words written that are short because of having few letters.

Why? It is so because words differ. There are words with many sounds, and there are also words with only one or two sounds. (i.e. noise of or voice of)

Let's count the sounds of some words, so we can sense the number of sounds in each word. How many sounds in the word "malalāki"? (4)

in "tatultulitulān"? (6)

in "Ido"? (2)

in "O"? (1)

(teacher demonstrates by counting on fingers each syllable with class)

This is the reason for the difference in the length of written words. The written word is short in the one with few sounds but long in the one with many sounds. The long one is the hard one to read. This is why we cut a word up at the place of it's segments. Observe: The word "malalāki" is one piece, but if you cut it up at the place of it's sounds there are four segments easy to read:

ma la lā ki

One segment and one sound are the same thing. In the word "malalāki", ma is one segment and also one sound.

Magdaduma ya Kesurāt na Uhohug Kiden

Adānuk ya kesurāt na kādwān uhohug te āddu ya lettra na. A apisi hapa na kesurāt na kādwān uhohug te āssang lā ya lettra na. Te anu? On ay, te magdaduma ya uhohug kiden. Ittā ya uhohug āddu ta adug na. Ittā hapa ya uhohug tākday o duwa lā ta adug na.

Magbilāng kitām ta adug na uhohug kiden petta marikna tām ya kāddu na adug kiden ta tagtākday na uhohug.

Piga ya adug ta uhohug en "malalāki" ? (4)
ta: "tatultulitulān" ? (6)
ta: "Ido" ? (2)
ta: "O" ? (1)
Yen ya gafu na pagdadumān na kādanuk na kesurāt na uhohug kiden. Apisi ya kesurāt na āssang lā ta adug, ammi adānuk ya kesurāt na uhohug āddu ta adug na. A ya adānuk na uhohug yen ya mazigāt mabāsa. A gafu ta kuman en isasina tām minā ya adug na kiden petta malogon mabāsa. Itām:
Tā hukal ya uhohug en "malalāki" ammi am isasinām ya adug na kiden ittā ya appāt na gappak na malogon mabāsa: ma la lā ki
Intu halā ya gappak na ikid na adug na. Ta uhohug en "malalāki", tā gappak ya ma, a tā adug na hapa, te intu halā gappak ikid na adug na.

Let's Study Segments

Why study segments? Because they are our helpers. If these are memorized all words can be read, no matter what language.

Observe: Even if you memorize only eight segments here it will be possible for you to read twenty Agta words. Because it is possible for these to be joined together so that they make twenty words.

Observe: only eight little segments (teacher write on board)

u	ma	mag
i	ta	tam
	ka	tak

They are the segments to these twenty words:

1. garden
2. Ilocano for hand
3. inside
4. look
5. brains
6. honest
7. owner of garden
8. making garden
9. deep inside
10. eye disease
11. to plane wood
12. to decrease in intensity
13. a wood plane
14. eye
15. Ilocano for father
16. sister/brother
17. able to see
18. to look for
19. to be seen
20. you see it

No matter what language, Tagalog, Ilocano, Agta or English you are able to read it if you know how to read the segments.

Adālān tām ya Gappak Kiden

Te anu? Te ikid ya mangufun tekitām. Am metug ye yan kid, mabāsa sangaw ya ngāmin kiden uhohug, māski kampormi na agsitang. Te itām: Am itug mu ya walu lā na gappak kiden ta isin, ā mabalin sangaw ya pagbāsām ta dwafulu na uhohug. On ay,te mabalin ta metatulfu ya kādwān kiden gappak petta magbalin kid ta dwafulu na uhohug. Itām:

u	ma	mag
i	ta	tam
	ka	tak

Walu kid lā na gappak ā ikid ya gappak ta benti na uhohug ta isin:

1. uma	u	ma
2. ima	i	ma
3. umag	u	mag
4. itām	i	tām
5. utak	u	tak
6. makāutak	ma kā	u tak
7. makāuma	ma kā	u ma
8. maguma	mag u	ma
9. maumag	ma u	mag
10. magkamata	mag ka	ma ta
11. magkatam	mag ka	kam
12. magkamag	mag ka	mag
13. katam	ka	tam
14. mata	ma	ta
15. tata	ta	ta
16. kaka	ka	ka
17. makaita	ma ka	i ta
18. magita	mag i	ta
19. maita	ma i	ta
20. maitām	ma i	tām

Kampormi na sitang, am Tagalog, Ilocano, Agta o Inglis, makabāsa ka tentu am amum makabāsa ta gappak kiden.

How Does One Read?

If you would memorize all the written forms of all the words in Agta, you would probably become dizzy because all the words in Agta are probably more than seven thousand. There is no person who has memorized all the written words of Agta, they are too many.

What then should we do so that we are able to read them all?

First we study the parts of the words because they are easy to memorize. They are not many like the words of Agta. They are not long, only short.

There are sections that have but one letter like:

i The first sound in the word itik = duck

u The first sound in the word ulag = snake

There are sections of only two letters like:

ma The first sound in the word mait = corn

ta The first sound in the word tarong = eggplant

ka The first sound in the word kayu = tree

There are sections that have only three letters like:

mag The first sound in the word magtaltāg = to pound rice

tam The first sound in the word tamtamsek = sunbird

tāk The first sound in the word tăkday = number one

They all are short and also easy to memorize. And this is the system a reader has. He would memorize the sections because they are the ones that help him to read. They are more easily read than a whole word.

Hād Kukunna ya Magbāsa

Am angarigān ta itug mu minā ta nonot mu ya kesurāt na ngāmin uhohug na Agta, maulaw ka sangaw de, te nasurok ta pituribu de ya ngāmin uhohug na Agta. Awān ta tolay maketug ta ngāmin surāt na Agta, gafu ta kāddu da.

Anun tām mantu petta makabāsa kitām ta ngāmin? Dāna adālān tām ya gappak na uhohug te malogon kid metug. Bakkan ta āddu kid ta kuman na kāddu na uhohug na Agta. Bakkan hapa ta adānuk kid, te apisi kid lā.

Ittā ya gappak kiden, tākday lā ta lettra na, ta kuman in:

i ya apolu na adug ta uhohug itik.

u ya apolu na adug ta uhohug ulag.

Ittā ya gappak duduwa lā ta lettra, ta kuman in:

ma ya apolu en adug ta uhohug mait.

ta ya apolu en adug ta uhohug tarong.

ka ya apolu en adug ta uhohug kayu.

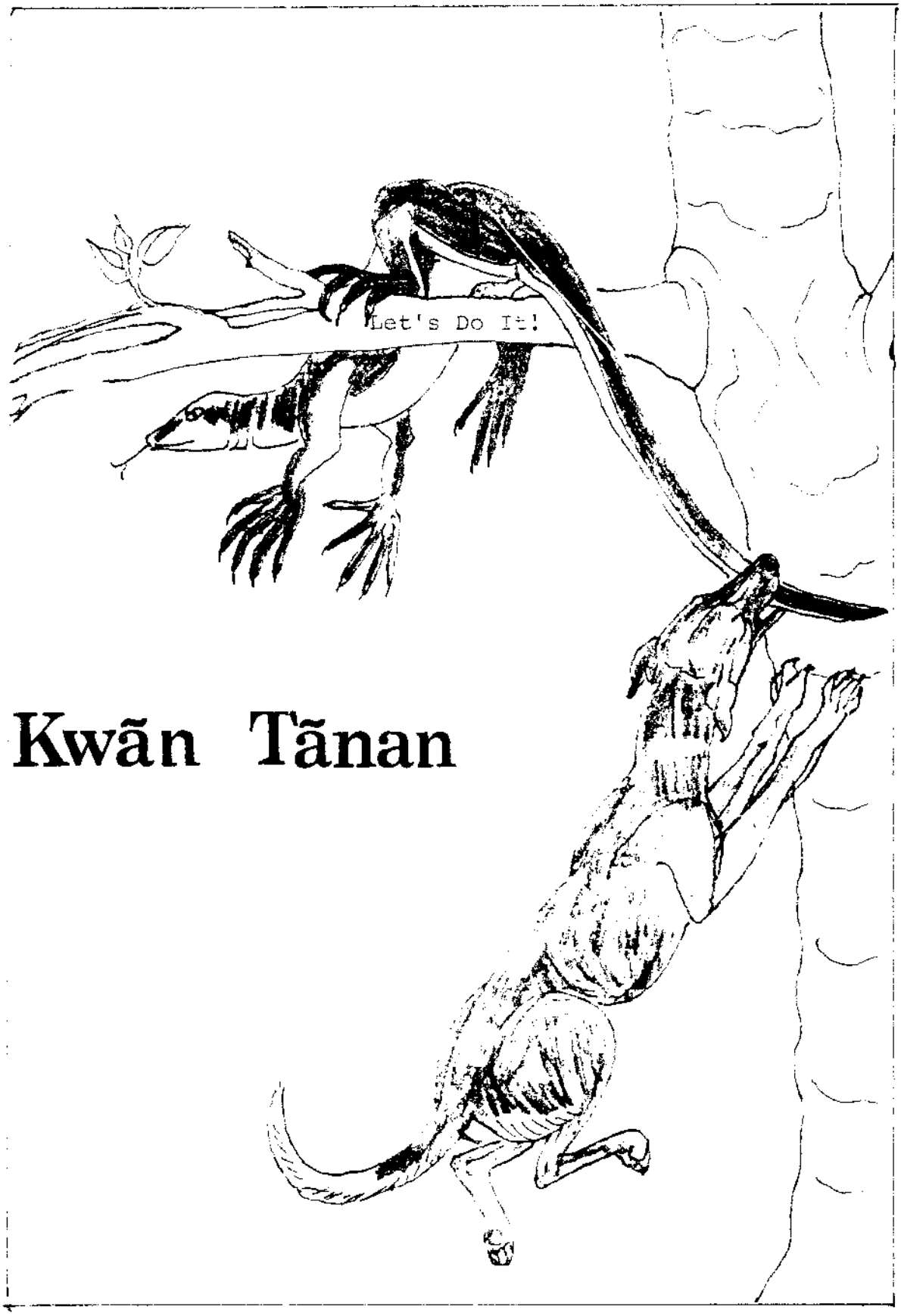
Ittā ya gappak taltallu lā ta lettra, ta kuman in:

mag ya apolu en adug ta magtaltāg.

tam ya apolu en adug ta tamtamsek.

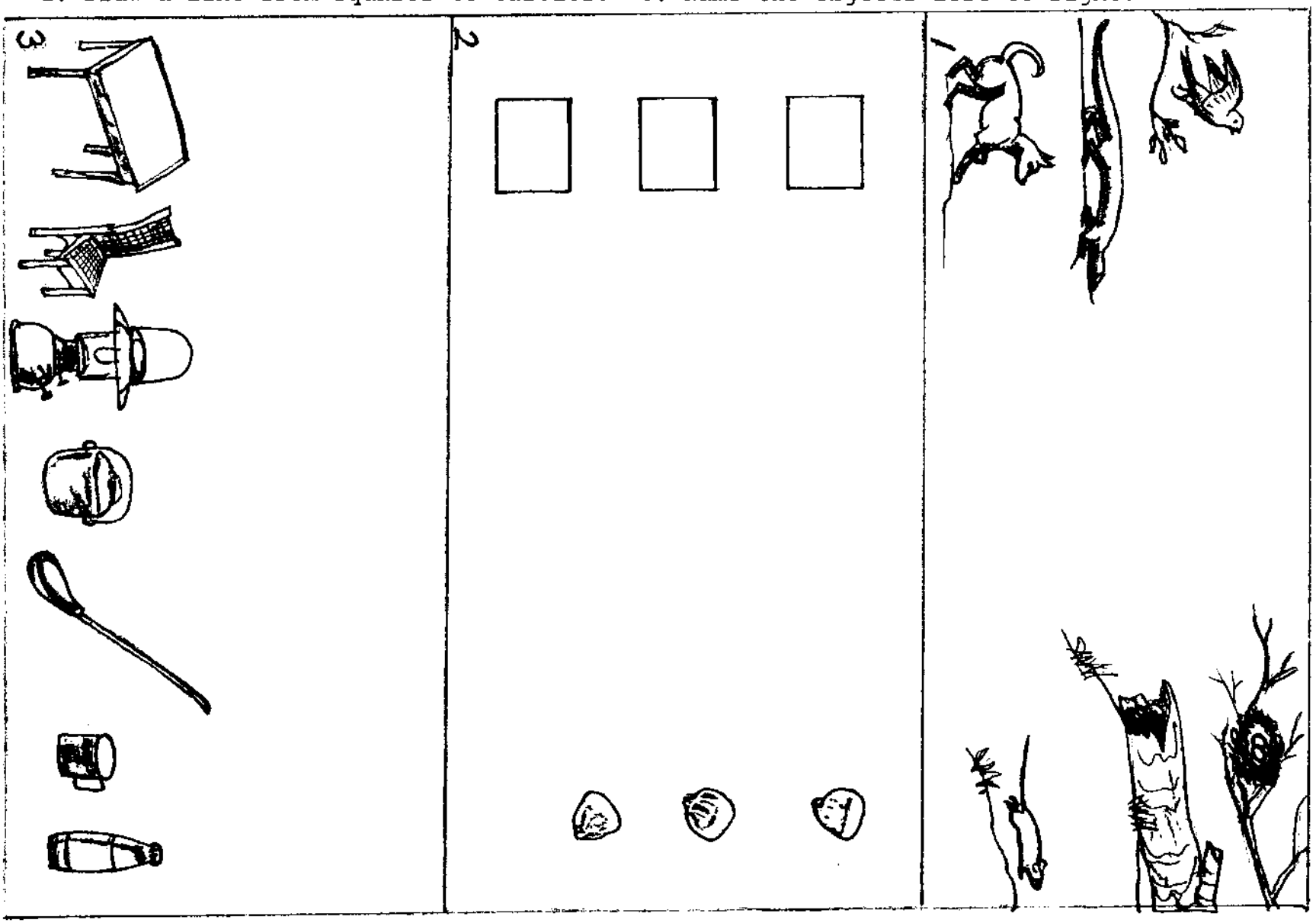
tāk ya apolu en adug ta tākday.

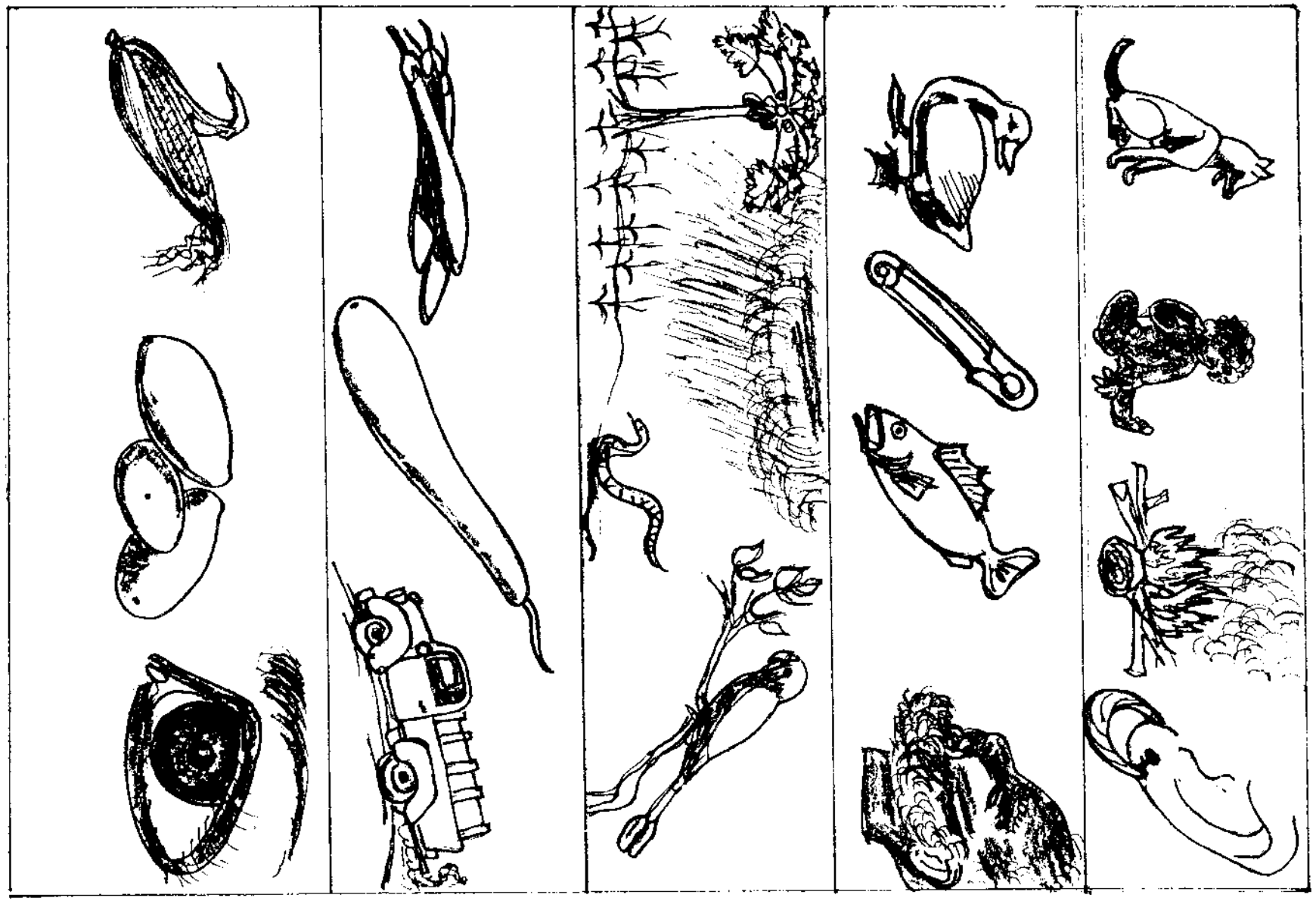
Sā apisi ya gappak kiden, ā malogon kid hapa metug ta nonot tām. A yen ya sistema na magbāsa, itug na minā ya gappak kiden te ikid ya mangufun tentu magbāsa. Ikid ya malogon.



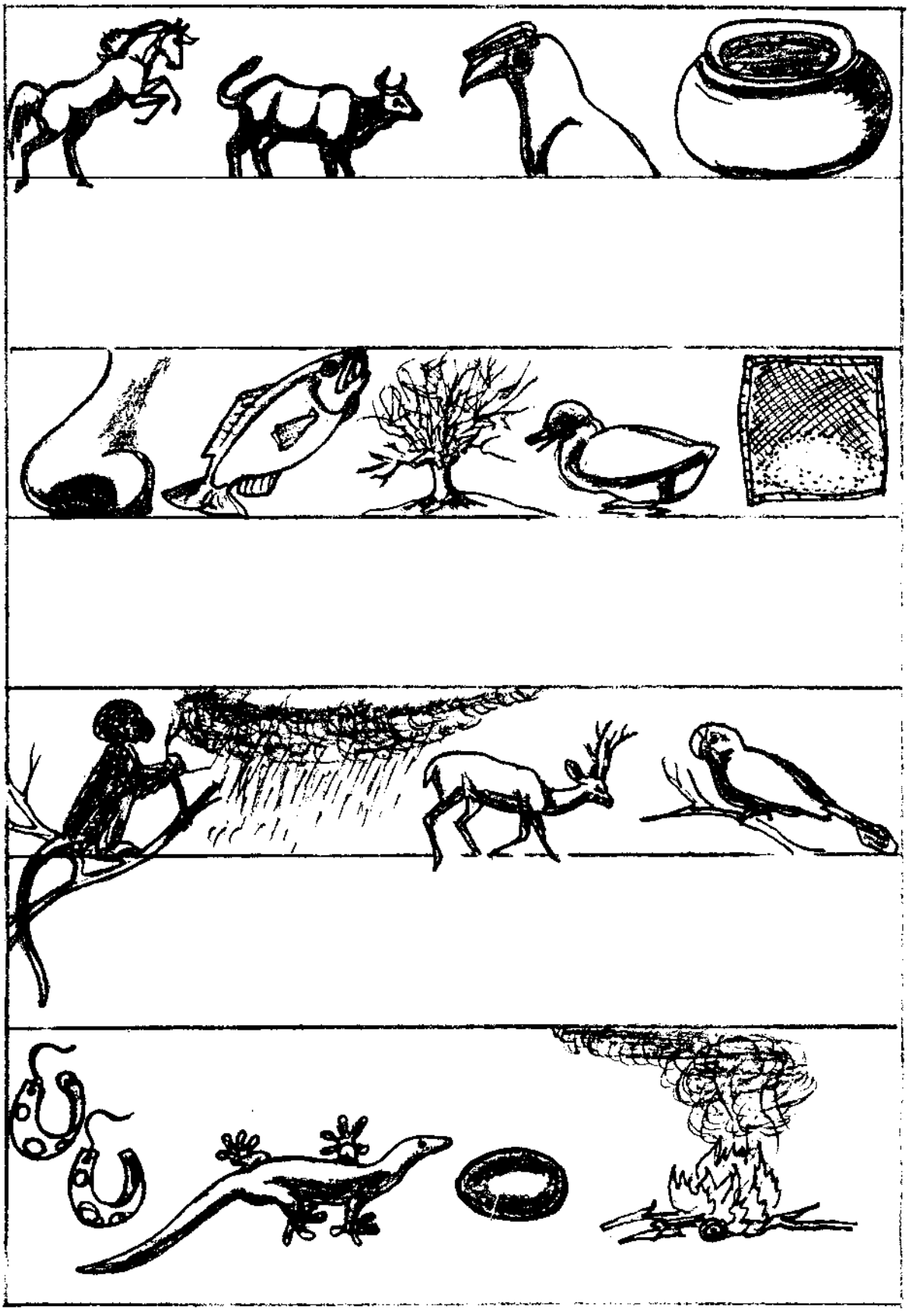
Kwãn Tãnan

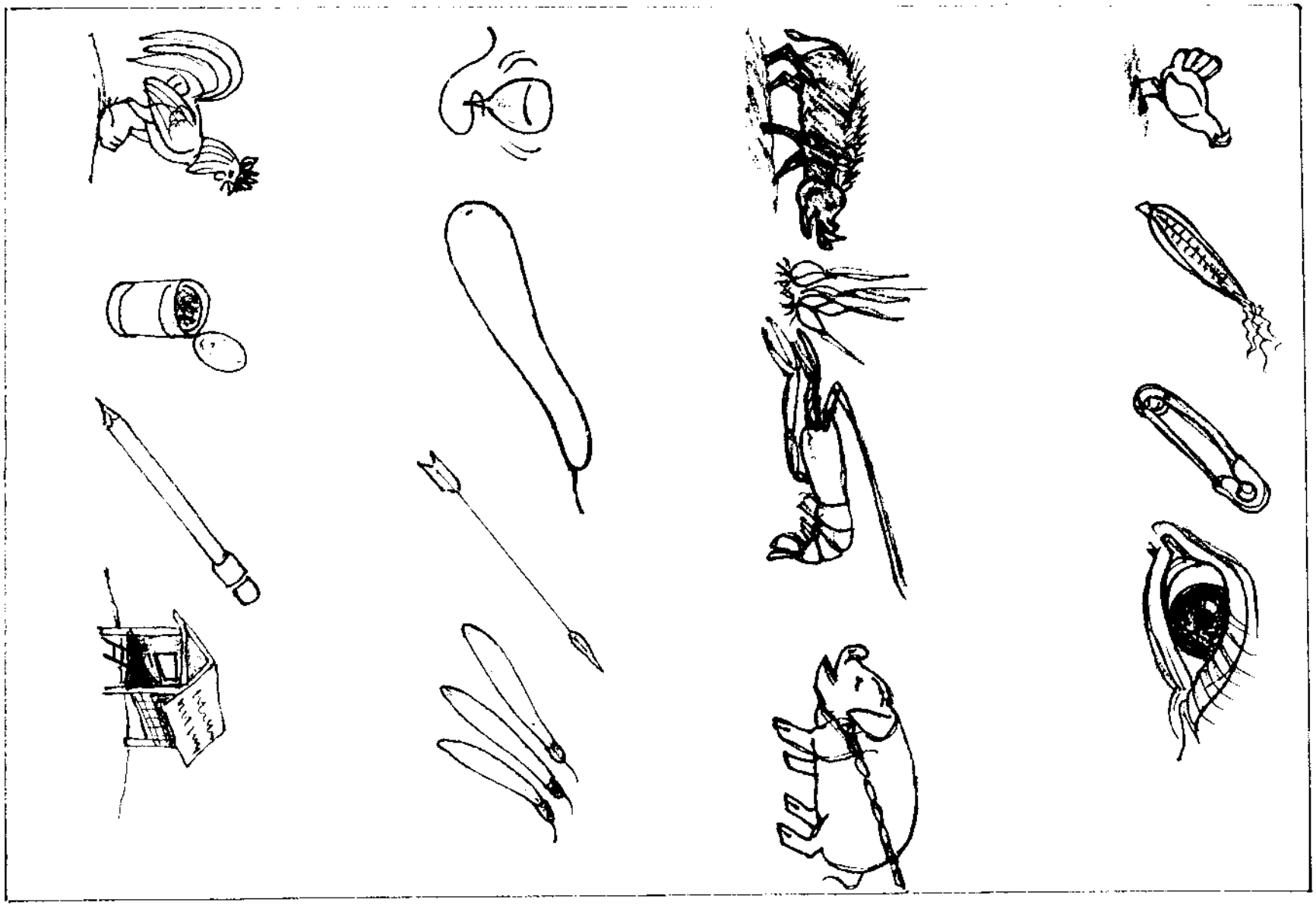
1. Draw a line from animals on left to objects on right.
2. Draw a line from squares to circles. 3. Name the objects left to right.





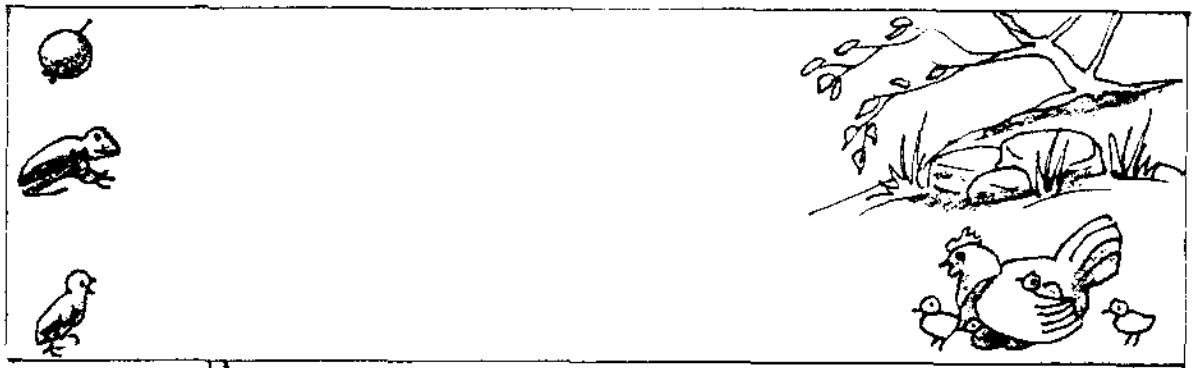
In each row left to right, are words with the same beginning sound.
Name the pictures and listen to their beginning sound.





On this and the following page, in each row cross out the picture of the word that has a different beginning sound.

1



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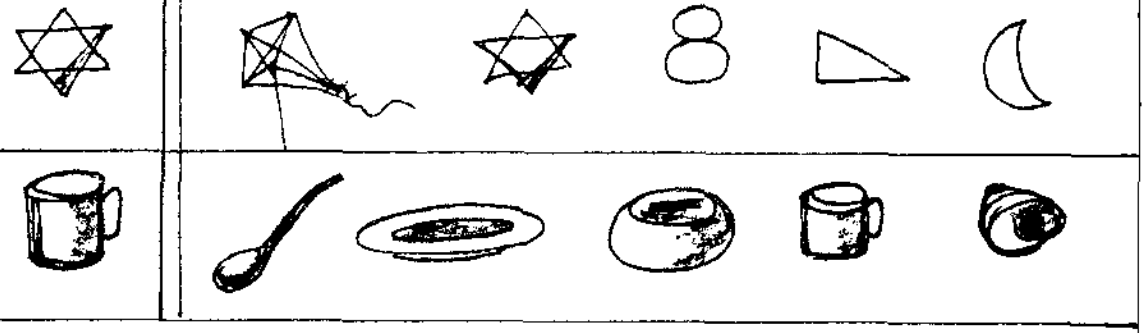


1. Draw line from picture on left to one on the right.
2. Circle the picture that is the same as one on the left.
3. Circle the letters that are the same as one on the left.

3

t	k u t m y I t
k	T k l y k M N k t
U	u S U m O M y U
y	n u y g y t y u h
8	3 2 8 6 5 8 9 6
M	T A M K M N M A
6	6 5 9 3 6 8 10 6

1. Circle the letters of each pair that are the same. Tell what letters are the same, the first or last. 2. Draw a line from the pictures on the left to the pictures on the right. 3. Circle the letter(s) in each row that are the same as the one in the square.

1.

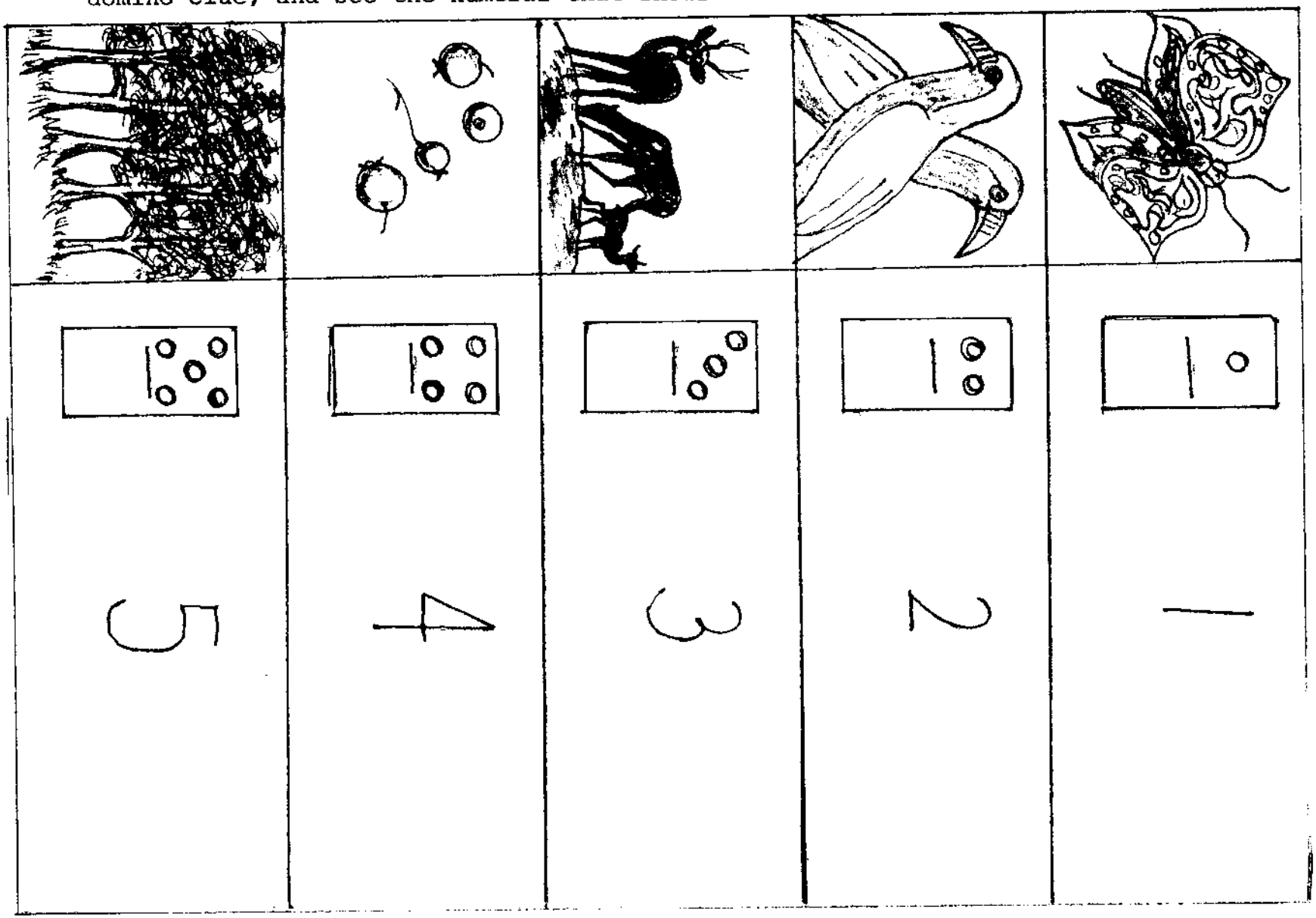
ag ak	ti mi	yu ya	mu ma

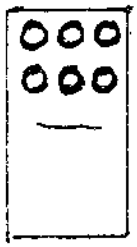
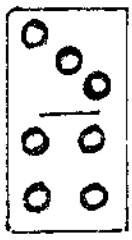
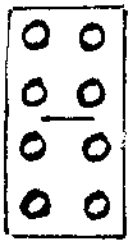
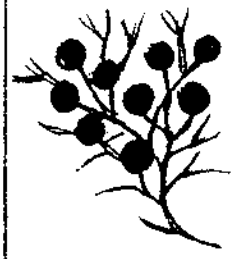
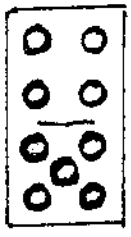
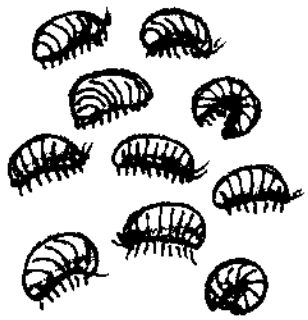
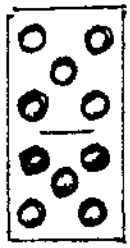
2.

3.

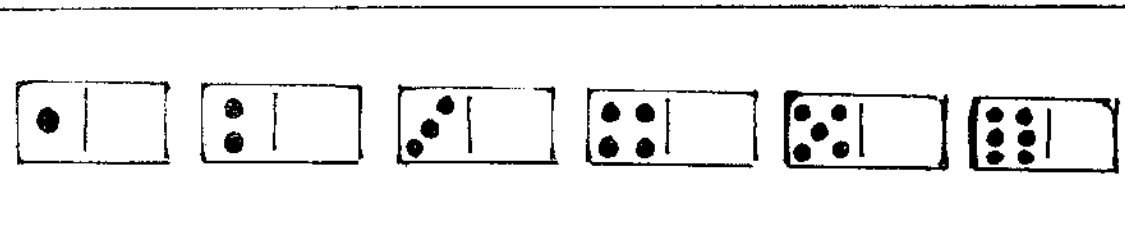
A	I k A N t k y A
k	t h k y k l t k
y	y g k y u t y h
n	h n m u n y n

On this and the following page, count the number of items in each box, look at the domino clue, and see the numeral that shows how this number is written.

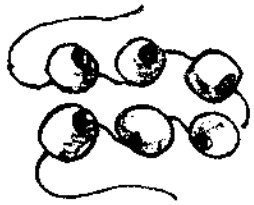


		6
		7
		8
		9
		10

Circle the number that shows how many things are in each box.

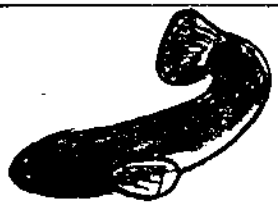


8 2 5



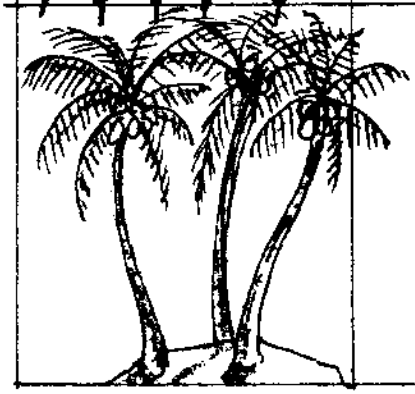
9 4 6

4 8 3

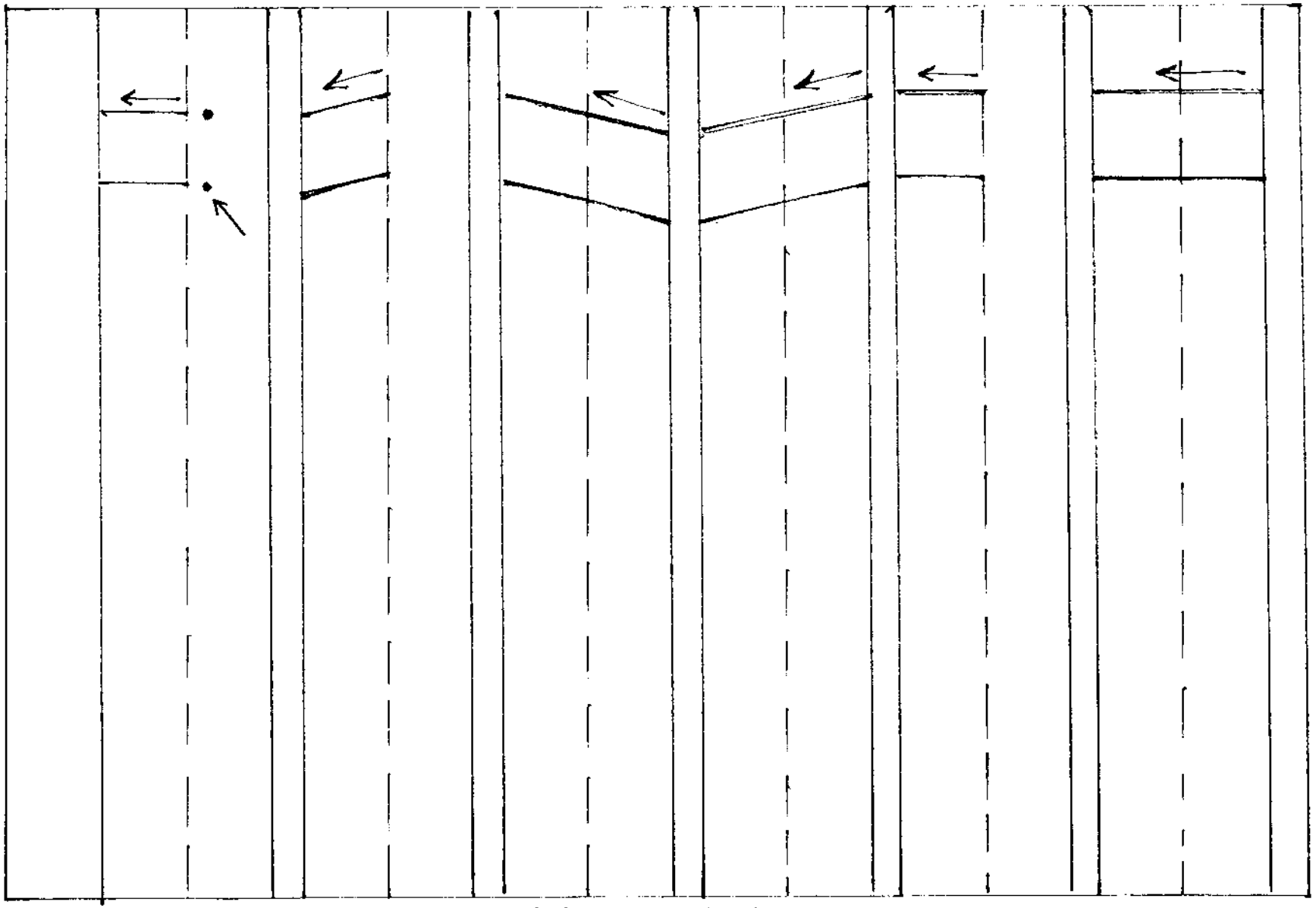


7 9 1

5 2 3



8 3 6



Fill in the lines of writing by following the pattern.

1. In each box circle the three letters that are the same, say if first or last.
2. Trace the arrows following the numbers, saying them aloud.
3. Circle the letters in each row that are found in the box.

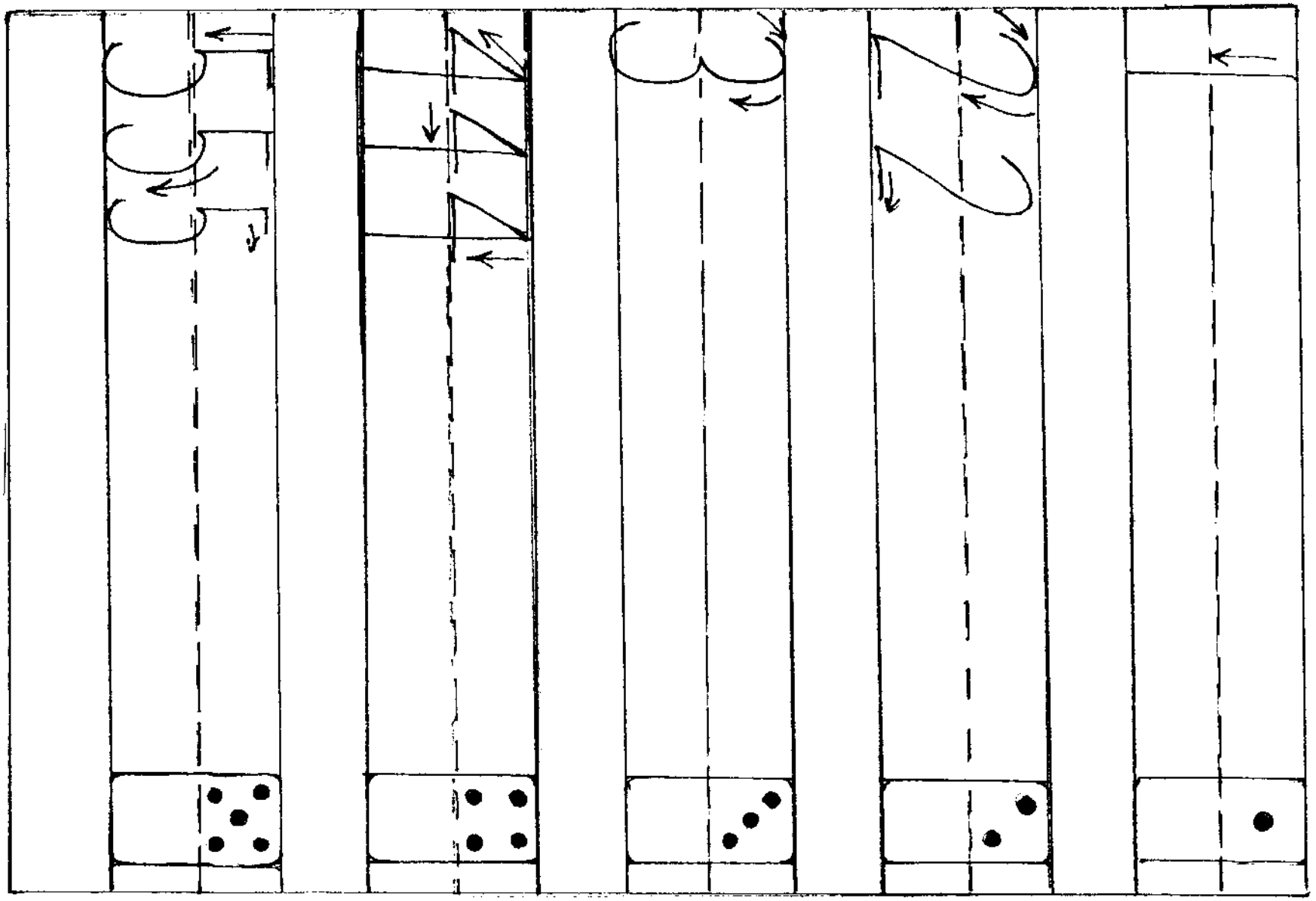
1

ma mu mi	ut um uk	ak uk ik	it ik im

2

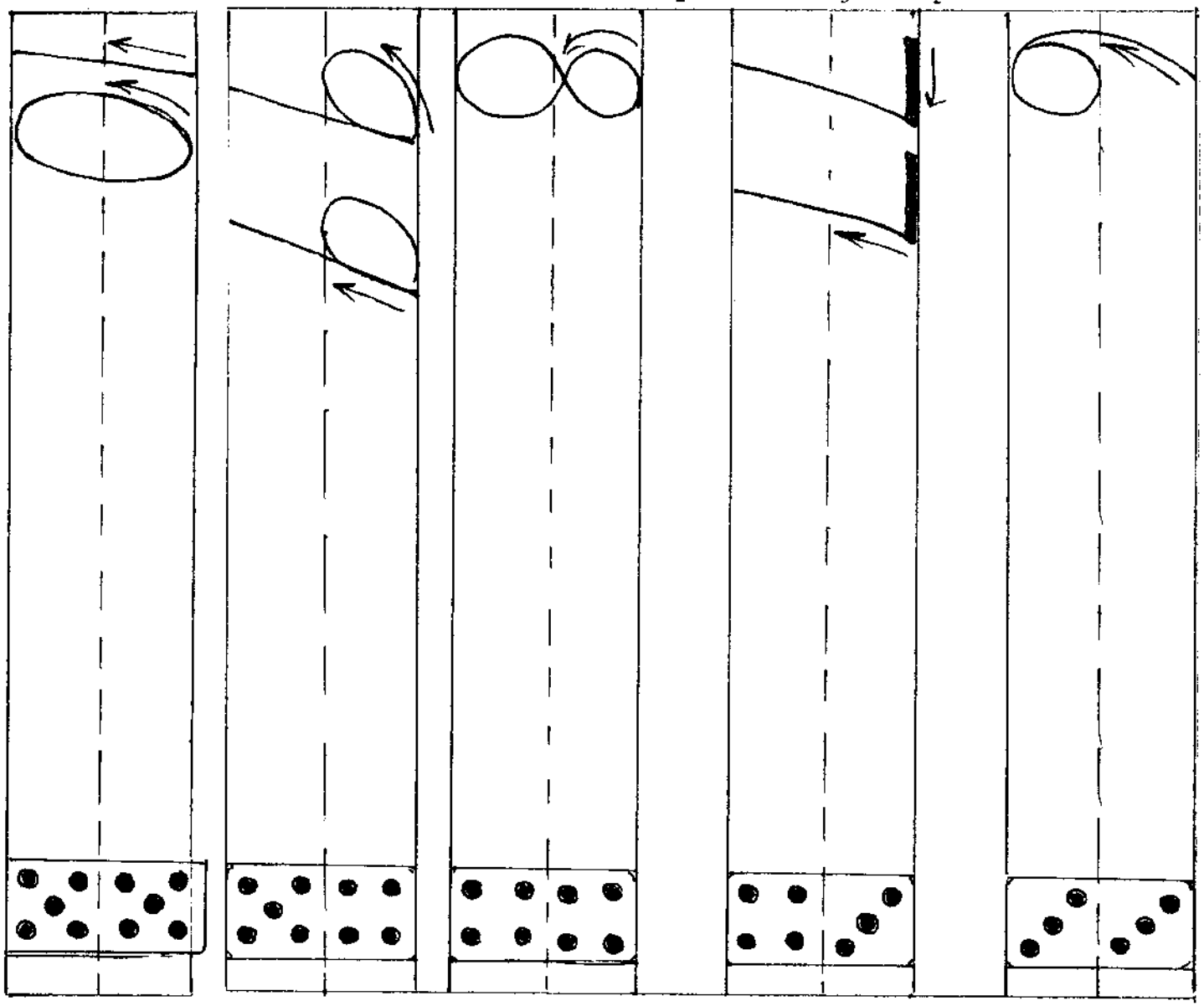
3

ta	e k l t a u t g a
um	u n m 3 u h m
ik	i h k i t y m k l
ye	g y a e u h t y e
lg	y h g l k A l t g l



1.Fill in the lines for numbers by following the patterns.

1. Fill in the lines for numbers by following the patterns.



In each row cross out the picture of the word that has a different beginning sound.

1. Circle the letter of each pair that is the same, tell if first,middle or last.
2. Tell a story about the picture sequence.
3. Circle the syllable in each row that is the same as the boxed one.

1.

kim	kum	tuk
tam	kit	mua

2.

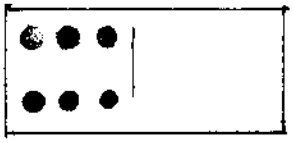
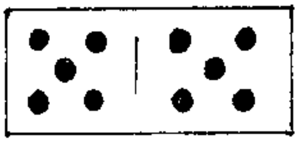
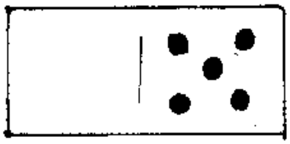
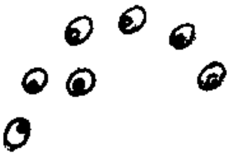
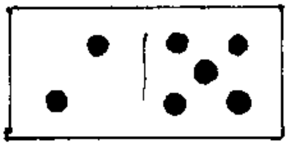
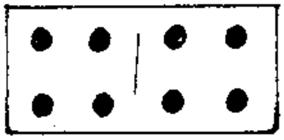
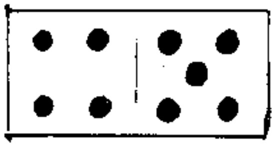
at	uk	at	ak	tu	a	
mu	na	ma	yu	mu	im	
ki	ti	mu	ka	il	tu	ki
um	ak	um	yu	am	nu	
mag	tag	ma	mag	yan	mak	

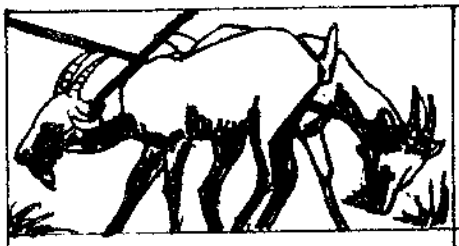
3

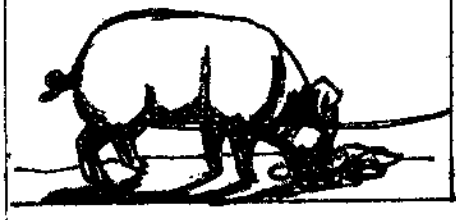
Circle the number that shows how many things are in the box at the left.

	9 6 7
	10 8 3
	5 2 7
	1 4 10
	6 9 0
	2 5 3
	8 3 2

Count what is in the box, check with domino clue, see this number written.

		6
		10
		5
		7
		8
		4
		9



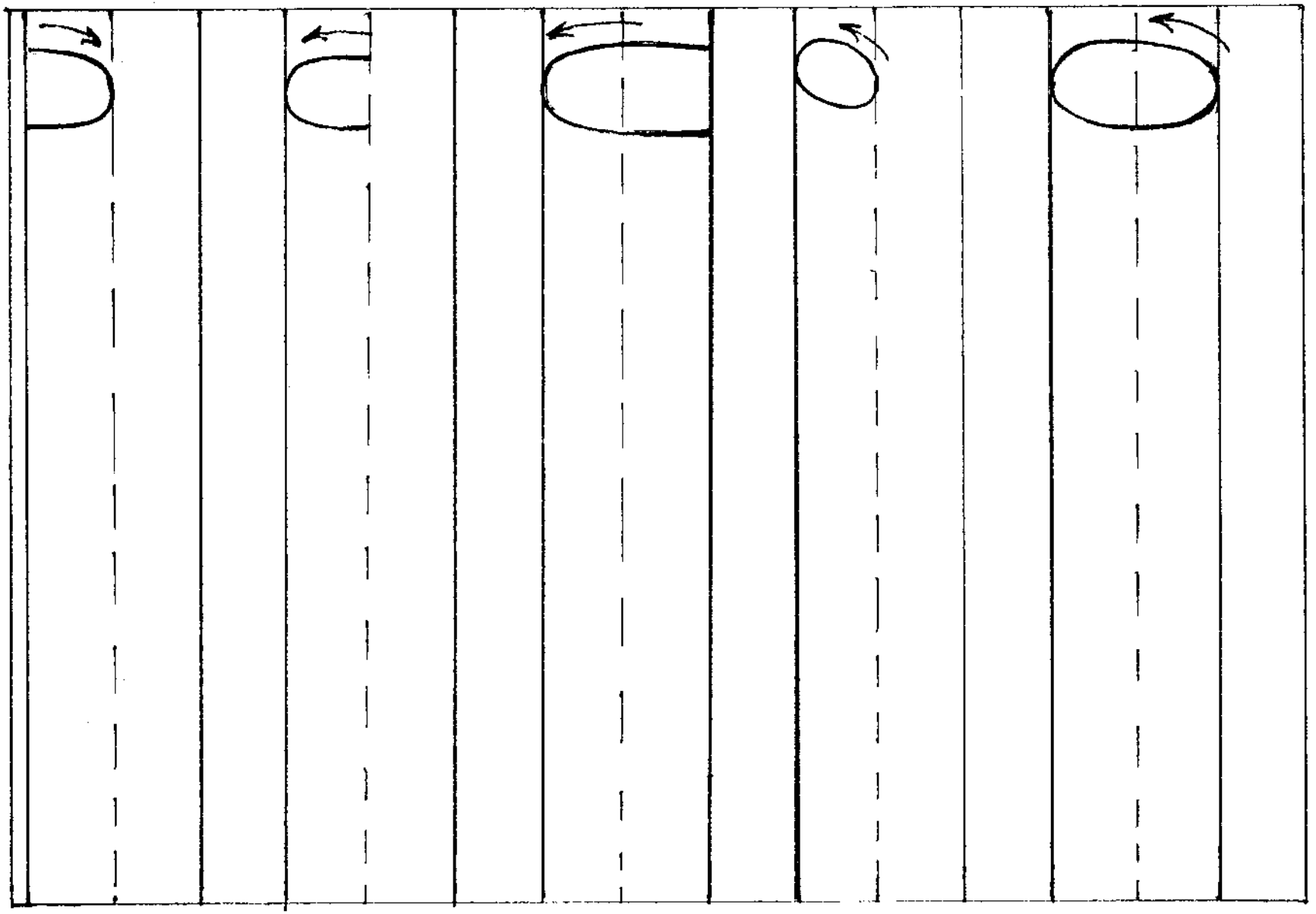


2

1

Say the names of the numbers in order writing them in the columns.

Fill in the lines of writing by following the pattern.



A.

Ittā ya atu.

Ittā ya uma.

Ittā i Āma.

B.

Ittā ya atu.
Ittā ya uma.
Ittā i Āma.

C.

1. Ittā ya uma. Ittā i Āma.
2. Ittā ya atu. Ittā i Āma.

A. Read the sentences in words following the teacher's demonstration. B. Read the sentences and circle Itta ya, Itta i. C. Read the sentence underline uma in line one, atu in line two, and Ama in line one and two.

1. In each box cross out the syllable or word that is different.
2. Circle the letters in each row that are in the box at the left.

1

kc	nak	una	tau
ka	nak	aru	atu
ak	kan	aru	atu

2

tan	m t a n u i
mi	n i m l 3 t
keu	a k n e t u n
mut	k m n u t l
yag	n g k a y m

1

a am	i im
a at	i it
a ak	i ik
u um	e em
u ut	e et
u uk	e ek

3

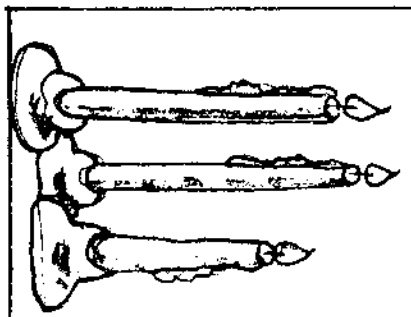
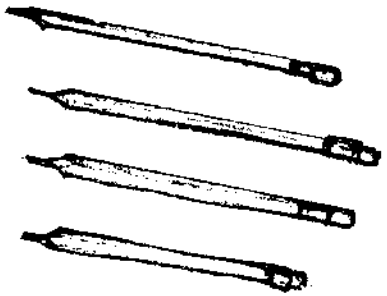
tan	kal tan na	
mi	mu tik mi	
yu	ku yu na	
ek	ek ka tek	
nil	ya nil muk	

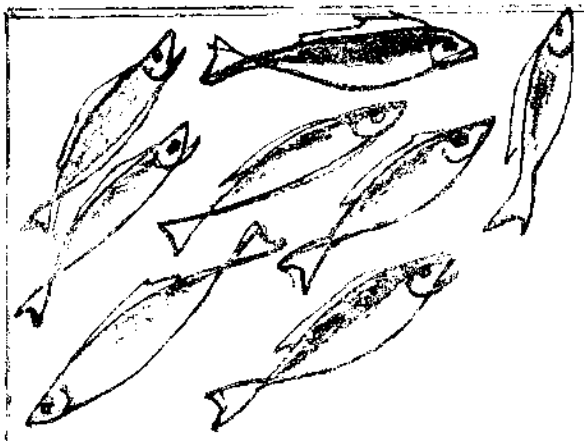
2

mug
nig
lag
nak
lat
tan
kil
kug
kan

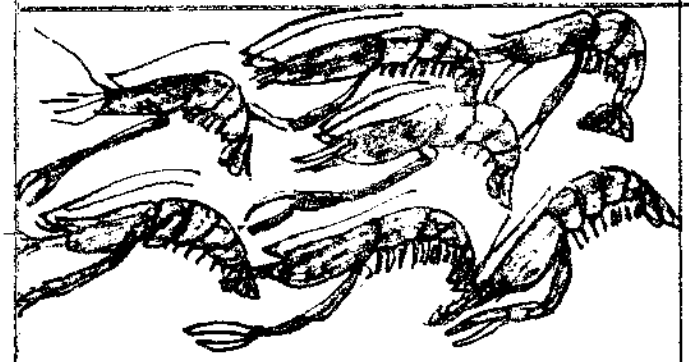
1. Repeat after the teacher listening for part that remains the same.
2. Circle the letters of each set that are the same. Tell what letters i.e. the first, middle or last. 3. Circle the syllable in the row that's same as in box.

On next three pages draw a line from picture to correct number of objects listed.

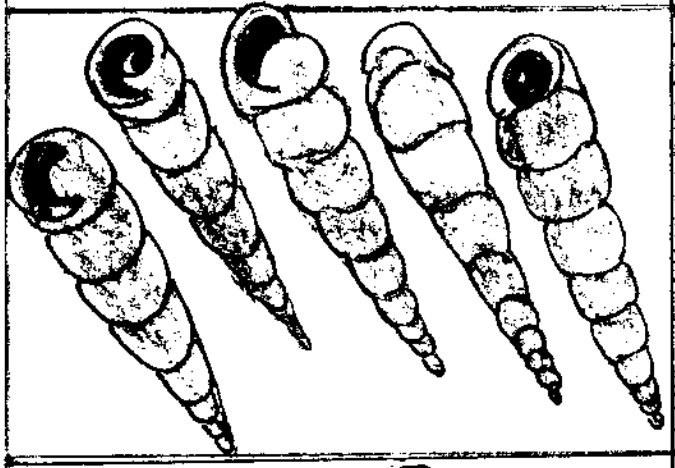
			
4	3	2	1



5

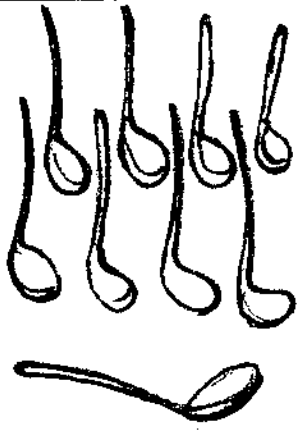


6



7

8

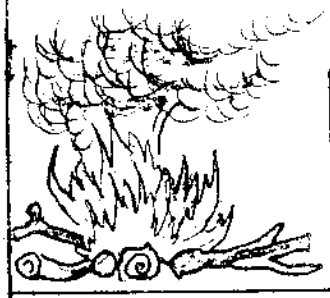
	9
	10
	0

1. Listen to the syllable the teacher says, see if you can hear a,u, or i: ka,si,mu,...
2. Read the keyword and sound following teachers example. 3. Say the pictured word and circle the beginning sound a. 4. Fill in the line of writing.

Read the Keyword and write the beginning letter.

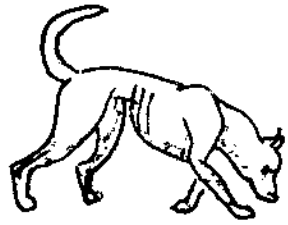
afuy

_fuy



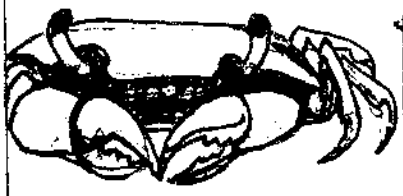
atu

_tu



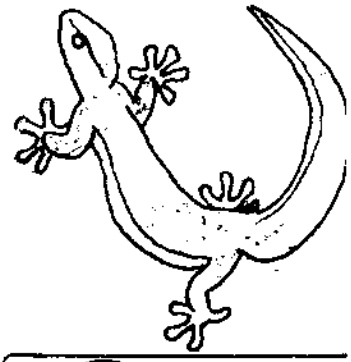
agama

_g_m_



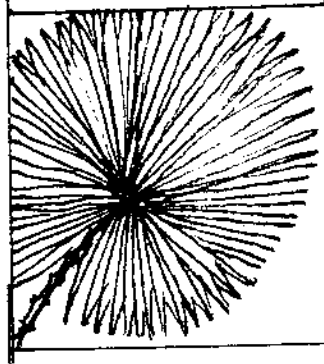
anu-sup

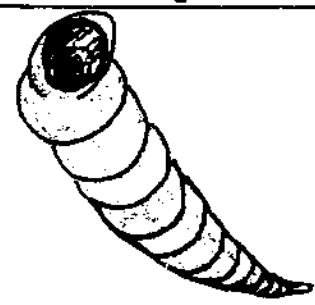
_nu-sup



anaw

_n_w



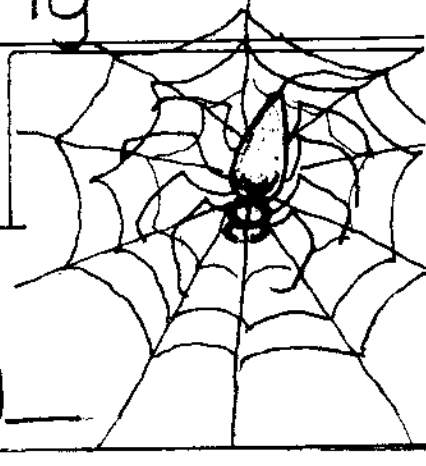


agurung

_gurung

amuku

_muku



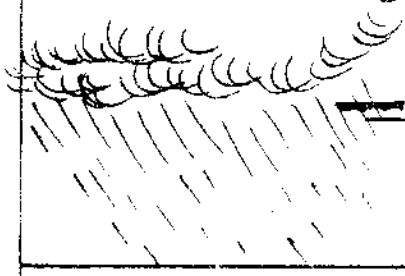
alalawa

_l_l_w_

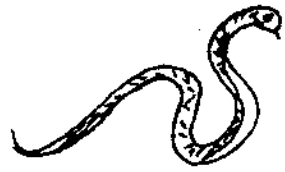
1. Read the keyword and sound following teacher's example.
2. Say the pictured word and circle the beginning sounds.
3. Fill in the line of writing by making the letter u. Listen to the syllable the teacher says and say if you hear a, u, or i: ak,ik,ut; ag,im,um; am,uk,it.

Read the Keyword and write the beginning letter

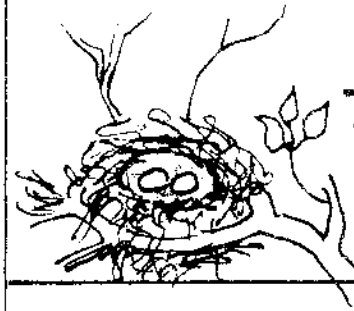
udān
_dān



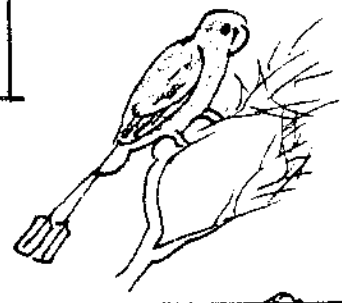
ulag
_lag



umuk
_m_k

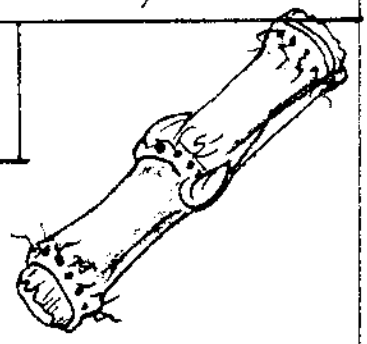


ugit
_git

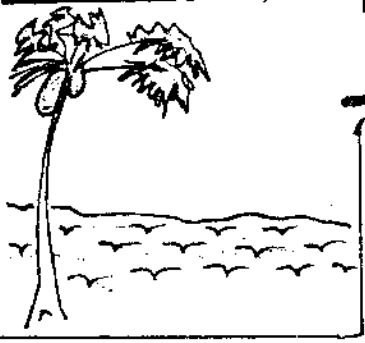


ugaw
_gaw

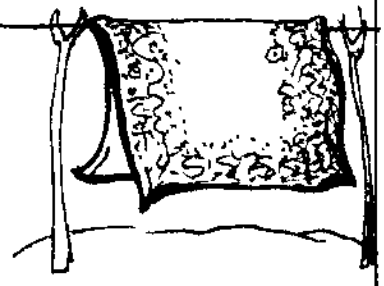
unāt
_nāt



uma
_ma



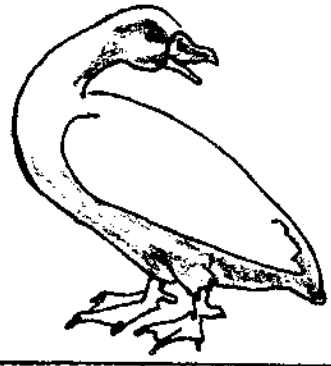
ulat
_lat



1. Read the Keyword and sound, following the teachers example.
2. Say the pictured words and circle the beginning letter i
3. Fill in the lines of writing making the letter i.
4. Listen to the syllables the teacher will say and tell if you hear a,u,or i:
   (ik, am, us, im, ut, ap, ig, um, at)

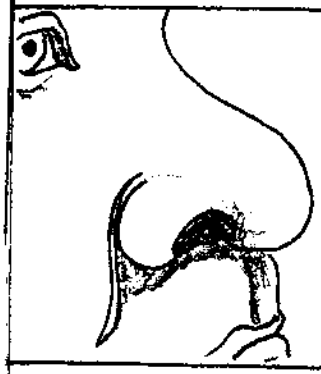
1. Read the Keyword and
Write the beginning letter i

itik
_tik



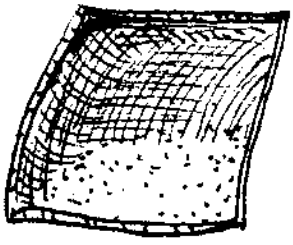
ikān
_kān

igung
_gung



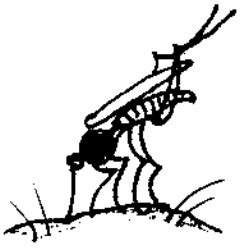
ina
_na

igaw
_gaw

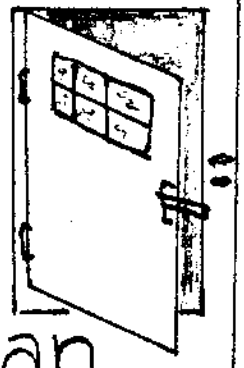


iming
_ming

ilak
_lak



irwangan
_rwangan



atu ulag itik

a | u | i

_tu

_lag

_tik

_fuy

_m_k

_kān

_g_m_

_gaw

_m_ng

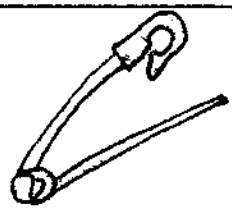
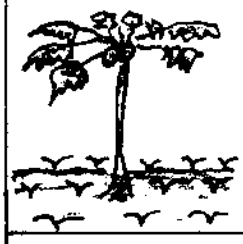
_ritut

_ma

_gaw

1. Circle the first letter of the Keywords.
2. Say the pictured words and write the beginning sound.

Say the pictured word and write the ending letters a,u or i.

a	u	i
		
lans_	at_	ispil_
lat_	kay_	bal_
mat_	kabay_	kal_
		
um_	amuk_	tulal_

atu
Atu

ama

i Āma
i Andung
Alcala
Aguiguicān

itik
Itik

ina

i Ina
i Ito
Isabela
Ilagan

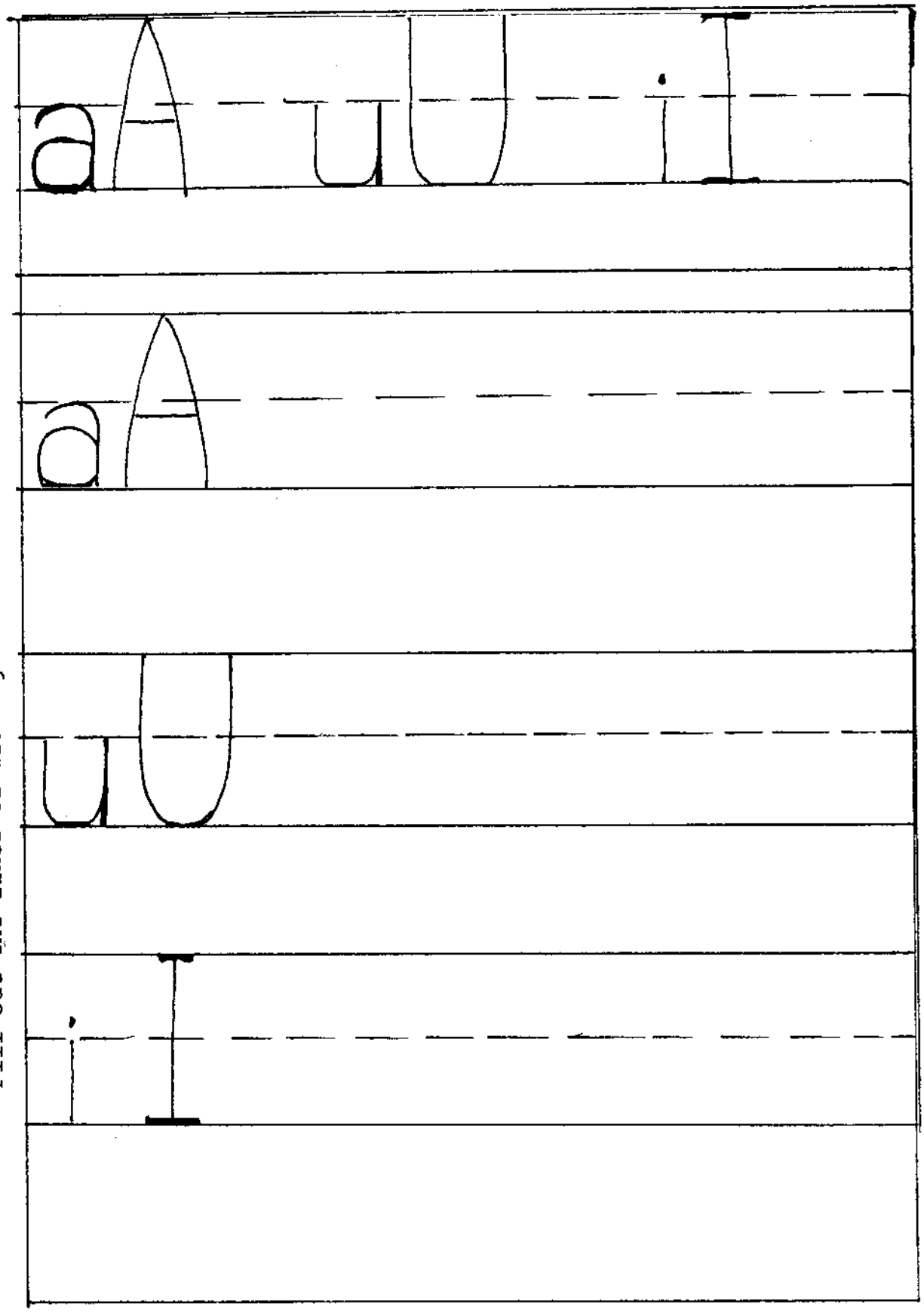
ulag
Ulag

ute

i Ute
i Uling
i Utakān
ya Ugsin

1. Read the Keyword and see it capitalized. Talk about use of capitals.
2. Circle the capital letters of the names the teacher reads.
3. Write the capital following the model in the line of writing.

Fill out the lines of writing



1.

8	
5	
4	
6	
2	
7	
3	

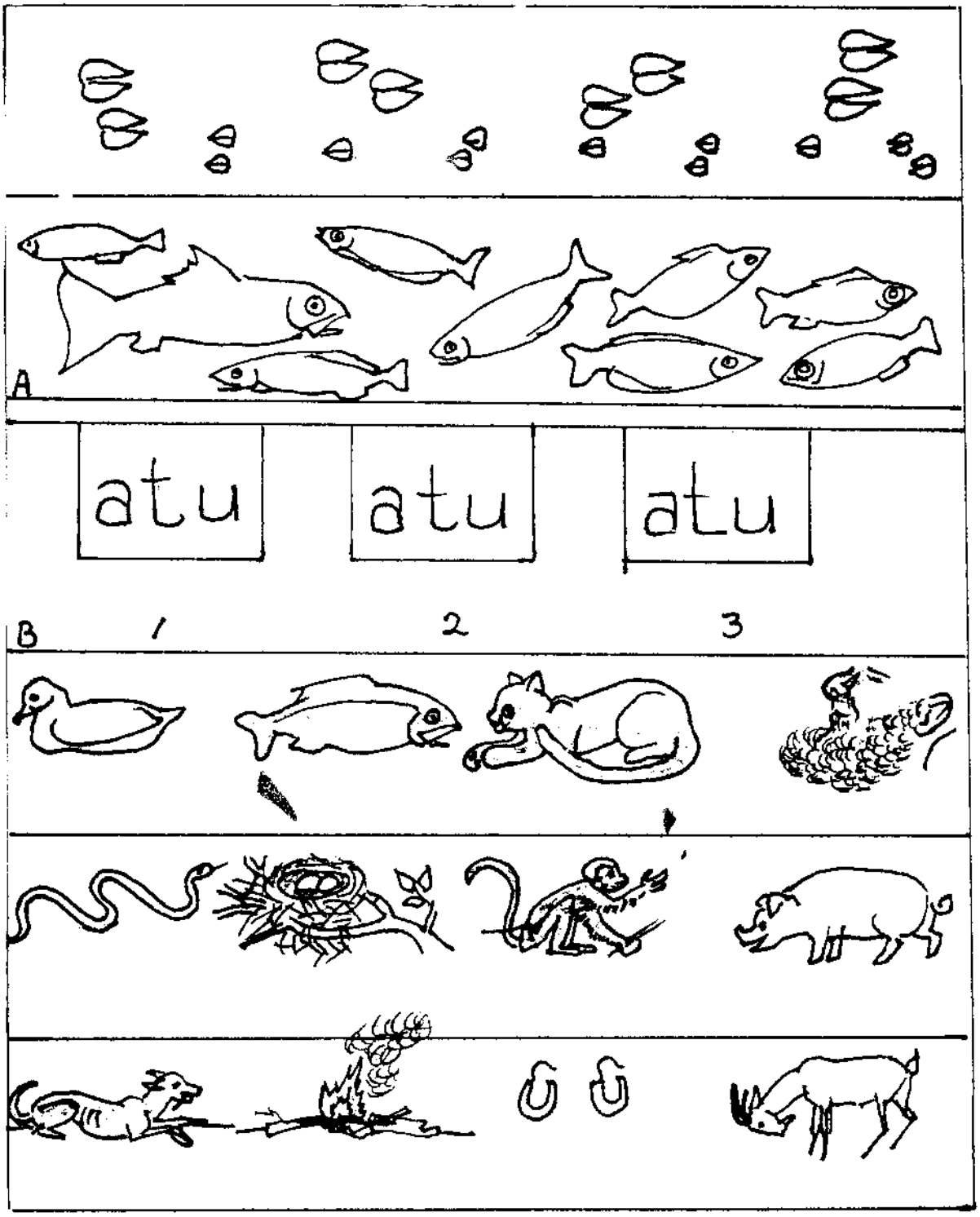
2.

3 10	4 2	7 3	5 8	1 2	9 6	4 7

1. Draw as many circles as the numeral shown.
2. Circle the number the teacher calls from the sets.

3.

3. Write the numbers 1 through 10 on the line of writing.



A. Circle the pig tracks going the wrong reading direction, the fish also.

B. Box 1 circle the last letter, box 2 tne middle letter, box 3 the first.

C. In each row cross out the picture of the word having a diff. sound.

(Test)

(Test)

1.

atu

itik

ulag

2.

2 3	8 5	7 1	10 4	6 9

3.

1. Draw a line from the word to the right picture.
2. Circle the numeral the teacher calls in each set.
3. Write the letter i. Fill out the line of writing. 4. Write the letter a. Fill line.
5. Write the letter u. Fill out line.

Selected Agta Vocabulary for Teaching Reading and Writing

1. zimigi - left, "ta zimigi en" - on the leftside of
2. ziwanān - right; "ta ziwanān en" - on the right of
3. kumin sin/ten - "to go this way/that way"
4. ta adet na - "to the end of it"
5. matutunudān kid - "to go along single file"
6. ta dalān - "on the trail"(used of line we write on)
7. igafum - "you start from (place)" (your action is in focus)
8. pangigafum -"your starting place"(the spot is focused on)
9. nagkāhulun -"to go together with each other"(vowel with consonant)
10. naggagitta kid - "to be the same as"
11. magākhuy -"to carry in front"(like vowel does in VC couplet)
12. magabbān - "to carry on back" (like V in CV couplet)
13. isawan - "to carry over shoulder front and back" (like V in CVC syllable)
14. gadak - "the direction of"; igadak mu - "follow the direction of"
15. pagdumān na "a thing's difference"
16. tā gappak - "one segment of"
17. ya serbi na - "a thing's purpose/use"
18. masuni - "turned around"
19. mapasuni - "caused to be backward"
20. mapasunnak -"caused to be upside down"
21. hulotam - "you follow along a trail, line or row"
22. magdaduma - "many different kinds"
23. magdadagga - "to be grouped together"
24. ya tākday pagdadaggān - "one group"
25. isasina - "to separate, to space things apart"
26. tagtākday - "each one"

27. ya pagsasinān - "the reason for spacing a thing"

28. metulfu - "to join end to end"

29. netug - "to fasten on/to memorize"

30. ta tangān na - "in the middle of"

31. metawag - "to be lost"

32. maghebing - "be side-by-side"

33. magāwāt - "to take/reach for/to understand a thing"

34. kalit - "a line or row"

35. maketug - "thing is memorized/fastened on to"

36. ituhug - "to send a letter, message"

37. sistema - "system/method/wisdom"

38. matunung - to be straight/figurative sense: correct or righteous"

39. tā hukal - "one piece/a whole"

40. tā adug -"one sound"

41. sumagpaw - "to be perched on"(i.e. the line of writing)

42. pagbalikās na - "a thing's pronounciation"