

**LEARNING TO INTRODUCE YOURSELF**  
**Matu'on Pagpakiläya Nang İmo Sarili**

**Situation:** Today you will be going out to talk with people. You will introduce yourself to several people and will respond simply.

**1. Text**

Learner: Ma'äyo nga äga sa imo lüla.	Good morning to you, grandmother.
Kausap: Ma'äyo da nga äga.	Good morning (to you), too.
Learner: Pwidi ba ako maka'isturbo sa imo?	May I bother you for a moment?
Kausap: Hü'o, pwidi.	Yes, sure!
Learner: Gusto ko magtu'on ning Rumblumänon nga hambay.	I would like to learn (the) Romblomanon language.
Kausap: Bäsi'gusto mo magtu'on ning bisäya'?	Why do you want to learn (the) Bisayan language?
Learner: Kay ako hay bukon taga Romblon.	Because I am not from Romblon.
Kausap: Tudlu'an ta ikaw.	I will teach you (then).
Learner: Salämat lüla kay tudlu'an mo ako.	Thank you, grandma, for (you) teaching me.
Kausap: Ano ang imo pangäyan?	What (who) is your name?
Learner: Ako hay si Pauline nga taga Hong Kong.	I am Pauline from Hong Kong.
Kausap: Igwa na ba ikaw ning asäwa?	Do you have a spouse already?
Learner: Hü'o, igwa na ako ning asäwa.	Yes, I have a spouse.
Kausap: Pila na ang imo unga'?	How many children do you have now?
Learner: Ang äkon unga' hay duha, püro babäyi. Pila ang imo unga', lüla?	I have two children, both are girls. How many children do you have, grandma?
Kausap: Unom ang äkon unga'. Tuyo nga babäyi kag tuyo nga lyäki.	I have six children, three girls and three boys.
Learner: Lüla salämat gid ha. Ma'üli' na ako sa bayay.	Grandma, thank you very much. I will go home (now).
Kausap: Sigi, bäbay kari naman liwat.	Okay, bye, come again.
Learner: Mabälik ako sa masunod nga adlaw.	I will come back the day after tomorrow.

**2. Vocabulary**

<i>maka'isturbo</i>	bother/disturb	<i>magtu'on</i>	learn
<i>bukon</i>	not	<i>tudlu'an</i>	teach
<i>kay</i>	because	<i>pangäyan</i>	name

## Lesson 1

<i>pila</i>	how many	<i>unga'</i>	child
<i>püro</i>	all	<i>babäyi</i>	female
<i>lyäki</i>	male	<i>bayay</i>	house or home
<i>kari</i>	come	<i>liwat</i>	again
<i>mabälik</i>	return	<i>masunod nga adlaw</i>	day after tomorrow

### 3. Substitution and Stimulus-Response Drills

- a. Ma'äyo nga äga sa ïmo, **lüla.** (old woman)  
**sir** (sir)  
**nene'** (little girl)  
**nüno'** (little boy)  
**tüto'** (little boy)
- b. Ma'äyo da nga **äga.** (morning: 4 a.m. to 12 a.m.)  
**häpun** (afternoon: 1 p.m. to 5 p.m.)  
**gab'i** (evening: 6 p.m. to 3 a.m.)  
**adlaw** (day: 9 a.m. to 2 p.m.)
- c. Pwidi ba ako **maka'isturbo** sa ïmo? (disturb)  
**makapangutäna** (ask a question)  
**makapabülig** (ask for help)  
**makapangäyo ning suya** (ask for side dish)
- d. Pila ang ïmo unga', lüla? **Unom** ang äkon unga'. **Tuyo** nga babäyi kag **tuyo** nga lyäki.  
**Tuyo** (three) **Isa** (one) **duha** (two)  
**Lima** (five) **Duha** (two) **tuyo** (three)  
**Pito** (seven) **Tuyo** (three) **upat** (four)  
**Syam** (nine) **Upat** (four) **lima** (five)  
**Napüyo** (ten) **Duha** (two) **wayo** (eight)
- e. Igwa na ba ikaw asäwa? **Hü'o igwa na.** (Yes, I already have (a spouse).)  
**Wayä' pa.** (Not yet.)  
**Byüda na ako.** (I'm already a widow.)  
**Byüdo na ako.** (I'm already a widower.)
- f. Pang pila ka sa indo maghäli? Ako ang **pangänay.** (eldest)  
**pangaduha** (second)  
**pangtuyo** (third)  
**pang'upat** (fourth)  
**napatunga'** (at the middle)  
**kamanghüran** (youngest)

### 4. Grammar Note

**Aspect:** Romblomanon verbs like Tagalog are marked with affix(es) to indicate 2 features: *aspect* (which indicates what “stage” the action is in [past, present, future]), and *focus* (will be discussed in the grammar note 3.2 in lesson 3).

“Aspect” is a feature of time orientation of a clause. It is similar to “tense”, though not quite identical.

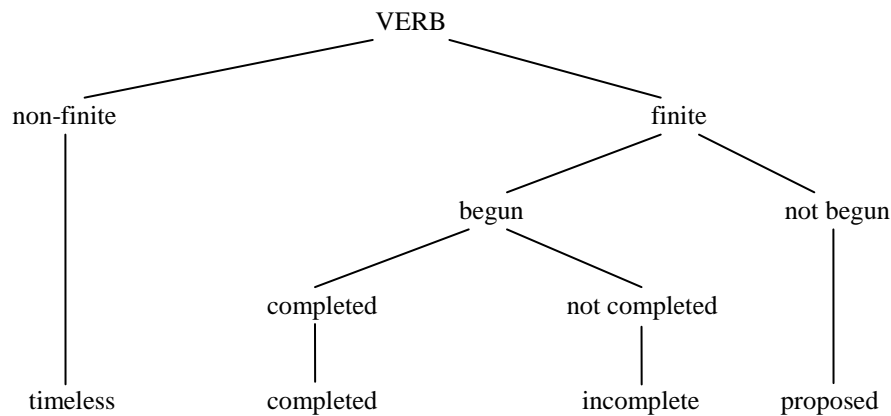
## Lesson 1

“Tense” refers to the temporal relationship between the activity described and the speech act. On the other hand, “aspect” refers more to the “stage” which the activity is in - whether it has begun or not, and if so, whether or not it has been completed - without direct reference to the speech act. Tense and aspect are present in all languages, but different languages mark these features in different ways. In Romblomanon, the verb affix is used to indicate aspect.

There are 4 different verbal forms, corresponding to 3 aspects and the “timeless” form. This “timeless” form is really an aspectless form; there is no reference to time. This form in Romblomanon has several uses: it is used in a sentence indicating desire (or lack of desire) to perform the action; it is also used for some commands or requests, with a “pseudo verb”, with the conjunctions “kung” and “para”, with an “auxiliary verb”, or with some adjectives. Note the following examples:

<i>Gusto ko <b>magtu</b>'on ning Rumbumänon nga hambay.</i>	‘I want to learn (the) Romblomanon dialect.’
<i>Indi' ako <b>magbäsa</b> aring libro.</i>	‘I don't want to read this book.’
<i>Ayaw <b>magkanam</b> ning ning kaläyo.</i>	‘Don't play with fire.’
<i>Dapat kita <b>magtu</b>'on ning paglüto.</i>	‘We should learn how to cook.’
<i>Limpyuhan ko ang kasilyas pära <b>maglimpyo</b>.</i>	‘I will clean the toilet (so that it will be clean).’
<i>Nagtu'on ako <b>magsä</b>'ot.</i>	‘I learned (how to) dance.’
<i>Ma'äyo <b>magkatuyog</b> kung naga'uyan.</i>	‘It's good to sleep if it's raining.’

The other 3 verb forms are used to identify a state or event as having begun or not, and, if it has begun, whether or not it has been completed. Thus the 4 aspect forms of a verb can be called “timeless”, “completed”, “incomplete”, and “proposed”:



The *mag-*, *nag-*, *naga-*, and *ma-* indicate the four different aspects in AGENT focus.

Root tu'on	Timeless <b>magtu</b> 'on	Completed <b>nagtu</b> 'on	Incomplete <b>nagatu</b> 'on	Proposed <b>matu</b> 'on
e.g.	<i><b>Nagtu</b>'on ako pagburda.</i>		I learned how to embroider.	
	<i><b>Nagatu</b>'on ako paglüto.</i>		I am learning how to cook.	
	<i><b>Matu</b>'on ako pagsülat.</i>		I will learn how to write.	