

HANDWRITTEN NOTES

Kuyonon sample

2 Sept 71

Ballina Abadiano

Andres Sanchez

Kuyonon
(Ricardo Lagan)
bo. Karamáy, Roxas

"Ted" Abadiano, Teodoro
bo. Rizal, Kuyo

1s	<u>akó</u>	an	agpakón
2s	<u>ikáw</u>		
3s	<u>taná</u>		
D	<u>kitá</u>	an	darwa
1p	<u>kamí</u>		
2p	<u>kamú</u>		
3p	<u>sanda</u>		

niagpakón	<u>akó</u>
	<u>kaw</u>
	<u>taná</u>
	<u>kitá</u>
	<u>kamí</u>
	<u>kamú</u>
	<u>sanda</u>

<u>akón</u>	baláy	<u>akón</u>	(dagí) <u>diá</u>	Deic 1 <local>
<u>imún</u>		"	<u>dan</u>	Deic 1 <specific>
<u>anán</u>			<u>dató</u>	Deic D, 2
<u>atán</u>			<u>dayá</u>	Deic 3
<u>amán</u>				Deic D
<u>indón</u>		<u>imu</u>	<u>diá</u>	
<u>andán</u>		<u>ana</u>	<u>diá</u>	<u>ana</u> <u>dia</u>
		<u>atán</u>		
		<u>amán</u>		
		<u>indó</u>		
		<u>ánda</u>		

Kuyonon

kanakén diá

kanimu

kanána

kanatén

kanamén

kanindo

kananda

intaó na kanakén

kanímu

kanána

kanatén

kanamén

kanindo

kananda

mabaál an baláy

mababaál an (manà) baláy

~~mabaál~~ an baláy • i? akén tanáy mabaál
intaó na sa akén tanáy.

si Pedro matás

matás si Pedro

mabaál an baláy ni Pedro

in tao na ki Pedro

sandá Pedro matatás

an baláy sandá Pedro mabaál

intaó na kanda Pedro

Kuyonon

agbakál taná i? mabaál na baláy

ang líbró i?ang isaráng dató
taóng diá

Loc/Deic 1	<u>digí</u>	<specific>
"	<u>didí</u>	<local>
" Deic 2	<u>dián</u>	<out of sight> <unknown>
" Deic 3	<u>dató</u>	
"	dan	
" Deic	<u>dutyá</u>	<known>

nagapakón	taná	<u>digí</u>	Loc/Deic 1
		<u>dián</u>	Loc/Deic 2
		<u>dutyá</u>	Loc/Deic D
		<u>dató</u>	Loc 3

who?	<u>síno</u>
what	<u>anó</u>
	<u>anóno</u>
where	<u>sadín</u>
	<u>adín</u>

when	<u>ka: no</u>	
	<u>inurú</u>	kitá mapanáur
	pirá	how many?
	sakánó	how much?
	kaysan	sometimes

Kuyonon

nakitá? tă káur ka:pon

ko taná

amən taná

ta kamú

ko sandá

ta taná

we (D) saw him

ta sandá

mu akó

mu kamí

mu taná

mu sandá

na akú [na:kú]

kamí

kitá

kamó

N.B!

kă ná

he saw you

(na ikáur)

sanda

nakita: amən sandá

taná

ka: mən

(amən ikáur)

amən kamu

Kuyonon

nakita ando akó
kamí
taná
sandá

nakita: ndá akó
kamí
kitá
nakitá ka ánda
anda taná
sandá
kamó

ikaur nakitá ko
taná

sampuluy isara
sampulu mi isará

<and> mi [in counting]
an babai? ig an lalakí?
asta?
sanda?

nakakita akó i? sampulu ka baláy

[sakanó how much?
sa kanó? to the American

NB

[akó I
in akó? accepted ingakó na he accepted

HANDWRITTEN NOTES

libayən 'youngest sibling'
ləbən good/kind
 kənu when (past)
marayə? far/distant

134. saka bilúg na batá?
 135. sa ka bilúg na burák
 136. " " " baláy

137. darwán batá?

138. tatlun taó?

apát na/ka sagín

limán bilúg na papí/

anəm ka lambún

pitún sigarilyo

walún bátó

siyám ka itlóg

145. dagián tatló? ka kutí? na manitít ay naləməs.

datón anəm na matambók na lalakí agpatáy an karabáw

147. an akən pagkaən masabór pa sa katabán.

taná an pinakamagadón na adí? sa kalibután.

149. akó mas matás kanimó.

mababá?

150. akó an pinakamatambók sa amən pamaləy baláy.

151. agampan(án) sandá

152. agpüsilán sandá

153. kon mag?ulí? akó sa amirika magsulatán kitá.

154. mag?amá(?) sandá

155. mag?iná(?)

156a magparintí? kitá

b. magbugtítinai? kitá

11. pirá kamón magbugtítinai?

157. aliliág akó ~~mag~~ makipag'ampón kanimó.

158. aliliág taná magpakitá? kanatén.

nakaka oháw

(nakapupuyát

akagəgatəm

162. əkapipiláy

163. agkaén na agkaén sandá sa kumbidá kagabí.

164. panáw ~~na~~ nan panáw kami (kayná / tanán na adláw).

matinlón

timpranó?

ugtón adláw

adláw

?ápon

gabí?

166.

sadín ka pakəón

sadín ka agalín

mauná? akó lamán kanimó.

salamat ... ará? anumán.

pirá ka rən ka dagún.

171.

dagí akən matá?

tinapáy

bread

sandá?

and

tlóg

eggs

280. madalí? mabvay
- 1 mababá? ~ maitr matás
- 2 matagád malabág
- 3 mababá? matás
- 4 maitá? mabaál
- 5 maitá? matamá?
- 6 batá? malám
- 7 makalimág kaw i? kuyonon
8. maitá y lámán
89. maitá y lámán an & nagpakón
90. labán
91. mayád agkantá?
92. magkaén i? mayád
93. masíg baál i? sirbisá?
94. galám
95. panganúd
96. sanda si Juan patí? si Maria
97. tinapáy sandá? itlúg
98. nagpakón akó ~~magbákál~~ i magbakál
99. nagpakón akó tənád aliág kon makita?
300. magkutkút kaw i? lubót
301. dungúl (firewood)
302. nakapanglibán ka rən
303. mapiót an dalám (narrow) mawayán (wide)
304. malapád (wide) an subá? mapiót (narrow)
305. kanó dayá pa
306. makapanáw rən an batá?
307. ará? pa y kakanwan
308. bugtitinaí? ko tamá
309. sa təná? i? salád
310. sa təná? i? darwán kaóy.

Kuyonon - Cigarette story

nagpakón ako sa tiangi sandá?

nagbakál i? sigarilyo # tapús

ingsindian ko an sa ka bilúg na sigarilyo #

tapús ingsapsáp ko an asó? ≠ ingpalua?

ko (an asó?) # kon opús don

ingtanda? tonda? ko sa kaoy sanda?

ingpilák ko #

Kuyonon Story - laundry (future)

lagát=2 sa:pón mapakón akó sa subá?

mapamunák i? mabuburín ga lambún. # primiró

basaán ko an lambún # pagkatapús sasabunán #

pagkatapús karakasán para mabá:l anag burín #

~~pagkatapús~~ kun matapús dən naní? bubunlawán ko ron

i? tattó ka bisís # pagkatapús ibə?lád ko sa

sablāyanám # kon mamará rən naní? punpunón

ko ron iplansaən # pagkatapús tagón ko

sa bərətəgām ko akān lambún #

maka panaw an indon batá?

nakatitikán (an) indon batá?

magkaán kaw ?i? mayád

matinló? taná maglimág i'án kuyunún

ing umán

garáb 'bolo'

~~ikaw~~ ikaw nagapàsalsál ~~imún~~ imún garáb

mainutugún

oversexed (male)

utúg

erection

burás

semen

bulí?

have sex

akabulí?

have had sex

tikagán

oversexed (female)

Kuyonon (Koron)

Edwin Camilla

ma buay

bui?

lutú?

sait

ma? agán

lumó?

long time

to live

to cook < 064 >

sight (on firearm)

light (weight)

tenderloin

Kuyomon

Nelson Lim
Puerto Princesa

Adin ka pakon.
Sadin pakon si Carlos.
Ingugugma ta kaw.

QLoc - Pro/T/2 - go
QLoc - go - Tm
love - Pro/As/1 - Pro/T/2

Nagpakun ako sa tindan ag bakal ako

i? sigarilyo. Pagkatapus insindian ko an

sa-ka-bilog - ian posporo. Insupsup ko an aso?

katapus ingpaloa? ko sakun babá? Pagkatapus

ko pera ka supsup, ingpatay ko an sigarilyo,

ingsubsüb sa astre. Tapus ingpilak ko an apus.

marimo?
nagabulyan
salsal
burat
bo?loyon
?itlog
totoy
bilalay
?utog
buras
naluan

duty
intercourse
masterbate
penis
uncircumcized penis
testicles
penis
vagina
erection
semen
have orgasm

Nelson Lim

nalaman	understanding
nagka'alaman kita.	I understand you

alag akó agpakilála? (sa ímo/kanimo).

lalagát sa: pon this afternoon
mayád na timprano Good morning
kanindog tanán to you all
agkaün kamo kainan timprano. You ate earlier this morning.

aliag ikaw agtabán kanakün?

kun malag kag-tagan kanákun.

maman polis, kong pwede ka pakiman kong sadin ang ---
'ask'

OTHER MATERIALS

THE ORTHOGRAPHY OF CUYONO¹

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ká:pon

kapón

akó

0. Introduction.
1. Syllables.
2. Vowels.
3. Consonants.
4. Loan Words.
5. Other Orthographic Considerations.

0. Introduction. This statement of the orthography of Cuyono is intended to help standardize the spelling of materials published in Cuyono. Since the orthography is based on a phonemic analysis, it is expected that Cuyono literature written according to the conventions presented here will be read more easily than that for which other alphabets are used. In order that this orthography might receive the widest possible use, the advice of school officials and educated Cuyono speakers has been sought at each stage of the analysis and the orthography of Pilipino has been followed whenever possible.

There are four vowels and sixteen consonants in Cuyono. The problem of whether to write i or y, o or w is discussed in the section on the syllable (1.2.).

The results of phonemic analysis, as well as the implications for spelling are presented in each section. Sections 1., 2., 3., and 5. consider matters of native Cuyono words and loan words are not proper nouns and have been assimilated into Cuyono structure; section 4. deals with special rules for some loan words.

1. Syllables. A special problem in Cuyono orthography is the uniting of the high vocoids [i] and [o]. It is necessary, however, to know the structure of Cuyono syllables before the writing of [i] and [o] is discussed. Whether i or o (vowels) or y or w (consonants) are written is a matter of interpretation analysis, based on the distribution of the sounds in syllables. i and o occur in syllable nucleus position (i.e., vowel positions). y and w occur in syllable margin position (i.e., consonant positions). In the discussion which follows, C represents margin (or consonant) position and V represents nucleus (or vowel) position. Y and W occupy consonant position; i and o occupy vowel position.

Syllables are different elements from phonemes. Some problems of spelling are not solved on the basis of the distribution of phonemes within syllables. Actually, the description of a phoneme is not complete until sound features, variant manifestations, and distribution have all been described

for that phoneme. Notice, then, that in order to apply the conclusion we present in this section to the spelling of specific Cuyono utterances it will not be sufficient to consider sequences of phonemes alone, without also considering the underlying syllables. While a sequence of phonemes may be a syllable, a syllable is more than a sequence of phonemes--it is a cluster of phonemes united by wave-like characteristics perceptible in terms of chest pulse, potential pause, margins (non-suspect consonants), and nucleus (non-suspect vowels). Writing of $\left[\underline{i} \right]$ and $\left[\underline{o} \right]$ is based upon observation of syllable borders. Thus, $\left[\underline{ta.oan} \right]^4$ is written tawan, but $\left[\underline{boi.en} \right]$, boien because the two have different syllable structure, even if both have a sequence of three vocoids.

1.1. Phonemic conclusions. There are four different syllable-types of Cuyono: CVC, CV, VC, and V. Conclusions concerning the shape of these syllables are based on perceived syllable waves which are manifested by sequences of non-suspect phonemes. Suspect sequences (i.e., those which contain i, o, y, or w or clusters of identical vowels) are then interpreted on the basis of these non-suspect sequences. Examples of both types are given under each syllable-type.

1.11. CVC. This syllable-type does not occur preceding vowel initial syllables: dan⁵ 'that', den 'already', ked.ked 'ground trampled down by animal grazing', ta.leb 'cover', baw 'breakfast', waw 'thirst', la.wan 'kind of tree', ko.yab 'scatter', way.way 'hanging out', lo.yos 'ripened after being picked', si.lig 'broom'.

1.12. CV. This syllable-type has two different pronunciations, depending upon the vowel which manifests the V position of the syllable and upon the components of the following syllable. The two pronunciations are when the vowel is given normal length ($\left[\underline{CV}_1 \right]$) and when it is a short off-glide from the consonant ($\left[\underline{CV}_2 \right]$).

$\left[\underline{CV}_1 \right]$, when $\left[\underline{V}_1 \right]$ is manifested by a or e, occurs before vowel-initial syllables (e.g., da.eg 'to defeat', te.me.an 'to dip', ma.is 'corn', ta.o 'person', ba.ba.i 'woman'); when $\left[\underline{V}_1 \right]$ is manifested by a, e, i, or o, occurs word final (e.g., ta.na 'he', she, si.gi 'OK', do.to 'there'), before consonant-initial syllables (e.g., ta.tay 'father', bo.kay 'white (animal)', pi.lay 'tired', te.yeb 'whirl'), or before vowel-initial syllables when that vowel is the same as $\left[\underline{V}_1 \right]$ (e.g., si.it 'thorn', to.od 'knee', be.el 'take', ma.al 'dear'). Here we have interpreted long vowels (clusters of identical vowels) as two syllables on the basis of non-suspect patterns (e.g., ba.el 'large').

$\left[\underline{CV}_2 \right]$, in which $\left[\underline{V}_2 \right]$ is manifested by i or o, occurs before vowel-initial syllables when that vowel is different from the vowel which manifests $\left[\underline{V}_2 \right]$: si.ak 'to chop firewood', di.an 'there', bo.i 'live', to.ad 'upside down', sin.si.li.o 'money change', so.il.do 'salary', no.i.bi 'nine', ko.ar.ta 'money'. The i and o of the underlined syllables are off-glides of the C, rather than being given full length as $\left[\underline{V}_1 \right]$ of $\left[\underline{CV}_1 \right]$. The two-syllable words above are actually perceived as one syllable, as far as speed of pronunciation is concerned, but on the basis of non-suspect patterns we interpret these sequences as two syllables.

1.13. VC. This syllable-type occurs only word initial, after vowel-final syllables, and before consonant-initial syllables: ka.en 'to eat', la.od 'deep sea', ba.it 'take from stove', be.el 'take', is.da 'fish', it.log 'egg', te'me.an 'to dip', so.il.do 'salary'.

1.14. V. This syllable-type occurs only word-initial and after vowel-final syllables: a.nay 'termite', i.kaw 'you', o.say 'comb', o.ot 'head of grain', a.og 'kind of poison', e.yay 'to stay in water up to neck', di.a 'this'.

On the basis of these syllable-types, we can interpret longer sequences of phonemes as sequences of syllables that have already been posited, even though we do not find these syllables occurring in sequence manifested by non-suspect phonemes. That is, we do not find CV.V.VC sequence of non-suspect phonemes and lo.a.en 'to take out'. On the basis of analogy to shorter sequences, however, we interpret the syllables as marked.

1.2. Implications for Orthography. On the basis of this analysis of Cuyono syllables, some observations concerning spelling with l/y and o/w can be made. Note again that syllable divisions are determined on the basis of the perception of the placement of potential pause between syllables and on the basis of non-suspect patterns listed in 1.1.

(1.) y and w are used only in consonant positions, either initial or final in a syllable: waw 'thirst', saw.saw 'dip into', bay.bay 'shore', bay.lo 'exchange', ba.lay 'house', aw.to 'car', ta.wan 'to give', ko.yab 'scatter'.

(2.) [i] and [o] are written as vowels i and o when they occur before another vowel as an off-glide from a consonant: si.ak 'to chop firewood', bo.i 'live', so.il.do 'salary', ko.ar.ta 'money', - . . . ing.ko.in.tro 'encounter'.

Since Cuyono has vowel clusters within a word (i.e., there are syllables which begin with a vowel), the insertion of y and w following i and o off-glide is not required. This is different from the practice in Pilipino: e.g., Cuyono ni.og and Pilipino niyog 'coconut'.

When a consonant with an [o] off-glide occurs in the middle of a word and following a vowel, the consonant and [i] always manifest a CV syllable-type, i.e., the syllable break never comes between the two (e.g., po.li,si.a not *po.lis.ya 'police', na.si.on not *nas.yon 'nation', sin.si.li.o not *sin.sil.yo 'money change', la.ni.ag not *lan.yag 'shining', ma.si.aw not *mas.yaw 'faded'. In other words, y does not occur as the second member of a consonant cluster in a word.

When a consonant with an [o] off-glide occurs in the middle of a word and following a vowel, the syllable break may be either between the consonant and the [o] (e.g., ban.wa not *ba.no.a 'country, people', kan.wang not *ka.no.ang 'to crawl', dar.wa not *dar.ro.a 'two') or before the consonant (e.g., i.lo.a not *il.wa 'to get out', negative form, bo.ro.a.ten not *bor.wa.ten 'work', so.so.a.yen not *sos.wa.yen 'to fight against'). The choice is made on the basis of perceived syllable break. In other words, o does not occur as the first member of a vowel cluster in a word except when it is in a word-initial syllable (e.g., ko.ar.ta 'money').

(3.) Since word-final glottal stop will not be written (cf. 3.23.), the correct use of i/y and o/w will help to indicate when the glottal stop does occur:

/pi.na.o[?]/ pinao 'fireplace' and
 /pi.naw/ pinaw 'distance',
 /ba.ba.i[?]/ babai 'woman' and
 /bay.bay/ baybay 'shore'.

The word for 'fireplace' could not be written *pinaw since it would yield a CVCC syllable pattern (glottal stop functions as a consonant, even if not written in the orthography). Therefore, in most cases, a vowel-final word will be read as ending in glottal stop when utterance final. Exceptions seem to be all in the category of either pronouns, particles, demonstratives, or numbers (cf. 3.23.).

(4.) Morpheme and syllable boundaries do not necessarily coincide. Therefore, the spelling of some roots will change when they are suffixed because of a change in syllable make-up, e.g., ta.o plus -an is ta.wan 'to give' but bo.i plus -en is bo.i.en 'to keep alive'.

2. Vowels. The four vowels in Guyono are: a, e, i, and o. We discuss both phonemic and orthographic aspects of them.

2.1. Phonemic conclusions. i is a front vowel: ki.lid 'side', ti'.leb 'to cup a basket down on an animal to catch it', ma.is 'corn', da.i 'forehead', li.it 'a type of wild vine', bit.bit 'to carry by handle', bi.bi 'lips trembling ready to cry'.

e is a high-to-mid central vowel: se.led 'inside', te'.lek 'touch', be.ken 'no', la.em 'think', de.et 'touching', den 'already', ket.ket 'stained and more stained'.

a is a low central vowel: dan 'that', kad.kad 'to pull out from container', bal.bal 'punish', sang.sang 'to put into mouth'.

o is a back vowel: bol.bol 'body hair', song-song 'contrary', kot.kot 'dig', bot.bot 'small mouse', bo.bo 'to pour'.

2.2. Implications for orthography. This analysis has three implications for spelling, especially for those taught to write Filipino and Spanish.

(1.) e does not represent a front vowel, as in Filipino and Spanish, but rather a sound not found in Filipino or Spanish, produced farther back in the mouth than e in those languages. For the use of e to represent a front vowel, cf. section 4.21.

(2.) There is only one front vowel in Cuyono, i, unlike Filipino and Spanish which have two, i and e.

(3.) There is only one back vowel in Cuyono, o, unlike Filipino and Spanish which have two, u and o.

Those with a background in Filipino and Spanish will have to take special care not to follow Filipino and Spanish when spelling Cuyono words which are cognate with Filipino or borrowed from Spanish or Filipino, e.g., pa .ri.ho 'same', dis.po.is 'then', bo.sis 'voice', kin.si 'fifteen', ta.nem 'plant', pi.ro 'however', mag.ri.si.bi 'to receive', ka.to.rog 'sleep'. (cf. sec. 4.21.)

3. Consonants. The sixteen consonants in Cuyono are: b, d, g, h, k, l, m, n, ng, p, r, s, t, w, y, and ' (glottal stop). We discuss both phonemic and orthographic aspects of these.

3.1. Phonemic conclusions. p, t, k, and ' are voice-less stops, with bilabial, dental, velar, and glottal points of articulation respectively; b, d, and g are voiced stops with bilabial, dental, and velar points of articulation.

The nasal consonants are m, n, and ng, with bilabial, dental, and velar points of articulation. There are two fricatives: s, a voiceless alveolar sibilant, and h, a voiceless glottal fricative. l is an alveolar lateral and r an alveolar flap. w and y are semivowels (having the phonetic quality of vowels, but functioning in consonant position--cf. (1.) of 1.2.).

3.2. Implications for orthography. The writing of w and y has already been treated in section 1. d, l, m, n, p, r, and t do not present any special problems. The remaining consonants we consider in three sections.

3.21. Replacement of Spanish spelling. Each phoneme of Cuyono is written the same way in every occurrence. The spelling of words is according to their pronunciation by Cuyono speakers, not according to the manner of spelling in the language of origin. Consequently, qu (before e and i) and c (elsewhere) are both written as k, since they both represent the same phoneme--voiceless velar stop: e.g., i.kaw 'you (sg.)' not *icao, a.keng 'my' not *aqueng. Similarly, g is

written as k, since they both represent the same phoneme—voiceless velar stop: e.g., i.kaw 'you (sg.)' not *icao, a.keng 'my' not *aqueng. Similarly, g is written for every occurrence of the voiced velar stop. gu is not used before e and i: e.g., di.gi 'here' not *digue.

b replaces v in Spanish loan words: e.g., bo.sis 'voice' not *voces.

s replaces the c spelling for the voiceless alveolar sibilant in words such as mag.ri.si.bi 'to receive' (not *magrecibe) and bo.sis 'voice' (not *voces).

h replaces j in words like pa.ri.ho 'same' (not *parejo) and is inserted in words like ang.hil 'angel' (not *angel).

3.22. Velar nasal. ng is the only digraph symbol in Cuyono. It represents the velar nasal.

3.23. Glottal stop. The symbol for glottal stop is an apostrophe (') (cf. 5.12.). It is written, however, only word medial, as in ta'.leb 'cover', be'.na 'stutter', na.ga.'e.et 'getting tighter', pa.'e.e.ni 'to say "yes" to'.

Any utterance-initial glottal stop is a non-contrastive feature of vowel onset. It drops utterance-medial except when it occurs in roots beginning with double-e. Note that in nae.laman-na.e.e.la.man there is no medial glottal, since the root is e.lam 'to know'.

Likewise, utterance-final glottal stop drops when it occurs utterance-medial. (cf. 5.2) By not writing it when it occurs final in an utterance, the contrast between the presence and absence of glottal stop in that position is disregarded. There are, however, relatively few words that end in a vowel in utterance-final position (i.e., that do not end in either glottal stop or another consonant) and only a few minimal contrasts have been found: /ba.i'/ 'great-grandmother' and /ba.i/ 'leave it alone.', /a.ra ta.na i.lo.a'/ 'he did not go out.' and /i.lo.a/ 'Poison him.', /a.ra ta.na i.ka.sa.la'/ 'he did not sin.' and /a.ra ta.na i.ka.sa.la/ 'He did not get married.'

Some of the words that end in a vowel when utterance final are: a.na 'his, her', ta.na 'he, she', ka 'you', si.gi 'OK', mga 'plural', nga 'ligature', sa 'case-marking particle', si 'case-marking particle'; the temporal particles d, ra, and pa; di.a 'this', da.ya 'that', do.to 'there', di.gi 'there', si.e.ti 'seven', no.i.bi 'nine'. (cf. 1.2. (3.))

4. Loan Words. There are three areas in which the conclusions stated in the previous sections are modified by loan words which either have not been assimilated into Cuyono structure or are proper nouns.

4.1. Proper nouns. The names of persons and places which are commonly used in Pilipino are spelled as they are in Pilipino: Felix, Marquez, David, Pedro, Zacarias, Gabriel, Nazaret, Galilea, Juan

Bautista, Jesus.

4.2. Unassimilated Loan words. There is one sound and one syllable pattern which occur only in loan words that have not been assimilated into Cuyono structure.

4.21. Pilipino e. The words for 'seven' and 'ten' retain the Pilipino pronunciation for the second vowel, i.e., [si.e.ti] and [di.es]. Since e is used to represent the high-to-mid central vowel in Cuyono, there is potential difficulty in its use again to represent [e]. Nevertheless, we have chosen to use e, since there are a number of proper nouns that also use this symbol to indicate the [e] sound, e.g., Jerusalem, Jesus, Puerto Princesa. Only a few Cuyono speakers use the [si.i.ti] pronunciation for 'seven'. Other possible solutions might have been to spell 'seven' as syi.ti or si.yi.ti, but even these produce conventions which do not otherwise occur. Following is a list of those words which follow the same spelling pattern as sieti: bi.e.nes 'property', si.er.to 'assure', im.pi.er.no 'hell', knn.si.er.to 'concert', Di.si.em.bri 'December', Bi.er.nis 'Friday', si.e.ti 'seven', di.es 'ten', ki.ni.en.tos 'five hundred', si.en.si.a 'science'.

Thus, [e] sound which is retained in some loan words is spelled with e. Many loan words, however, have not retained this pronunciation and they are written as pronounced, e.g., pa.ri.ho 'same', dis.po.is 'then', ti.nin.ti 'lieutenant', do.ko.min.to 'document', mim.bro 'member', kom.pa.ni.ro 'companion', ko.rin.ti 'current', is.pi.rin.si.a 'experience', pa.rin.ti 'relatives', ko.bir.tos 'silverware', ko.bir.ta 'deck covering', sin.to 'one hundred'. (cf. (3.) of 2.2.)

4.22. CCV syllable pattern. Loan words such as tra.ba.ho 'work' and ma.is.tro 'teacher' manifest a CCV syllable pattern which is not found in native Cuyono words (cf. 1.1). We could presumably have used this pattern as a basis for interpreting suspect sequences such as si.ak 'to chop wood', but it is minor and does not represent the structure of Cuyono.

5. Other Orthographic Considerations.

5.1. Word and root boundaries. Space is written only at word boundaries. Special attention is drawn to three areas of possible difficulty.

5.11. Affixes. No space is written between a stem and the affixes which occur with it: ma.tin.lo 'beautiful', mag.ta.mi.aw 'to invite a second time', ing.sa.sa.gi.ap 'is searched for', e.e.men

'soak it'. Although the meaning of affixes is different from the meaning of stems (i.e., they are separate morphemes), the two should not be separated, since the affix and stem are pronounced together and since the affixes cannot usually be said without a stem. Pronouns, on other hand, are written as separate words because many of them may be said alone, because they occur in more than one position in relation to other words, and because they often have their own stress.

5.12. Reduplicated roots. When a root of more than one syllable is reduplicated, a hyphen is written to separate the two occurrences of the root, e.g., ka.go.rang-go.ra.ngan 'ancestors' ad.law-ad.law 'daily'.

5.12. Ta kaw 'I-you'. The sequence of morphemes which means 'I-you' is written as two separate words, i.e., ta kaw. This practice is analogous to 'I-they' which is written ko sanda. Thus, 'I will give you some,' is written ta.ta.wan ta kaw.

When ta occurs without kaw, it means 'first person plural', e.g., kan.ta.en ta 'let's sing it,' and a.mos ta ren 'let's go.'

5.2 Sight word. The ligature y is pronounced /i[?]/. (cf. 3.23.) We have retained y as the spelling since it is a word which occurs frequently and since it is unusual in that the glottal stop is not dropped utterance medial word final. That it is not written as *i indicates this phenomenon for this particular word.

y ligature is often contracted, only the glottal stop remaining. In such cases an apostrophe is appended to the word preceding the contraction to indicate retention of the glottal stop: e.g., sa loa' ang balay is a contraction of sa loa y ang balay 'outside of the house', pa.ri.ho' ang a.ran is a contraction of pa.ri.ho y ang a.ran 'the same as (his) name',

5.3. Shortened long vowels. Long vowels (which are written as a sequence of two identical vowels) are longer when they occur under stress than when they do not. Speed style also affects long vowels. For these reasons the prefix maga- 'future actor focus' is often shortened to maa- or ma-, e.g., ma.ga.ba.lik or ma.ba.lik or ma.a.ba.lik 'will return'.

We have chosen to write either maga- or ma-, depending upon speed style. The reason for not writing maa- is that it can seldom be distinguished from ma-, since the prefix most often does not occur under strong stress.

Footnotes

- 1 Cuyono - a language of the Philippines, spoken in Palawan Province by approximately 70,000 people.
- 2 Mrs. de Vries contributed the data and many of the original ideas for solution of the problem; Roe contributed analysis and technical write-up. Acknowledgment is given to Colin E. Tweddell for use of his "Proposal for a Cuyono Orthography," an unpublished manuscript of March 16, 1960. Elmer Wolfenden of the Summer Institute of Linguistics and William A. Smalley of the American Bible Society gave helpful comments. Co-workers: Teodoro Abadiano, Jr. from Rizal, Magsaysay, Palawan. Raised in Cuyo, the language center. Parents both Cuyono. Speaks fluent English and Tagalog. Has lived in Palawan except for 3 years in Manila in Bible School. Balbina Abadiano, from Coron, Palawan. Parents both Cuyono. Except for 3 years in Bible School, has lived all her life in Palawan.
- 3 [] enclose phonetic material, i.e., language data observed before analysis.
- 4 Syllable division is marked by a period on the line (.). All the illustrations in this paper show syllable division, but it is not proposed to be written in the practical orthography.
- 5 Underlining indicates the data in question.
- 6 An asterisk (*) indicates the data in question.
- 7 / / enclose phonemic material, i.e., analyzed language made. In this paper, we use phonemic brackets in order to point out utterance-final glottal stop phoneme, which is not written in the orthography.

Nasuli

November 18, 1964

OTHER MATERIALS

SEMIVOWELS IN THE COYONO ALPHABET

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INTRODUCTION

Cuyono² speakers attempting to write their own language experienced greatest difficulty knowing when to write *w* and *y*. This study is a presentation of the whole Cuyono orthography, with special attention to the semivowel problem. Both phonemic analysis and implications for spelling are discussed.

It is intended that this study will be helpful in standardizing the spelling of materials published in Cuyono. Since the orthography is based on a phonemic analysis, it is expected that Cuyono literature written according to the conventions presented here will be read easier than material in which other alphabets are used. In order that this orthography might receive the widest possible use, the advice of school officials and educated Cuyono speakers has been sought at each stage of the analysis and the orthography of Pilipino has been followed wherever possible.

There are four vowels and 16 consonants in Cuyono. Sections 1, 2, 3, and 5 consider matters of native Cuyono words and assimilated loan words which are not proper nouns; section 4 deals with special rules for proper nouns and unassimilated loan words.

¹ Mrs. deVries contributed the data and many of the original ideas for solution to the problems; Roe contributed analysis and technical write-up. Acknowledgment is given to Colin E. Tweddell for use of his "Proposal for a Cuyono Orthography," an unpublished manuscript of March 16, 1960.

² Cuyono is a language spoken by approximately 45,000 people living in northwest Palawan (Larsen, Donald N., *The Philippine Language Scene*. Manila, Interchurch Language School. April 1963. p. 24). According to Thomas and Healey ("Some Philippine Language Subgroupings: A Lexicostatistical Study," *Anthropological Linguistics*, December 1962. p. 22, 25) Cuyono is a member of the Southern Philippine Family and is 48.9 per cent cognate with Tagalog.

SYLLABLES

It is necessary to know the structure of Cuyono syllables before the writing of [i] and [o] is considered.³ Whether *i* or *o* (vowels) or *y* or *w* (consonants) are written is a matter of interpretation analysis, based on the distribution of the sounds in syllables. *i* and *o* occur in syllable nucleus position (i.e., vowel position), while *y* and *w* occur in syllable margin position (i.e., consonant position). Thus, [ta.oan]⁴ 'to give' is written tawan, but [bo.i.en] 'to keep alive' is written boien because the two have different syllable structure, even if both have a sequence of three vocoids. In the discussion which follows, C represents margin (or consonant) positions in a syllable and V represents nucleus (or vowel) position in a syllable.

1.1. *Phonemic conclusions.*—There are four different syllable types of Cuyono: CVC, CV, VC, and V. Conclusions concerning the shape of these syllables are based on perceived syllable waves which are manifested by sequences of nonsuspect phonemes. Suspect sequences (i.e., those which contain [i], [o], [y], or [w] or clusters of identical vocoids) are then interpreted on the basis of the nonsuspect sequences. Examples of both types are given under each syllable type.

1.11. *CVC.*—This syllable type does not occur preceding vowel initial syllables: *dan*⁵ 'that', *den* 'already', *ked.ked* 'ground trampled down by animal grazing', *ta'.leb* 'cover', *baw* 'breakfast', *waw* 'thirst', *la.wan* (kind of tree), *ko.yab* 'scatter', *way.way* 'hanging out' *lo.yos* 'ripened after being picked', *si.lig* 'broom'.

1.12. *CV.*—This syllable type has two different pronunciations, depending upon the vowel which manifests the V position of the syllable and upon the characteristics of the following syllable. The two pronunciations are: (1) when the vowel is

³ The theoretical basis for our description of syllable structure and interpretation procedure is found in Pike, Kenneth L., *Phonemics: A Technique for Reducing Languages to Writing*. University of Michigan Publications, Linguistics, Volume III. Ann Arbor (1947) 60aff, 90a-91a, 128 ff. Also Pike, Kenneth L., "Language as Particle, Wave, and Field." *The Texas Quarterly* 2:43; and Pike, Kenneth L., "Practical Phonetics of Rhythm Waves." *Phonetics* 8:24.

⁴ Syllable division is marked throughout by a period on the line (.) to indicate syllable pronunciation. We do not propose this for the practical orthography, however.

⁵ Italics indicate the part of the data which illustrates the text.

a short offglide from the consonant and (2) when the vowel is given normal length.

(1) Short pronunciation is given when V is manifested by *i* or *o* before vowel initial syllables in which the vowel is different from V: *si.ak* 'to chop firewood', *di.an* 'there', *bo.i* 'live', *to.ad* 'upside down', *sin.si.li.o* 'money change', *so.il.do* 'salary', *no.i.bi* 'nine', *ko.ar.ta* 'money'. The *i* and *o* of the italicized syllables are offglides of the C, rather than being given full length. Thus, two syllables are actually perceived as one syllable, as far as speed of pronunciation is concerned; but on the basis of nonsuspect patterns we interpret them as two syllables.

(2) Normal length pronunciation is given (a) when V is manifested by *a* or *e* (e.g., *da.eg* 'to defeat', *ba.el* 'large', *te'.me.an* 'to dip', *ma.is* 'corn', *ta.o* 'person', *ba.ba.i* 'woman', *ta.na* 'he, she', *ta.tay* 'father', *te.yeb* 'whirl', *be.el* 'take', *ma.al* 'dear') and (b) when V is manifested by *i* or *o* before consonant initial syllables (e.g., *bo.kay* 'white (animal)', *pi.lay* 'tired'), before vowel initial syllables in which the vowel is the same as V (e.g., *si.it* 'thorn', *to.od* 'knee'), and word final (e.g., *si.gi* 'OK', *do.to* 'there'). Here we have interpreted long vowels (clusters of identical vowels) as two syllables on the basis of nonsuspect patterns.

1.13. VC.—This syllable type occurs word initial, after vowel final syllables, and before consonant initial syllables: *ka.en* 'to eat', *la.od* 'deep sea', *ba.it* 'take from stove', *be.el* 'take', *is.da* 'fish', *it.log* 'egg', *te'.me.an* 'to dip', *so.il.do* 'salary'.

1.14. V.—This syllable type occurs word initial and after vowel final syllables: *a.nay* 'termite', *i.kaw* 'you', *o.say* 'comb', *o.ot* 'head of grain', *a.og* 'kind of poison', *e.yey* 'to stay in water up to neck', *di.a* 'this'.

On the basis of these syllable types, we can interpret longer sequences of phonemes as sequences of syllables that have already been posited, even though we do not find these syllables occurring in sequence manifested by nonsuspect phonemes. That is, we do not find CV.V.VC sequence of nonsuspect phonemes (e.g., **le.a.en*) to use in interpreting *bo.i.en* 'to keep alive'. By analogy to shorter sequences, however, we interpret the syllables as marked.

1.2. *Implications for orthography.*—Some observations concerning spelling with *i/y* and *o/w* can now be made.

(1) *y* and *w* are used only in consonant positions, either initial or final in a syllable: waw 'thirst', saw.saw 'dip into', bay.bay 'shore', bay.lo 'exchange', ba.lay 'house', aw.to 'car', ta.wan 'to give', ko.yab 'scatter'.

(2) [i] and [o] are written as vowels *i* and *o* when they occur before another vowel as an offglide from a consonant: si.ak 'to chop firewood', bo.i 'live', so.il.do 'salary', ko.ar.ta 'money', ing.ko.in.tro 'encounter'.

Since Cuyono has vowel clusters within a word, the insertion of *y* and *w* following *i* and *o* offglide is not required. This is different from the practice in Pilipino, e.g., Cuyono ni.og and Pilipino niyog 'coconut'.

y has not been observed as the second member of a consonant cluster in a word. When a consonant with an [i] offglide occurs in the middle of a word and following a vowel, the consonant and [i] always manifest a CV syllable type, i.e., the syllable break never comes between the two. po.li.si.a not *po.lis.ya 'police', na.si.on not *nas.yon 'nation', sin.si.li.o not *sin.sil.yo 'money change', la.ni.ag not *lan.yag 'shining', ma.si.aw not *mas.yaw 'faded'.

When a consonant with an [o] offglide occurs in the middle of a word and following a vowel, the syllable break may be either between the consonant and the [o] (e.g., ban.wa not *ba.no.a, kan.wang not *ka.no.ang, dar.wa not *da.ro.a 'two') or before the consonant (e.g., i.lo.a not *il.wa 'poison him', bo.ro.a.ten not *bor.wa.ten, so.so.a.yen not *sos.wa.yen). The choice is made on the basis of perceived syllable break.

(3) Morpheme and syllable boundaries do not necessarily coincide. Therefore, the spelling of some roots will change when they are suffixed, because of a change in syllable makeup, e.g., ta.o plus -an is ta.wan 'to give' but bo.i plus -en is bo.i.en 'to keep alive'.

VOWELS

The four vowels in Cuyono are: *a*, *e*, *i*, and *o*.

2.1. *Phonemic conclusions.*—*i* is a front vowel: ki.lid 'side', ti'.leb 'to cup a basket down on an animal to catch it', ma.is 'corn', da.i 'forehead', li.it 'a type of wild vine', bit.bit 'to carry by handle', bi.bi 'lips trembling ready to cry'.

e is a high-to-mid central vowel: se.led 'inside', te'.lek 'touch', be.ken 'no', la.em 'think', de.et 'touching', den 'already', ket.ket 'stained and more stained'.

a is a low central vowel: dan 'that', kad.kad 'to pull out from container', bal.bal 'punish', sang.sang 'to put into mouth'.

o is a back vowel: bol.bol 'body hair', song.song 'contrary', kot.kot 'dig', bot.bot 'small mouse', bo.bo 'to pour'.

2.2. *Implications for orthography.*—(1) *e* does not represent a front vowel, as in Pilipino and Spanish, but rather a sound not found in either Pilipino or Spanish, produced farther back in the mouth than *e* in those languages. For the use of *e* to represent a front vowel, see 4.21.

(2) There is only one front vowel in Cuyono, *i*, unlike Pilipino and Spanish which have two, *i* and *e*.

(3) There is only one back vowel in Cuyono, *o*, unlike Pilipino and Spanish which have two, *u* and *o*.

Those with a background in Pilipino and Spanish will have to take special care not to follow Pilipino and Spanish when spelling Cuyono words which are cognate with Pilipino or borrowed from Spanish or Pilipino, e.g., pa.ri.ho 'same', dis.po.is 'then', bo.sis 'voice', kin.si 'fifteen', ta.nem 'plant', pi.ro 'however', mag.ri.si.bi 'to receive', ka.to.rog 'sleep', ti.nin.ti 'lieutenant', do.ko.min.to 'document', mim.bro 'member', kom.pa.ni.ro, ko.rin.ti 'current', is.pi.rin.si.a 'inspiration', pa.rin.ti 'parents', ko.bir.tos, ko.bir.ta, a.bir.to, sin.to, 'one hundred'.

CONSONANTS

The 16 consonants in Cuyono are: *b, k, d, g, h, l, m, n, ng, p, r, s, t, w, y*, and (') (glottal stop).

3.1. *Phonemic conclusions.*—*p, t, k*, and (') are voiceless stops, at bilabial, dental, velar, and glottal points of articulation respectively; *b, d*, and *g* are voiced stops at bilabial, dental, and velar points of articulation.

The nasal consonants are *m, n*, and *ng*, with bilabial, dental, and velar points of articulation. There are two fricatives: *s*, a voiceless alveolar sibilant, and *h*, a voiceless glottal fricative. *l* is an alveolar lateral and *r* an alveolar flap. *w* and *y* are semivowels (having the phonetic quality of vowels, but functioning in consonant position—cf. (1) of 1.2).

3.2. *Implications for orthography.*—The writing of *w* and *y* has already been treated in section 1. *d, l, m, n, p, r*, and *t* do not present any special problems. The remaining consonants we consider in three sections.

3.21. *Replacement of Spanish spelling.*—Each phoneme of Cuyono is written the same way in every occurrence. The

spelling of words is according to their pronunciation by Cuyono speakers, not according to the manner of spelling in the language of origin. Consequently, *qu* (before *e* and *i*) and *c* (elsewhere) are both written as *k*, since they both represent the same phoneme—voiceless velar stop: i.kaw 'you (sg.)' not *ica^o, a.keng 'my' not *aqueng. Similarly, *g* is written for every occurrence of the voiced velar stop. *gu* is not used before *e* and *i*: di.gi 'here' not *digue.

b replaces *v* in Spanish loan words: bo.sis 'voice' not *voces.

s replaces the *c* spelling for the voiceless alveolar sibilant in words such as mag.ri.si.bi 'to receive' (not *magrecibe) and bo.sis 'voice' (not *voces).

h replaces *j* in words like pa.ri.ho 'same' (not *parejo) and is inserted in words like ang.hil 'angel' (not *angel).

3.22. *Velar nasal*.—*ng* is the only digraph symbol in Cuyono. It represent the velar nasal.

3.23. *Glottal stop*.—The symbol for glottal stop is a single quote ('). It is written, however, only word medial, as in ta'.leb 'cover', be'.na 'stutter', na.ga.'e.et 'getting tighter', pa.'e.e.ni 'to say "yes" to'.

Any utterance initial glottal stop is a noncontrastive feature of vowel onset. It drops utterance medial except when it occurs in roots beginning with double-*e*. Note that in na.e.e.la.man there is no medial glottal stop, since the root is e.lam 'to know'.

Likewise, utterance final glottal stop drops when it occurs utterance medial. By not writing it when it occurs final in an utterance, the contrast between the presence and absence of glottal stop in that position is disregarded. There are, however, relatively few words that end in a vowel in utterance final position and only a few minimal contrasts have been found: /ba.i'/? 'great-grandmother' and /ba.i/ 'leave it alone', /a.ra ta.na i.lo.a'/? 'he did not go out' and /i.lo.a/ 'poison him', /a.ra ta.na i.ka.sa.la'/? 'he did not sin' and /a.ra ta.na i.ka.sa.la/ 'he did not get married'.

Some of the words that end in a vowel when utterance final are: a.na 'his, her', ta.na 'he, she', ka 'you', si.gi 'OK', mga⁶ 'plural', nga (ligature), sa (case-marking particle), si (case-marking particle); the temporal particles da, ra, and pa; di.a 'this', da.ya 'that', do.to 'there', di.gi 'here', si.e.ti 'seven', no.i.bi 'nine'.

⁶ mga is the spelling convention for what is phonemically /manga/.

The correct use of *i/y* and *o/w* will help to indicate when the glottal stop does occur: /pi.na.oʔ/ pinao 'fireplace' and /pi.naw/ pinaw 'distance', /ba.ba.iʔ/ babai 'woman' and /bay.bay/ baybay 'shore'.

LOAN WORDS

There are three areas in which the conclusions stated in the previous sections are modified by unassimilated loan words and by proper nouns.

4.1. *Proper nouns*.—The names of persons and places which are commonly used in Pilipino are spelled as they are in Pilipino: Felix, Marquez, David, Pedro, Zacarias, Gabriel, Nazaret, Galilea, Juan, Bautista, Jesus.

4.2. *Unassimilated loan words*.—There is one phoneme and one syllable type which occur only in unassimilated loan words.

4.21. *Pilipino e*.—The words for 'seven' and 'ten' retain the Pilipino pronunciation for the second vowel, i.e., [si.e.ti] and [di.es]. Since *e* is used to represent the high-to-mid central vowel in Cuyono, there is potential difficulty in its use again to represent [e]. Nevertheless, we have chosen to use *e*, since there are a number of proper nouns that also use this symbol to indicate the [e] sound, e.g., Jerusalem, Jesus, Puerto Princesa. Only a few Cuyono speakers use the [si.i.ti] pronunciation for 'seven'. Other possible solutions might have been to spell 'seven' as syi.ti or si.yi.ti, but even these produce conventions which do not otherwise occur. Following are other words which follow the same spelling pattern as sieti: bi.e.nes, si.er.to, im.pi.er.no 'hell', kon.si.er.to, Di.si.em.bri 'December', Bi.er.nis 'Friday', ki.ni.en.tos 'five hundred', si.en.sia.

Thus, [e] sound which is retained in some loan words is spelled with *e*. Many loan words, however, have not retained this pronunciation and they are written as pronounced (cf. last paragraph of 2.2).

4.22. *CCV syllable pattern*.—Loan words such as tra.ba.ho 'work' and ma.is.tro 'teacher' manifest a CCV syllable type which is not found in native Cuyono words (cf. 1.1).

OTHER SPELLING CONSIDERATIONS

5.1. *Word and root boundaries*.—Space is written only at word boundaries. Special attention is drawn to three areas of possible difficulty.

5.11. *Affixes*.—No space is written between a stem and the affixes which occur with it: ma.tin.lo 'beautiful', mag.ta.mi.aw 'to invite a second time', ing.sa.sa.gi.ap 'is searched for', e.e.men 'soak it'. The two should not be separated since the affix and stem are pronounced together and since the affixes cannot usually be said without a stem. Pronouns, on the other hand, are written as separate words because many of them may be said alone, because they occur in more than one position in relation to other words, and because they often have their own stress.

5.12. *Reduplicated roots*.—When a root of more than one syllable is reduplicated, a hyphen is written to separate the two occurrences of the root, e.g., ka.go.rang-go.ra.ngan. 'ancestors', ad.law-ad.law 'daily'.

5.13. *ta kaw 'I-you'*.—The sequence of morphemes which means 'I-you' is written as two separate words, i.e., ta kaw. This practice is analogous to 'I-they' which is written ko sanda. Thus, 'I will give you some' is written ta.ta.wan ta kaw.

When ta occurs without kaw, it means 'first person plural', e.g., kan.ta.en ta 'let's sing it' and a.mos ta ren 'let's go'.

5.2 *Sight word*.—The ligature *y* is pronounced /i ?/. We have retained *y* as the spelling since it is a word which occurs frequently and since it is unusual in that the glottal stop is not dropped word final utterance medial. *y* ligature is often contracted, only the glottal stop remaining. In such cases a single quote is appended to the word preceding the contraction to indicate retention of the glottal stop: sa da.lan' ang ka.o.sa.yan is a contraction of sa da.lan y ang ka.o.sa.yan 'in the path of peace', pa.ri.ho' ang a.ran is a contraction of pa.ri.ho y ang a.ran 'the same as his name', and sa a.li.ma' a.tengmga ka.a.way is a contraction of sa a.li.ma y a.teng mga ka.a.way 'in the hands of our enemies'.

5.3. *Shortened long vowels*.—Long vowels (which are written as a sequence of two identical vowels) are longer when they are stressed than when they are not. Speed style also affects long vowels. For these reasons, the shortened form ma.a- of the prefix ma.ga- 'future actor focus' is shortened to ma-, e.g., ma.ga.ba.lik or ma.a.ba.lik or ma.ba.lik 'will return'. We have chosen to write either maga- or ma-, depending upon speed style. The reason for not writing maa- is that it can seldom be distinguished from ma-, since the prefix most often occurs without primary stress.

HANDWRITTEN NOTES

Kuyonon (Puerto Princesa, Nelson Lim

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* tulig	circumsize
* limug	talk
* -ikap	rub; touch, grasp for
* bütán	put
* kapón	castrate
* panamkün	conceive
* pamankin	nephew/niece
* büül	take
* baül	large
* oot	head of grain
* osay	comb
* uyün	face
* arát	hot, spicy <flavor>

ara i-i-intindi-a
 <neg> am V_i busy about - <neg.pass>

ara(?)i?	tinapay	no bread
ará taná ?i?	tinapáy	
apún	afternoon	
ka-ápun	yesterday	

Vowel Harmony in Cuyonon

-on / oC#-

nakabot don

-ün / elsewhere

ara^h rün

copied

Kuyonon Verb Inflection

	<u>AF</u>	<u>IF</u>	<u>OF</u>	<u>RF</u>
pres:	(n)aga---	ingfV _i ---	ing-C _i V _i ---	ingfV _i ---an
past:	(n)ag---	ing---	ing---	ing---an
fut:	ma(ga)---/ag---	i-C _i V _i ---	C _i V _i ---ün	C _i V _i ---an
perf:	naka---	naka---	na---	na---an
abil:	maka---	maka---	ma---	ma---an
imperative:		---an	---a	---i
neg. pres:		i-C _i V _i ---an	i-C _i V _i ---a	i-C _i V _i ---i
neg. past:	i---	i---an	i---a	i---i
neg. fut:	ag---	i---	i---ün	i---an

PROTO- PHILIPPINE WORKSHEET

PROTO-PHILIPPINE WORKSHEET For Kuyonin

Basic Interrogatives:

01. What? panú
02. Who? sínú
- > 03. Whose? kinú
- > 04. where? sadín
- > 05. when (past)? kánú
- > 06. when (future)? pinurú
07. why? ayamú?
- > 08. how (manner)? moro ~ maoro
< speak >
- > 09. how (degree)? moro ~ maoro
< far >
10. how much? pirá
- > 11. how many? pirá
< b+s >
- ~~12. to what degree?~~
13. in what rank? ikapirá
14. how much apiece? tagpirá
15. do what? aga=ewán ikáw
16. isn't that so? bagá dayá

BASIC DEICTICS

17. this one (near me) dagí
18. this one (near us) diá
dayá
19. that one (near you) dan
20. that one (far away) dató

- | | | |
|------------------------------|------------|-------|
| 21. I am here. | digí akó | digí |
| 22. We are here. | digí kitá | dutyá |
| 23. You are there. | dián kaw | dián |
| | | dutó |
| 24. They are there (yonder). | dutó sandá | |

BASIC GRAMMAR:

- | | |
|--|---|
| 25. Don't go! | <u>indí?</u> <u>ka</u> agpakón |
| 26. I do not go. | <u>indí?</u> <u>akó</u> kapakón <u>i?</u> <u>adlaw-2</u> |
| 27. I did not go. | <u>ará?</u> <u>akó</u> kapakón <u>kápon.</u> |
| 28. I will not go. | <u>indí?</u> <u>akó</u> agpakón |
| 29. I am young. | <u>batá?</u> <u>pa</u> <u>akó</u> |
| 30. I am not young. | bükün <u>rün</u> <u>akó</u> <u>batá?</u> |
| 31. He is rich. | <u>mangadün</u> <u>taná</u> |
| 32. He is not rich. | bükün <u>taná</u> <u>i?</u> <u>mangadün</u> |
| > 33. This man is not a farmer, he is a fisherman. | |
| 34. We have food. | <u>may</u> <u>pagkaün</u> kitá |
| 35. We don't have any food. | <u>ará?</u> kitá <u>pagkaün</u> |
| 36. He has money. | <u>may</u> kuarta taná |
| 37. He has no money. | <u>ará?</u> taná <u>kuarta</u> |
| 38. They have a house. | <u>may</u> <u>baláy</u> sandá |
| 39. They don't have a house. | <u>ará?</u> sanda <u>baláy</u> |
| 40. This is a beautiful house. | <u>diá</u> <u>ay</u> matiglo? baláy |
| 41. That is a very rich man. | <u>dutó</u> <u>ay</u> talagán <u>mangadün</u> <u>na</u> ta?ó. |

FOCUS PATTERNS:

42. Rice can be bought in the market. *Ang bñgás mabakál sa tindán.*
43. Rice cannot be bought now. *Indí? mabakál dadí ang bñgás.*
44. Rice could not be bought yesterday. *Ará? nabakál kápon ang bñgás.*
45. This is the child that will eat the fish. *Dagí ang batá? agkaün ang isdá?*
46. This is the fish which the child will eat. *Dagí ang isdá? kakaünün i?ang batá?*
Dagí ang sundán ingürüt i?ang isda?
47. This is the knife with which the child will cut the fish. *Dagí ang kwarto insüsülödan i?ang batá?*
48. This is the room which the child will enter. *Dagí ang sangá? in?aponan i?ang lamgam.*
49. This is the branch on which the bird landed. *Dagí ang tinapáy in?aponan i?ang lanáw.*
50. This is the bread on which the fly landed. *Dagí ang lanáw naka?apon sa tinapay.*
51. This is the fly which landed on the bread. *Ang lalaki? mapakón sa baybáy.*
52. The man will go to the beach, seashore. *Agabót kami ang isarán dagón.*
53. We arrived last year. *Mapanáw kami sa lunes.*
54. We will go on Monday. *Mapanáw tana sa sülüd ?i? tatlo ka adlaw.*
55. He will leave within three days. *Agabót taná datón merkolés.*
56. He came last Wednesday. *Ma?abót taná sa bernes.*
57. He will come next Friday. *Ikáw magaüsüb lalagát sa saipon.*
58. You (sing.) can go swimming this afternoon. *Ará? kamo kaüsüb kainang temprano.*
59. You (pl.) could not go swimming this morning. *Ará? sanda kakakaün anda? alas sete.*
60. They don't eat supper until seven p. m. *Ang karabag aga?uyóg-uyóg sa lugmók.*
61. The carabao is wallowing in the mudhole. *Ang karabag inpatáy kapón.*
62. The carabao was killed yesterday. *Ang karabag ipabakál aromán.*
63. The carabao will be sold tomorrow. *Dagí ang kwarta igabakál i? karabao aromán.*
64. This is the money they will use to buy the carabao.

74. Ang batang dya mamán ang papabakalün i'ang tao? i' isda?

- Dagi an ubi? na akün ibabayló? sa imún isdá?
65. This is the yam I will exchange for your fish.
- Bakalán i? tinapáy an kwartán dia.
66. Buy the bread with this money.
- Ibayló? mu i? ubí? an isdán dia.
67. Trade this fish for some yams.
- Dagi an isda? na babakalün i'ang daragá?
68. This is the fish which the maiden will buy.
- Dagi an isda? na ibabaligyá? i'ang daragá?
69. This is the fish which the maiden will sell.
- Dagi an pingan na ugasan i'ang daraga? [u:gasá? an...]
70. This is the plate which the maiden will wash.
- Dya an lugar na ingingán i'ang presidente.
71. This is the place where the president lied down.
- Dya an batá? na babakalan i'ang tao? i? tinapáy.
72. This is the child for whom the man will buy bread.
- Dya an daragá? na... ↑
73. This is the maiden from whom the man will buy bread.
- Dya an batá? na papabakalün i'ang tao? i? isda?
74. This is the child whom the man will have buy fish.
- Indi: mo-pabakalün i? tinapáy an bisitá?; ikaúr an magbakál
75. Do not have the visitor buy bread; you buy it.
- Indi kaw agbakál i? tinapáy; bügás imón bakalün.
76. Do not buy bread, buy rice.
- Bükü? kwarta? imóng itaó?; pagkaün imón itaó?
77. Do not give money, give food.
- Indi mo ibayadán an singsín; bayadán mo anáy an bügás.
78. Do not pay for the ring, pay for the rice first.
- Bükün i? akó imon kadlawan; sandá imon kadlawan.
79. Do not laugh at me, laugh at them.
- Indi ko anáy ibunakán an maná kaliliüs nadyá; aromán dün.
80. I will not wash these trousers until tomorrow.
- Indi ko ibaligya? an isdang dya; kakaünün ko rün laman.
81. I will not sell this fish, I will eat it instead.
- akó ará? isimba datón domingo na aglúbás
82. I did not go to church last Sunday.
- ará? ko pa itatawan an rigalon diá kanana
83. I did not give this gift to her yet.
- ará? ko ikaüna an sagín.
84. I did not eat the banana. bügás.
- ará? ko ibakala an isdang dan; akün ingbakál ↑
85. I did not buy that fish, I bought rice instead.
- ará? ko i arüki si Maria; piro si Lili ingarükan ko.
86. I did not kiss Maria, but I kissed Lily.
- ará? ko pa ibubunaki an kaliliüs na dan; akün ingbunakán
87. I didn't wash those pants yet, but I washed this shirt. [an kamisitan dagí.
- ará? ko iabrii an bintana?; piro an puintaan ingabrian ko.
88. I did not open the window; but I opened the door.

PRONOUN FORMS:

89. I am running. akó an agad^áalagan
90. Thou art running. ikáw "
91. He/she is running. taná "
92. We (exclusive) are running. kamí agadaralagan
93. We (inclusive) are running. kitá "
94. You (pl.) are running. kamó "
95. They are running. sandá "
96. The others are running (but we are not). an ibá
97. Everybody is running. tanán = 2
98. This house is... mine. an baláy na diá akün
99. thine. imo
100. his, hers. ana
101. ours (excl.) atün
102. ours (incl.) amün
103. yours (pl.) indo
104. theirs anda
- 105. He was called by me. akó an nagtawág kanana
- 106. You were seen by him. ikáw nakitá? na
- 107. This was made by you (sing.). dia ikáw an nagbuát
108. The children of my uncle are rich. an manà batá? i? akün tiohin
mangadün

MARKERS

- 109. This was brought by the maiden. an nagdará i? diá an daragá
- 110. This was brought by Juan. an nagdará i? diá si Juan.
111. Peter was shot by Paul. si Pedro inpusíl ni Pablo
112. Give the money to Maria. tawán an kuarta. ki Maria.
113. Give the gift to the girl. tawán an rigalo sa babai.

114. DISCOURSE PARTICLES:

114. (question) kabáy / mandá Did he really go the Manila? (kaya')
115. (excuse) maoró But I was sick then. (kasi)
116. (patience) anáy Wait first. (muna)
117. (quotative) kunó ~ makún ^{sandá ~ kabáy} They say you are rich. (daw, kuno)
118. (durative) rün / dün Are you finished now? (na)
119. (sustaining) pa I am not finished yet. (pa)
120. (consequence) rün / bagó When he comes, then we'll go. (dayon)
121. (immediate) lagí? Do you need this right away? (agad)
122. (limiting) lamán Just a little is left. (lamang)
123. (reflexive) ünüd <mismo> I myself will do it. (mismo)
124. (estimate) <siguró?> It is just about ready. (halos)
125. (emphatic) bayá? ~ ingán ~ dorón She is very, very beautiful. (talaga)
126. (discovery) galí? Oh my goodness, it's done. (pala)
127. (affirmative) mandá Yes, I know already. (nga', ngani')
128. (ignorance) ilám I do not know. (aywan, ambot, tao)
129. (permissive) puedí May I borrow this? (maari', pwede)
130. (possibility) sabün You might fall. (yata')
131. (optative) andán I would like a little money only. (sana)
132. (answer) da Good afternoon. (man, din, naman)
133. (qualifying) mejo ~ midió He is somewhat rich. (tila, medyo, matsa)

ADDITIONAL VOCABULARY ITEMS.

172. accustomed/used to **anád**
 173. anger/angry **silág**
 174. answer/reply **balás ~ sabát**
 175. anus **lubút sa bulí? ~**
 176. areca nut **bungá?**
 177. ask/question **pakimán pakisadsad**
 178. betel leaf **buyó?**
 179. boil (water) **akalakál**
 180. borrow/lend **balás**
 181. breakfast **pama:w**
 182. butterfly **?alibangbáng**
 183. call **tawág**
 184. ceiling **< kisamí >**
 185. chest/bust **dagán**
 186. coconut shell--half/ladle **daúd**
 187. companion **mag-kaybám**
 188. cough **ubó?**
 189. crow/blackbird **vák**
 190. deer **usá?**
 191. difficult/hard **makurí?**
 192. dirty laundry **maburing sa lambúy**
 193. door **purtan ~ puertán**
 194. east **sidlangán**
 195. easy **ma-luáy**
 196. eggplant **tarún**
 197. fall/drop **na-?ulóg**
 198. fast/quick **ma-dasíg**
 199. fence **kodál**
 200. [flavor of unripe banana] **ma:plád**
 201. floor **salág**
 202. forget **na-lipatan**
 203. frog **panyká?**
 204. husk of rice **upá?**
 205. if/when(ever) **kon ~ kon**
 206. itch(y) **makatál**
 207. joke/funny **lukwán <intrimis>**
 208. kick **sipá? (sipaen)**
 209. lame/crippled **pián**
 210. last night **kagabí**
 211. last week **datón isaráng domingó?**
 212. lie/deceive **butigan**
 213. lie--on back **laya? ~ tiaya?**
 214. lie--on side **takilid**
 215. lie--on stomach **tikalób**
 216. lightweight **magán**
 217. lonely **pungaw**
 218. lose/misplace **na-durá? (an relós)**
 219. lungs **bagá?**
 220. massage **ilót**
 221. masturbate **salsál**
 222. mat **banig**
 223. monkey **amó?**
 224. must/should **dapát**
 225. nape of neck **labát**
 226. need **<kaministirán>**
 227. needle **tingwáy**
 228. next to (each other) **kasapil ~ katapad**
 229. noon **ugton adlaw**
 230. peanuts **maní?**
 231. pillow **ululunán**
 232. pound rice **bayó?**
 233. put feet over **tangáy**
 234. raft **balsá? (big) gakít (small)**
 235. rat/mouse **ambá?**
 236. remove-bones (fish) **bali anay?tanák an isda?**
 237. remove-feathers **imulbul (an)**
 238. remove-lice (hair) **(ing) kutu (an)**
 239. remove-tartar (teeth) **pamá! odár**
 240. repeat **uman (an)**
 241. ring **singsín**
 242. same/similar **<pareho>**
 243. sand **barás**
 244. scab **kagán**
 245. scar **palí?**
 246. scratch (itch) **kalút**
 247. shade/shadow **aninó? ~ landún**
 248. show/demonstrate **ipakitá?**
 249. slave **suruguún**
 250. sleep together with **mag-durúg ~~sa katrín?~~**
 251. soup::stew **sabaw (pataw) sangmaw**
 252. span (8 in.) **dagaw**
 253. spring::well **tubudán :: bubún**
 254. steal **takaw**
 255. steel/iron **salsalán**
 256. strong **ma-baskág**
 257. swallow **talán**
 258. sweat **pulás**
 259. thorn **tanák ~ sít**

260. summit/peak **ibabáw** ~ kapusán (top of tree)
 261. throat **təbág**
 262. toothless **bingáw**
 263. turbid/murky **ma-ləbág**
 264. turtle **pawikán** ~ **bakukú?**
 265. wait (for) **əlát**
 266. walk/hike **panáw**
 267. water jar **baná?**
 268. waterfall **agús**
 269. wave (ocean) **daluyún**
 270. weak **maruyá?**
 271. west **kasaplán**
 272. what-you-may-call-it **kuán**
 273. which (one)? **adín sa darwá?**
 274. win/defeat **da'ág** (un) **perdi (lose)**
 275. window **bintaniá?**
 276. wine--~~rice~~ **təbá?**
 277. winnow **taáp**
 278. whisper **aniamú?**

effeminate ~~pa~~ babainán
 masculine (f) parán lalakí (tumbay)

PROTO- AUSTRONESIAN WORKSHEET

PROTO-AUSTRONESIAN WORKSHEET FOR Kuyonon
 (name of language)
 LOCATION Puerta Princesa (Kuron)
 (country) (island/province/state)
 RESEARCHER _____
 (name) (address)

 INFORMANT Balbina Abadiano native speaker Kuyonon
 second language _____
 AGE _____ SEX F other languages _____

 OCCUPATION _____

This is a worksheet or test list for helping research forms for proto-Austronesian. It consists of some 500 English items to be translated into the target language. The gloss should be put to the right of the English; any discernible cognates (other than the gloss) to the left of the reconstructions, along with their meaning. The bias of the organizer of this list has been towards the Hesperonesian group of languages, particularly of the Philippines, and hence the researcher should consider many of the reconstructions in that light. In effect, several layers of reconstructions are represented: proto-Austronesian, proto-Malayo-Polynesian, proto-Philippine and even proto-Tagalic, with no indications as to which are which. Hence the reconstructions are meant only as a guide and the researcher is appropriately cautioned. Please send copies to:

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N.B. At the end of the English list is a check-list of reconstructions in alphabetical order. On the last page is a list of all proto-phenemes. Please enter the reflex of your test language for each respective form: initial medial and final consonants under 1, 2, 3 respectively; and vowels in the first, second and third syllable respectively.

*babaw *atas	001	ABOVE HIGH	matá:s
*pulut *rapet	002	ADHESIVE GLUE STICKY	kapolít
	003	AFTERNOON	apón
	004	ALL	tanán
*antiN	005	AMULET CHARM	antín-antín
	006	ANIMAL	ayüp
*landas-an	007	ANVIL	manig salsál
*irek- *kili-kili	008	ARMPIT	irükün
*abu *tapu	009	ASHES DUST	abó?
*baNun	010	AWAKE(N)	-matá? ~ banón
*balakaN	011	BACK	likúd
*zaqat	012	BAD EVIL	rimó?
*[l]anta	013	BAD-TASTING	ma-lasáy
*pa[l]un	014	BAIT	paün
*be[n]tuN *buluQ *qauR	015	(BAMBOO)	kawayán buló?
*pisaN *punti *sagiN	016	(BANANA)	sagín

*DiRus	017	BATHE	parigós
*pa-tiyuk-an	018	BEE	kotaptí?
*mula[] *puna[]	019	BEGIN - ORIGINATE	
*ti[]an	020	BELLY STOMACH	tián
*babaq	021	BELOW BENEATH UNDER	idalüm
*besar *Raya[] *[d]akel	022	BIG LARGE	baül
*manuk	023	BIRD FOWL ANIMAL	lamgám
*lahiR	024	BIRTH BORN	na-taó?
*kaRaC	025	BITE	kagát
*paQic	026	BITTER	paít
*qitem	027	BLACK-	ma-nitít
*bulaR *bileR	028	BLIND - EYE DISEASE	buráy butí?
*buta[]	029	BLIND	pulín
*DaRaQ *ZuRuq	030	BLOOD-	dugó?
*Seyup	031	BLOW -	uytáp
*sumpit	032	BLOWGUN - SPURT	

*awaN *balutu *[b,w]aŋka[q]	033	BOAT CANOE	barutó?	*beli[] *b[a,e]kal	048	BUY PROVISIONS	bakál
*badan *hawak *lawas	034	BODY WAIST ENDURE	lawás ?awák mabuáy 'long time'	*bati[]is *ka-rabaw	049 050	CALF OF LEG - CARABAO -	
*Caq[u]laN	035	BONE -	tulan	*baba *ha[n]teD *zaza	051	CARRY BRING ALONG PEDDLE	dará?
*piŋgan *-le[N]kuN	036	BOWL CUP	mangkúk	*-suqun *t[o]s[o]qun	052	CARRY--ON HEAD	tugtún sa uló?
*qu[n]tek	037	BRAIN	utók	*pes[o]qan	053	CARRY--ON - SHOULDERS	
*ba-Rani	038	BRAVE HERO	isüg				
*naŋka	039	BREADFRUIT	lanká? ~ kuló?	*sape[] *dakep	054	CATCH IN HANDS - CAPTURE	
*susu	040	BREAST MILK	pitúp dugán	*uba[h] *baliw *iba[h] *zadi[]	055	CHANGE EXCHANGE TRANSFORM BECOME	tulús 'change 1 for another' bayló? 'barter' 'exchange' ibá? ~ bagó?
*ñawa	041	BREATHE	ginawá?				
*silaw	042	BRIGHT GLARING	suláw	*buRew	056	CHASE AWAY -	bugáw ~ tabóg
*buŋkus *berkes	043	BUNDLE WRAP UP	bügkús	*mamaq	057	CHEW	mamá? usáŋ-usáŋ
*suRaŋ *sunu[R]	044	BURN SET ON FIRE SINGE	sunóg	*b-ujin *baRaH	058	CHARCOAL LIVE COALS	orín
*leben	045	BURY/DIG -		*manuk *qayam	059	CHICKEN - DOMESTICATED	
*bunuq	046	BUTCHER - STAB	bunó? 'murder'	*[]anak	060	CHILD	batá?
*bu[r/l]iq	047	BUTTOCKS	balikawán	*liNaw	061	CLEAR CALM	liáw osáy
				*bazu	062	CLOTHING DRESS/SHIRT	isapnó? lambun

*ñiyuR	063	COCONUT	bütön	büngül lain
*baker	064	COOK	raa?	~ ra:?
*lu[n]tuq		ROAST READY RIPE		
*tu[R]enaw	065	COLD	ramig	
*seje[d]	066	COMB	usáy	~ suyúd
*dateN	067	COME	abót	~ pakón
*suRuq	068	COMMAND REQUEST	sugó?	
*baNkay	069	CORPSE		
*bilaN	070	COUNT	bilán	
		CONSIDER		
*takep	071	COVER UP	ta? lúb	
*takub				
*bukut				
*buqaya	072	CROCODILE	buayá?	
*taNis	073	CRY/WEEP	tanís	
*qaRus	074	CURRENT		
*qañud		FLOW	ilíg	
*puTul	075	CUT	putól	
		SEVER	utód	
	076	DANCE	saót	
*DeDeSem	077	DARK	dülüm	
*kusem	078	DARK-COLORED		
*qajaw	079	DAY/SUN	adláv	
*beNel	080	DEAF	büngül	
*qutaN	081	DEBT	után	na lüba?
		GRATITUDE		
*qawes	082	DEDUCT	buín	
		TAKE AWAY		
*D-idi	083	(DEICTIC-- FIRST PERSON)	digí	
*D-ini	084	(DEICTIC-- DUAL PERSONS)	dayá	
*D-itu	085	(DEICTIC-- SECOND PERSON)	dián → duca	
*D-ana	086	(DEICTIC-- THIRD PERSON)	duto	
*namnam	087	DELICIOUS SUCCULENT	<sabór> nanám	
*Rebaq	088	DESTROY	rangá?	
*maCey	089	DIE	= patáy	
	090	DIRTY	burín	
*tawad	091	DISCOUNT FORGIVE BARGAIN	tawád pa-tawád	
*piNgan	092	DISH	pingán	
*Wasu	093	DOG	člo? ≈ ču:?	
*qayam	094	DOMESTICATED DOG; CHICKEN TAME ANIMAL	?arám ?ayam 'hunt w/ dogs' balaynün 'domestic'	
*taRinep *xipi	095	DREAM	taginüp	

*punay	096	DOVE--WILD	marapatí?
*[]inum	097	DRINK	inüm
*tulu[q]	098	DRIP	turú?
*pera	099	DRUNK - REDDISH-	
*maja	100	DRY -	mará?
*balur	101	DRY OUT--FOOD-	daín (fish) tapá? (meat)
	102	DULL - NOT SHARP	
*[R]abquk	103	DUST -	
*taliNa[]	104	EAR	taliná?
*tanaq	105	EARTH -	lugtá?
*tuba		GROUND	
*[b,D]u[R]taq		DIRT	
*tuna[q]			
*lin[D]ur	106	EARTHQUAKE	linúg
*tuli	107	EARWAX	tuli-tulí?
*ka7en	108	EAT	kaün
*tuNa	109	EEL	baligüt
*qi-CeluR	110	EGG	itlóg
*walu	111	EIGHT	walú?
*siku	112	ELBOW -	
*-asuk	113	ENTER -	stetd
*surud		WITHDRAW INTO	

*salaq	114	ERROR SIN	salá?
*luwas	115	EXIT COME OUT	luá?
*mahal	116	EXPENSIVE DEAR	ma:l
*babaw	117	EXTERIOR OUTSIDE	luá?
*pade[m,N]	118	EXTINGUISH QUENCH	pugdáv
*sebu		FADE -	lúbád
*maCa	119	EYE	matá?
*zatuq	120	FALL	ulóg
*labuq		DROP -	dag dag
*huluR		PAY OUT	
*Za[]uq	121	FAR DISTANT	rayü?
*qumaH	122	FARM FIELD	umá?
*gemuk	123	FAT	tambük
*tabe[q,k]		GREASE	
*ama	124	FATHER	tatáy
*Depa	125	FATHOM	düpá?
*takut	126	FEAR	adlúk
*bulu	127	FEATHER HAIR--BODY	bulbúl <barbón>
*Caki	128	FECES EXCREMENT	taí? panlibán

			pakaün [ün]
*pa-ka7en	129	FEED	baúg (animal)
*be-beHi []	130	FEMALE WOMAN	babai?
*kuraN	131	FEW LACKING INSUFFICIENT	kurán
*[]away	132	FIGHT	suáy
*darizi	133	FINGER/TOE POINT	tudló?
*tuZuq	134	FINISH (OFF) SEAL	tapús
*putus			
*xapuy	135	FIRE	kalayú?
*qi-ka7en	136	FISH	?
*qi-seDaq		SIDE DISH	isda?
*paRi	137	FISH--RAY	pagí?
*balanak	138	(FISH) -	balanák
*taNiRi	139	(FISH)	tangingí?
*bali[d/D]a	140	(FISH)	
*lima	141	FIVE	limá?
*ñala	142	FLAME	dab dáb (-i) 'put fuel in'
*k-e[n]tut	143	FLATULENCE -	
*[l]etaw	144	FLOAT -	
*baSaq	145	FLOOD	ba:?
*[q]iluR	146	FLOW CURRENT	ilíg sülüg

		BUD	balinsusú?
*buNa	147	FLOWER	burák
*bu[D/z]ak			
*laNaw	148	FLY (INSECT)	lanáw
*layeR	149	FLY (VERB)- HOVER	lúpád
*bujaq	150	FOAM - BUBBLE BOIL	burá?
*e[m]bun	151	FOG MIST CLOUD	tugpó? 'dew' galüm 'rain cloud' pananúd 'white cloud'
*seDaq	152	FOOD (WITH RICE) SIDE DISH	stráp
*kaki	153	FOOT/LEG ✓	siki? 'foot' batis 'leg'
*[d/D]ageix	154	FOREHEAD/FACE ✓	dai?
*xe[m]pat	155	FOUR	apát
*qa[n]Dep	156	FRONT	ing-atubang-án
*buwaq	157	FRUIT	buná? buá? 'coconut blossom'
*buliR	158	FRUIT--EAR ✓	
*penuq	159	FULL ✓	punó?
	160	(FUTURE-- PROXIMATE) IN A LITTLE WHILE LATER ON (TODAY)	lagát-lagát
*qapejuS[u]	161	GALL/BILE	apdó?
*anitu	162	GHOST SPIRIT	kalág

*leyqa[]	163	GINGER	luyá?
*kasi *beRey	164	GIVE	taó?
*silaw	165	GLITTER SHINE	aga-lanyág
*lak[a,e]w *panaw	166	GO/LEAVE	panáw 'walk'
*kambiN	167	GOAT ✓	
*emas *bulawan	168	GOLD ✓ YELLOW	bulawan ma-duláw
	169	GOOD ✓	- ayád
*butiR	170	GRAIN WART	kalungó?
*ha[]a,i]men	171	GRASS ✓	
*hizaw	172	GREEN RAW	?iláw
*hitaq	173	GROIN ✓ CROTCH	
*tu[m]buq	174	GROW ✓	tubú?
*bulu	175	HAIR--BODY	
*sabut	176	HAIR-- PUBIC FIBROUS	sabút
*quban	177	HAIR--GRAY	ubán
*buSek	178	HAIR--HEAD	buuk ~ bu:k
*taNan *kama[] *lima	179	HAND FIVE	?alimá?
*-ani	180	HARVEST ✓	

*i[]a	181	HE/SHE	taná
*qulu[]	182	HEAD	?ulú?
*pañDuN	183	HEADPIECE	pandún 'turban'
*DeNeR	184	HEAR ✓	batí?
	185	HEART ✓ KERNEL	tagipusún
*pusuq			
*beRqat	186	HEAVY ✓	bugát
*tulun	187	HELP ✓ ASSIST	tabán
*sed[q]u[q]	188	HICCUGH ✓ SOB SIGH	sidú?
*buNsud	189	HILL ✓ MOUND	
*-ña	190	HIS/HERS	anán=
*NisNis	191	HISS SNICKER	sunáw sirít-sirít
*pukul	192	HIT STRIKE	igú? tamá?
*kepkep *kupkup	193	HOLD ✓ TAKE ✓ EMBRACE	butl
*bitbit	194	HOLD--IN FINGERS	bitbít
*suNay	195	HORN--ANIMAL ✓	sunáy
*Rumaq *balay	196	HOUSE ✓ CONSTRUCTION	baláy
*pija	197	HOW-MANY/MUCH? ✓	pirá kã bilóg samauro

*Ratus	198	HUNDRED ✓	
*lapaR	199	HUNGRY ✓	
*gutem	200	HUNT ✓	
*panaq		BOW/ARROW	
*xaku	201	I	akó
*biras	202	(IN-LAW)	bilás panuganán
*hipaR	203	IN-LAW-- SISTER	ipag bayaw
*tuNaw	204	(INSECT-- TINY, BITING)	
	205	INSERT PENETRATE	(i-) sülüd
*tiyuk			
*[l]iyut	206	INTERCOURSE (CURSE WORD)	kuyút
*dalem	207	INTERIOR ✓ INSIDE PSYCHE	sülüd tubá?
*tinaqi	208	INTESTINES/GUTS ✓	
*pulaw	209	ISLAND ✓	purú?
*hisan	210	JAW	sulán
*[l]a[z][a]y	211	JOINT NODE WRIST/ANKLE	turniló?
*buku			
*qutan	212	JUNGLE ✓ WOODS	kagurangan
*paCey	213	KILL ✓	patáy
*tu[l]ud	214	KNEE	tuúd
*pisaw	215	KNIFE	kutsilyó?
*taqu	216	KNOW--	FACTS kaülám
*sa[z]eD	217	KNOW--	PERSON kilalá?
*haReZan	218	LADDER STAIRCASE	agdán
*Danaw	219	LAKE ✓ POND PUDDLE ✓	
*ba-Danaw			
*-uDiSi	220	LATE BEHIND (TIME)	urí?
*Cawa	221	LAUGH(TER)	kadlaur
*la[m]pis	222	LAYER ✓ THIN SLAB	
*paQpaQ	223	LEAF ✓ MEDICATE	daún
*Dahun			
*buluN			
*aku[q]	224	LEARN BE RESPONSIBLE	?adál ?akó? ?amín
*lintaq	225	LEECH ✓	
*-wiRi	226	LEFTSIDE	
*paqa[l]	227	LEG/FOOT STALK STEM	pa: ? 'upper leg'
*surat	228	LETTER ✓	sulát
*hi-ZeRaq	229	LIE DOWN ✓ RECLINE LIE	?ingá? dayá?

*kilat	230	LIGHTNING ✓	kilát	*[]aN	249	(MARKER-- NOMINAL PHRASE)	?an
	231	LIKE	liág				
*[]iber		DESIRE	tingxá?	*si	250	(MARKER-- PERSONAL NAME)	si sanda-sy. ni (n)anda ki kanda
*gapuR	232	LIME ✓	?apúg		251	MEAT ✓	?unúd
*bibiR	233	LIPS ✓				FLESH	< karní? >
*bi[]aR	234	LIVE	-buí?	*bahuR	252	MINGLE	< timplá? >
		ALIVE		*kahuR		MIX UP	sampurá?
		LET LOOSE					
*qaCey	235	LIVER ✓	patáy	*baRqaN	253	MOLAR--TOOTH ✓	
*baha[g]	236	LOINCLOTH	ba:g	*u[w]aN	254	MONEY	kyartá?
*p-añjaN	237	LONG ✓	labüg	*bulan	255	MOON ✓	bulán
*kuCu[]	238	LOUSE	kutú?		256	MORNING ✓	
*CumaS	239	LOVE	gügmá?	*lesuN	257	MORTAR ✓	lusún
	240	MAIDEN	daragá?	*ñamuk	258	MOSQUITO ✓	
*Da-DaRa		VIRGIN		*lumut	259	MOSS ✓	lumút
				*limut		ALGAE	
*buhat	241	MAKE/DO	buát ~ ?imó?				
*gawa[]	242	MALE	lalakí?	*ina	260	MOTHER ✓	
*la-laki		MAN		*in[d]eq	261	MOUNT ✓	saká?
				*nahik		RIDE	sakáy
*teNeR	243	MANGROVE	bakáw	*sakay		UP(WARDS)	
	244	MANY ✓	rakú? ~ durú				
	245	(MARKER--DATIVE)		*bukid	262	MOUNTAIN ✓	bukíd
				*bulud		HILL	
*t[e,i]	246	(MARKER--DEFINITE)	i?	*ba[q]baq	263	MOUTH ✓	babá?
*ke	247	(MARKER--GOAL)	i? áng				
*sa	248	(MARKER--PLACE)	sa	*kuSkuS	264	NAIL--FINGER/TOE	kukú?
						CLAW; HOOF	
				*-ajan	265	NAME ✓	?arán

*saNay	266	NAMESAKE	tokayó? ~ sanáy	*buka[]	284	OPEN	?abrí
*pusej	267	NAVEL	pusúd			UNCOVERED DISCLOSED	buká?
*hampir *[l]apit	268	NEAR ✓	ampír	*beNkaR	285	OPEN--APART ✓ (AS FLOWER)	
*liqeR	269	NECK ✓	liüg	*iba	286	OTHER	ibá?
*buken	270	(NEGATIVE) ✓ NOT SO	bükün	*la[]in		DIFFERENT	
*-[d]i-	271	(NEGATIVE) DON'T	indí? ayáw	*katiR	287	OUTRIGGER ✓	
*bageRu[h] *baRu[-]	272	NEW ✓ RECENTLY	bagó?	*tiRum	288	OYSTER BLACK INK	talabá?
*Rabi[]i	273	NIGHT	gabí?	*peDig *Nilu[]	289	PAIN(FUL) ✓ HURT(ING)	
*siywa *siwya	274	NINE ✓		*palaj	290	PALM--OF HAND ✓	palád
*nipaq	275	NIPA	nipá?	*[a]hanaw	291	(PALM TREE)	
*liseSaq	276	NIT ✓	ltsá?	*kasi	292	(PARTICLE-- EXCUSE) GIVE	?ay
*qijun	277	NOSE ✓	pirón	*aDa[]	293	(PARTICLE-- EXISTENTIAL) THERE (IS) HAVE	- mi ≈ may
*ban[i]hed	278	NUMB ✓ CRAMP(ED)	binéd	*waDa[] *[]aRDa[]		NOTHING - PROLIFIC -	ará? rabún
*beRsay	279	OAR/PADDLE ✓	bügsáy liö-lió? 'rudder'	*pa	294	(PARTICLE-- INCOMPLETIVE) STILL; YET; MORE	pa rth
*k-uRita	280	OCTOPUS	kugitá?	*bayaD	295	PAY ✓	bayad
*tuqaS	281	OLD	malám (pers.) lagi? (thing)	*butuq	296	PENIS ✓	susú?
*[i,e]sa	282	ONE	isará?		297	(PERFECTIVE--RECENT) A WHILE AGO	bagó?)
*bawaN	283	ONION GARLIC	< sibuyás > lasuná?				

*Cau	298	PERSON	tao'?
*[]uraN		HUMAN CHILD	batá?
*qaSelu	299	PESTLE	aló?
*[d/D]aSaK	300	PHLEGM	sipón
*babuy	301	PIG ✓	
*ha-DiRi	302	PILLAR--OF HOUSE STAND	arigí?
*banu[w]a	303	(PLACE)--LAND COUNTRY, VILLAGE	banwá?
*tanem	304	PLANT ✓	
	305	PLAY ✓	karawát
*tuZuq	306	POINT (TO/OUT) ✓	
		TEACH	
*ku[D]en	307	POT--COOKING ✓	kurún
*pa-	308	(PREFIX--CAUSATIVE) FEED	pa-
*qi-	309	PREFIX--INSTRUMENTAL	ig-
*paN-	310	PREFIX--DISTRIBUTIVE	paŋ-
*k[a/e]-	311	PREFIX--STATIVE/NOMINAL	ka-
*b[a/e]-	312	PREFIX--NOMINAL	
*peRes	313	PRESS OUT ✓	
		WRING	

	314	PROUD	ambúg
*begar		STUBBORN	bugál
	315	PULL ✓	batán
*nanaq	316	PUS ✓	naná?
	317	PUSH ✓	tuLúd
*taRuq	318	PUT AWAY HIDE	
*kunu[n]	319	(QUOTATIVE) RUMOR	kuno
*kasaw	320	RAFTER	pagbó? 'rafter'
			kasaw 'bridge'
*quZaN	321	RAIN	?urán
*b-al-aNaw	322	RAINBOW	balanaw
*b[a]luntu			
*quway	323	RATTAN	siksík ~ way
*siNaR	324	RAY--SUN	sanág
*baca	325	READ	basá?
*-iRaQ	326	RED	pulá?
*pera		DRUNK	
*suRuq	327	REQUEST ✓	panarabá?
		COMMAND	sugó?
*[]uli[q]	328	RETURN	balík ~ ulí?
*tabuli	329	REVERSE	baliskád
		TURN OVER	
*Rusuk	330	RIB--BONE ✓	
*h[e,i]may	331	RICE--COOKED ✓	kanún

*betiq	332	RICE---POPPED	buti-butí?	*asin	350	SALT	asín
*beRas	333	RICE--MILLED ✓		*pasir	351	SAND	barás
*pajey	334	RICE--SEEDLINGS ✓	paráy	*p[a,i]nta[d]	352	SATISFIED ✓	
*biNka	335	RICE CAKE ✓		*besuR		FULL	baüg 'tell'
*puTu			putó?	*sawa			bisará? 'word'
		RICH	mangadún	*bicara	353	SAY/SPEAK	limüg 'speak'
*bubuN	336	RIDGE OF ROOF	talibubungán	*tabuR	354	SCATTER	sabüg samüg
*tuqu	337	RIGHT		*sabu[D,R]		SPREAD	sabwag
		CORRECT	tamá?		355	SCISSORS ✓	
		ON TARGET	< ustó? >	*guntin			
*-wanaN	338	RIGHTSIDE	tu:?	*kiskis	356	SCRAPE ✓	
*Rabut	339	RIP LOOSE	gabút	*garis	357	SCRATCH ✓	kalút garit 'itk'
*suNay	340	RIVER ✓		*-iyak	358	SCREAM/YELL ✓	
*Zalan	341	ROAD/WALK	dalán	*lawuD	359	SEA ✓	dagát ~ laúd 'sea' 'deep sea'
*seRaq	342	ROAST	lügüb asál sugbá?	*kiTa[ʔ]	360	SEE	kitá?
*gatep	343	ROOF--THATCH	atúp	*beñhiq	361	SEED	biní? ~ alibutúd
*-akaD	344	ROOT (OUT) ✓	gamút	*piliq	362	SELECT	pilí?
		DIG OUT		*pa-saliw	363	SELL	baligyá?
*tali	345	ROPE ✓		*pitu	364	SEVEN	pitú?
		TWINE		*zaqit	365	SEW ✓	
	346	ROTTEN	lobók ~ rangá?		366	SHAME ✓	
*lekuN	347	ROUND ✓	ma-bilóg			SHY	
*like [D]		CIRCLE		*heyaq		FACE	
	348	RUB	ikáp 'feel' <banyós>	*tazem	367	SHARP ✓	matarám
*layaR	349	SAIL--OF BOAT ✓			368	SHEATH(E)	tagüb-án
						SHIELD	

		show	pa-luá?				
*baRa	369	SHOULDER	abagá?	bará? 'armslength'	*asu	385	SMOKE asó?
*quDaN	370	SHRIMP	urán ~	lükün ~ kamarón		386	SMOOTH <pinó?>
	371	SIBLING (YOUNGER/OLDER BROTHER/SISTER)	libayün 'younger' gurán 'older' manán ~ manón		*sawa	387	(SNAKE) magká!
*sakit	372	SICK(NESS) ✓			*tapak	388	SOLE/FOOTPRINT rapák-rapakám
*pihak	373	SIDE	luyó?		*bujin	389	SOOTY burín
*pirak	374	SILVER	salapí?		*[laRiw		antús
*salaq	375	SIN ERROR	salá?		*asem	390	SOUR ✓ aslám
	376	SING	kantá?			391	SPEAR ✓
	377	SIT REAR END	pungkó? 'squat' gurán 'sit'		*baNkas	392	SPECKLED--FOWL
*puNkuR						393	SPEND THE NIGHT ✓
*7enem	378	SIX ✓	anúm		*peDes	394	SPICY/HOT ✓ arát
*kulit	379	SKIN ✓	kulít		*la[b,w]a[]	395	SPIDER(WEB) ✓ lawa lawá?
*laNit	380	SKY ✓ HEAVEN	lanít		*[d/D]aSaK *ludaSaQ *tupa *[d]ula[]	396	SPIT(TLE) ✓ tuprá? durá?
*tiDuR *tuDuR	381	SLEEP ✓	turúg			397	SPLIT AXE búsák CHOP IN TWO siak w/ axe
	382	SMALL ✓ SHORT ✓ TINY	itú? tagúd		*wasay		
*[]intuk					*-sawa	398	SPOUSE asawa?
*behew *bahuq *h[a,e]Rum	383	SMELL ✓ ODOR FRAGRANCE	baú? amót			399	SQUEEZE pügá?
*pañDay	384	SMITH ✓ SKILLED			*DiRi *se-n-DiRi	400	STAND (UP) ✓ tindüg ONSELF
					*bitugen	401	STAR bitú:n
					*batu[]	402	STONE batú?

*baRyu	403	STORM	bagyó?
*dapuR	404	STOVE/KITCHEN ✓	dapún
	405	STRAIGHT ✓ DIRECT FRANK	tadlín
*tepat			
*azar	406	STUDY ✓ TEACH	
*sepsep *SiRup	407	SUCK ✓	
*-i	408	(SUFFIX-- LOCATIVE)	-i
*-an	409	(SUFFIX-- NOMINAL/STATIVE)	-an
*-en	410	(SUFFIX-- PASSIVE) FOOD	-ün
*tebuSu	411	SUGAR CANE	tubú?
*qajaw	412	SUN ✓	padláu
*DaRat	413	SURFACE SEA PLAIN	patág
*manis *tamqis *namnam	414	SWEET ✓	tamís
*laNuy	415	SWIM	lanóy ~ üsüb
*duyan	416	SWING/ROCK ✓	duyan
*[]ikuR *[]ipus	417	TAIL ✓	pikúg

*anu[w]aN	418	TAMARAW ✓ WATER BUFFALO	
	419	TARO	laró?
*tuZuq	420	TEACH ✓ POINT OUT	
*-puluq	421	TEN ✓	sampulú?
*anay	422	TERMITE ✓ WHITE ANT	
*lasu[R/g]	423	TESTICLES ✓	
*siDa	424	THEY	sandá
*kapal *besar	425	THICK ✓ BROAD WIDE	damát
*paqa	426	THIGH/LEG	pa:?
*nipis *ni[w]aN	427	THIN ✓ SKINNY NARROW	nipís niwán
*[]aman *Dem-an	428	THINK REMEMBER	palamán pajnuñu? dümdüm
	429	THIRSTY	waw ~ qaw
*ribu	430	THOUSAND	ribó?
*telu[h]	431	THREE	tatló?
	432	THROW (i-)	pilák

*kami	467	WE (EXCLUSIVE)	kamí
*kita	468	WE (INCLUSIVE)	kitá
*kaya	469	WEALTH RICH	mangad mangadün
*tenu7un *habel	470	WEAVE BLANKET	abül oslon
*apa *anu	471	WHAT? ✓	panú
	472	WHEN? ✓	kanu (past) ?inurú (fut.)
	473	WHERE? ✓	sadín
*NesNes	474	WHINE ✓ WHIMPER	
*putiq	475	WHITE ✓	putí?
	476	WHO? ✓	sinú
	477	WHOSE? ✓	kinú
	478	WHY? WIDE	ayamó? lapád
*balu	479	WIDOW(ER)	baló?
*haNin	480	WIND/AIR	?anín
*habaRat	481	WIND--NORTHWEST ✓	
*timuR	482	WIND--RAIN ✓	
*salatan	483	WIND--SOUTH ✓	
*pakpak	484	WING ✓	
*ñiRu	485	WINNOWING BASKET	nigó?
	486	WIPE OFF	paíd (-i)

*[l]alam	487	WISE SMART	ma-ülam
*bukbuk	488	WOOD-BORER ✓	
*ulej	489	WORM--EARTH	olalagó? ~ olód
	490	WORM--STOMACH	lugáy
*peRaQ	491	WRING/TWIST ✓	
*surat	492	WRITE ✓	
*qubi	493	YAM	ubí? ~ kaladí?
*taqun *panahun *daquR *tapay	494	YEAR SEASON/CYCLE	dagún
	495	YEAST YELL	<libadurá?> ugíaw
	496	YELLOW	duláw
*[h]e[h]e	497	YES	ü?ün ~ ün
	498	YESTERDAY	kápon
*kamu	499	YOU--PLURAL	kamó
*-kaw *ixu[]	500	YOU--SINGULAR	ikáw
		I - YOU	ta-káw
		RUN	dalagán kürás
		dirt from skin stone for scrubbing	kanír-2 ludgud

END OF FOLDER