

# Filipino

An Essential Grammar

Sheila Zamar



Routledge Essential Grammars

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‘Sheila Zamar’s Filipino language instruction has helped so many learners work towards language competency. Zamar simplifies challenging grammar concepts and helps learners develop a strong foundation for language learning and usage. This book distills invaluable classroom

lessons that have greatly benefitted countless students, including myself. Aspiring students of Filipino will undoubtedly benefit from this invaluable resource.'

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'Sheila Zamar has written an indispensable book on Filipino grammar. Clearly organized with lucid, reader-friendly content, this reference guide is a vital resource for teachers and students of all levels.'

**Emmanuel David**, *Associate Professor  
in Women and Gender Studies, University of  
Colorado Boulder, USA*

'*Filipino: An Essential Grammar* is a smart book that provides linguistic fundamentals to enhance the language-learning and pedagogical experience. In addition to being a valuable resource for language acquisition and instruction, this is an exquisite text for researchers and a must-have for fieldwork. Zamar deploys her expertise in linguistics to make the text indispensable to those engaged in lexicographical studies, literary analysis, ethnography, and other humanistic and social scientific research that relies on Filipino. Even more meaningfully, this book is absorbing for those eager to learn the nuances of the language and the linguistic elements that make it profound.'

**Kathleen Gutierrez**, *Assistant Professor of History,  
University of California, Santa Cruz, USA*

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*Filipino: An Essential Grammar* is a comprehensive and practical reference guide introducing the key grammatical forms and structures in the Filipino language.

This book offers a detailed exploration of key phonological, morphological, and syntactic features of Filipino that are essential to achieving high levels of proficiency in the language. Across 14 chapters are concise explanations of important grammatical categories and linguistic features relevant in the description of Philippine languages, complemented by examples relevant for everyday conversations and easy-to-understand rules for navigating Filipino grammar.

Taking into consideration the most salient grammatical aspects that need to be presented by teachers and mastered by learners of Filipino, this is the ideal reference grammar for researchers, teachers, and learners of the Filipino language. This book is designed for both independent and class-based studies by learners of Filipino at all levels.

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**Sheila Zamar**

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*For Dolores, Nacer, Rudy, and Jun.*

*Maraming salamat po.*



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# Introduction

Filipino, the Tagalog-based national language of the Philippines, belongs to the Western Malayo-Polynesian branch of the Austronesian language family. Spoken natively by about 30 million speakers at the time of this writing, it is also used and understood by about 90 percent of the Philippine population, currently around 100 million. It serves as the *lingua franca* or common language of multilingual Filipino communities and is one of two official languages of the country, along with English. There are significantly large Filipino-speaking communities in most urban centers of the developed world, particularly in the United States and Canada.

Linguistically, Filipino is a variety – and is mutually intelligible with all dialects – of Tagalog. Its standardized form is taught in schools and used by the mass media. This variety, however, is used by more non-native speakers and in more domains than any other Tagalog dialect due to its wide use in popular culture and in education. As a result, Filipino tends to be more open to loanwords from other languages, more recently from English, and to have some features that are not considered to be part of Tagalog, for instance, the sounds /f, v, j, z/.

Due to the archipelago's history and geographic location in maritime Southeast Asia, Philippine languages, especially Tagalog and its varieties, including Filipino, have incorporated many loanwords from several languages, some of them belonging to other language families, such as Spanish, Hokkien Chinese, English, Malay, Sanskrit, and Arabic. Undoubtedly, the primary source language of borrowings in Filipino is Spanish, owing to the country's 330 years under Spain's colonial rule from the 16th century until the last decade of the 19th century. English introduced many loanwords to Filipino during the nearly 50 years of American occupation in the first half of the 20th century. It continues to influence Filipino today due to the country's close political and economic ties with the United States and the global impact of American

popular culture. Borrowings from Chinese, Malay, Arabic, and Sanskrit mostly came into the language prior to European contact, as Manila and other major coastal areas were vital trading hubs in maritime Southeast Asia in the 14th and earlier centuries. Merchants and workers passing through these ports brought their own languages with them, influencing local communities with whom they came into contact.

This book is a reference grammar for learners, researchers, and teachers of the Filipino language. It takes into consideration the most salient grammatical aspects that need to be presented by teachers and mastered by learners of Filipino. The book covers in detail key phonological, morphological, and syntactic features of Filipino that are essential to achieving high levels of proficiency in the language. It also provides concise explanations of important grammatical categories and linguistic features relevant in the description of Philippine languages.

# Phonology and spelling

## I.1 Consonants

Filipino has the following consonant sounds, shown in the table by their orthographic symbols. The sounds indicated by bold, italicized symbols are not considered to be part of the Tagalog sound system.

| <i>Manner and point of articulation</i> | <i>Bilabial</i> | <i>Labio-dental</i> | <i>Dento-alveolar</i> | <i>Palatal</i>      | <i>Velar</i> | <i>Glottal</i> |
|---|-----------------|---------------------|-----------------------|---------------------|--------------|----------------|
| stop, voiceless                         | p               |                     | t                     |                     | k            | '              |
| stop, voiced                            | b               |                     | d                     |                     | g            |                |
| affricate, voiceless                    |                 |                     |                       | <b><i>ty/ch</i></b> |              |                |
| affricate, voiced                       |                 |                     |                       | <b><i>dy/j</i></b>  |              |                |
| fricative, voiceless                    |                 | <b><i>f</i></b>     | s                     | <b><i>sy/sh</i></b> |              | h              |
| fricative, voiced                       |                 | <b><i>v</i></b>     | <b><i>z</i></b>       |                     |              |                |
| lateral                                 |                 |                     | l                     |                     |              |                |
| Flap                                    |                 |                     | r                     |                     |              |                |
| Nasal                                   | m               |                     | n                     | ñ                   | ng           |                |
| Glide                                   | w               |                     |                       | y                   |              |                |

1.1.1 Stops /p, t, k, ', b, d, g/ in Filipino are unaspirated and unreleased in final position. The only time a glottal stop /'/ is orthographically represented is by using a hyphen when it occurs word medially between a consonant and a vowel, as in the words /pag-ibig/ *love* and /mag-alay/ *to offer*. It occurs but is not orthographically represented in the following positions: word initial, word final, and predictably between two vowels, as in the examples /'awit/ *song*, /bata'/ *child*, and /'i'ukit/ *to carve*.

1.1.2 The **fricatives** /f, v, z, sh/ and the **affricates** /ch, j/ are relatively recent additions to the sound inventory of Filipino and are usually found in English loanwords. Often, these sounds are replaced by Tagalog sounds closest to their point of articulation. Thus, the sounds /f/ and /v/ are replaced by /p/ and /b/, respectively; /z/ and /sh/ are replaced by /s/ and /sy/, respectively; and /ch/ and /j/ are replaced by /ts/ and /dy/, respectively. These orthographic symbols are retained for writing proper names, as in the names /Zuñiga/, and /Joshua/. Common nouns with these sounds often have competing ways of spelling, as in the following examples: /vidyo/ or /bidyo/ *video*, /sabwek/ or /sabyek/ *subject*, and /syampu/ or /shampoo/ *shampoo*. The **palatal nasal** /ɲ/ is limited in its use to proper names, as in the names /Peñafrancia/ and /Añonuevo/.

1.1.3 The **velar nasal** /ŋ/ occurs in word-initial, medial, and final positions. Here are some examples: /ngayon/ *today/now*, /hangin/ *air/wind*, and /bawang/ *garlic*.

## 1.2 Consonant morphophonemics

1.2.1 The **glottal fricative** /h/ is not written when occurring in word-final position. It appears, however, when the suffix *-in* or *-an* is attached to a root ending in a vowel (non-glottal stop). The following are some examples, contrasted with words that end in a consonant, (-) glottal stop being one of them.

| <u>Root</u>           | <u>Root with suffix -in or -an</u> |
|-----------------------|------------------------------------|
| gupit <i>cut</i>      | gupitin <i>to cut</i>              |
| gulo <i>confusion</i> | guluhin <i>to confuse</i>          |
| punta <i>go</i>       | puntahan <i>to go to</i>           |
| tago(-) <i>hide</i>   | taguan <i>hide and seek</i>        |

1.2.2 The **consonants** /d/ and /r/ often appear in native words as variants of the same underlying consonant. The consonant /d/ may become /r/ in between vowels. Here are some examples.

| <u>Root</u>              | <u>Root with affix/es</u>   |
|--------------------------|-----------------------------|
| dating <i>to arrive</i>  | darating <i>will arrive</i> |
| pahid <i>wipe</i>        | pahiran <i>to wipe</i>      |
| unlad <i>development</i> | paunlarin <i>to develop</i> |

1.2.3 **Palatalization.** The dento-alveolar sounds /t/, /d/, and /s/ palatalize to /ty/, /dy/, and /sy/, respectively, when they come before an unstressed vowel /i/ followed by the glide /y/. Here are some examples.

|                      |                                  |
|----------------------|----------------------------------|
| <u>Word</u>          | <u>Palatalized pronunciation</u> |
| tiyan <i>stomach</i> | <b>tyan</b> <i>stomach</i>       |
| diyan <i>there</i>   | <b>dyan</b> <i>there</i>         |
| siyam <i>nine</i>    | <b>syam</b> <i>nine</i>          |

**1.2.4 Nasal assimilation.** The velar nasal /ng/ in the prefixes *kas-*, *magkasing-*, *mang-*, *nang-*, and *pang-* assimilates to the point of articulation of the first consonant of the root to which they attach. This prone to assimilation /ng/ is represented by the symbol /N/ here. Before the labial stops /p, b/ the nasal /ng/ becomes /m/, and before the dental consonants /t, d, l, r, s/ the nasal /ng/ becomes /n/. In all other environments, the velar nasal /ng/ remains. Here are some examples.

|                         |   |                         |                                 |
|-------------------------|---|-------------------------|---------------------------------|
| <i>kasiN-</i> + bait    | → | <b>kasimbait</b>        | <i>as kind as</i>               |
| <i>magkasiN-</i> + laki | → | <b>magkasinlaki</b>     | <i>of the same size</i>         |
| <i>paN-</i> + palo      | → | <b>pampalo/pamalo</b>   | <i>(instrument) for hitting</i> |
| <i>paN-</i> + sulat     | → | <b>pansulat/panulat</b> | <i>(instrument) for writing</i> |
| <i>maN-</i> + loko      | → | <b>manloko</b>          | <i>to deceive</i>               |

**1.2.5 Metathesis or reordering of sounds.** The infix *-in-* metathesizes to *ni-* when attached to the lateral /l/, the flap /r/, and the fricative /h/. Here are some examples.

|                         |              |   |                   |                               |
|-------------------------|--------------|---|-------------------|-------------------------------|
| - <i>in-</i> + luto     | = linuto     | → | <b>niluto</b>     | <i>Cooked</i>                 |
| - <i>in-</i> + labhan   | = linabhan   | → | <b>nilabhan</b>   | <i>did the laundry</i>        |
| - <i>in-</i> + iregalo  | = irinegalo  | → | <b>iniregalo</b>  | <i>gave as a present</i>      |
| - <i>in-</i> + irespeto | = irinespeto | → | <b>inirespeto</b> | <i>respected</i>              |
| - <i>in-</i> + ihalo    | = ihinalo    | → | <b>inihalo</b>    | <i>mixed in</i>               |
| - <i>in-</i> + ihanap   | = ihinanap   | → | <b>inihanap</b>   | <i>find something for ...</i> |

**1.3 Vowels**

Filipino has five vowels, often described to be phonetically most similar to the vowels of Spanish or Italian: /a/ a low central vowel, /e/ a mid-front vowel, /i/ a high front vowel, /o/ a mid back vowel, and /u/ a high back vowel.

| Tongue position | Front | Central | Back |
|-----------------|-------|---------|------|
| High            | i     |         | u    |
| Mid             |       | e       | o    |
| Low             |       | a       |      |

Before the introduction of Spanish loanwords, Tagalog was essentially a three-vowel language, with [i] and [e] in free variation, and [o] and [u] were also alternate pronunciations of the same sound. The high variants /i/ and /u/ occurred everywhere except in syllable-final position, where they are lowered to /e/ and /o/, respectively. This explains the observed change in form and spelling of roots with final syllable /o/ when a suffix is attached, as shown by the following examples:

|                    |   |         |                    |
|--------------------|---|---------|--------------------|
| pulot + <i>-in</i> | → | Pulutan | <i>to pick up</i>  |
| bilog + <i>-an</i> | → | Bilugan | <i>to encircle</i> |
| kape + <i>-han</i> | → | Kapihan | <i>coffee shop</i> |

This also accounts for the variation in pronunciation of certain words with a final /i/ sound, as in the following examples:

|        |          |                    |
|--------|----------|--------------------|
| Lalaki | ~ lalake | <i>male or man</i> |
| Katabi | ~ katabe | <i>next to</i>     |
| Kasi   | ~ kase   | <i>Because</i>     |

Each adjacent vowel comprises a syllable. A glottal stop between the vowels separates the syllables, especially noticeable in careful speech. It should also be noted that there are no vowel-initial syllables in the language. Here are some examples.

|           |        |                   |
|-----------|--------|-------------------|
| /ta'o/    | Tao    | <i>person</i>     |
| /'a'alis/ | aalis  | <i>will leave</i> |
| /mano'od/ | manood | <i>to watch</i>   |

#### 1.4 Stress

Stress, which is syllable prominence, symbolized here with a colon /:/, is contrastive in Filipino. When stress falls on a particular syllable, its vowel is usually the longest and the loudest relative to other vowels in the word. Here are some examples showing contrast.

|          |           |          |                     |
|----------|-----------|----------|---------------------|
| /ga:bi/  | Taro      | /gabi:/  | <i>night</i>        |
| /bu:kas/ | Tomorrow  | /buka:s/ | <i>open</i>         |
| /li:kas/ | Evacuate  | /lika:s/ | <i>natural</i>      |
| /ba:lat/ | birthmark | /bala:t/ | <i>skin</i>         |
| /bu:not/ | Pull      | /buno:t/ | <i>coconut husk</i> |
| /pu:no'/ | Tree      | /puno:'/ | <i>full</i>         |

Older Tagalog texts marked stress with the symbol /' / above the stressed vowel. However, in modern Filipino orthography, stress is no longer

represented in writing. Readers are expected to know the appropriate meaning of the word from context. This poses a challenge to language learners, but if you have to guess, stress generally falls on the penultimate or second to the last syllable.

**1.4.1 Stress shifting** happens due to grammatical factors or with the addition of a suffix, like *-an* or *-in*. It involves movement of stress one syllable to the right, as shown by the following examples:

- lu:to' + -in → lutu:in to cook
- pata:y + -in → patayi:n to kill
- pu:nas + -an → puna:san to wipe
- laka:s + -an → lakasa:n to make louder

**1.5 Syllabification**

Filipino has a relatively simple way of syllabification. For most words, especially indigenous words, the basic syllable shape is CV(C). A syllable is comprised minimally of a consonant followed by a vowel. No two vowels can share a syllable. A glottal stop /ʔ/ in word-initial position is not written or orthographically represented. Thus, any word spelled with a vowel-initial syllable is pronounced with a glottal stop (ʔ) at the onset. Consonant clusters in word medial position are broken between syllables, but keep in mind that velar nasal /ŋ/ is considered to be a consonant that cannot be broken. Here are some illustrative examples. The semicolon is used to symbolize secondary stress, while the period ./ marks syllable boundary.

- Pakikibaka [pa.ki;.ki.ba:.ka] Struggle
- Makipagsuntukan [ma.ki.pa:g.sun.tu:.kan] to be in a fistfight
- pag-aaralan [pag.a;.a.ra:.lan] will study

**1.6 Reduplication**

Reduplication or repetition of a word or a part of a word is common in Filipino morphology. Full reduplication, repetition of the entire root word, and partial reduplication, repetition of a segment, are both used in the language. Some examples of full reduplication are /araw-araw/ *everyday* and /magandang-maganda/ *very beautiful*. Words with partial reduplication often only repeat the first consonant–vowel segment of the stem. Some examples are /takbo + rep1stCV = tatakbo/ *will run* and /alis + rep1st(C)V = aalis/ *will leave*. Sometimes, the first two syllables are also reduplicated, as in the following examples: /tahimik + rep1st2CV = tahi-tahimik/ *somewhat quiet* and /minuto + rep1st2CV = minu-minuto/ *every minute*.

**1.7** Spelling

Before the arrival of the Spanish colonizers, Tagalog used an Indic syllabary consisting of three vowels and 15 consonants. In this system, final consonants were not written. In keeping with the phonology of the pre-Hispanic Tagalog language, the consonants /d/ and /r/ were represented by one symbol, as well as the vowels /e/ and /i/, and /o/ and /u/. Diacritics were used to distinguish vowels that accompanied the consonant (e.g., [ba, be/bi, bo/bu]). The ancient syllabary was later replaced with the Romanized alphabet based on Spanish orthography.

Present-day Filipino uses a spelling system based on Tagalog phonology, consisting primarily of 15 consonants (B, K, D, G, H, L, M, N, NG, P, R, S, T, W, Y) and five vowels (A, E, I, O, U). Loanwords are respelled using these letters. In addition, the letters C, F, J, Ñ, Q, V, X, Z have been incorporated into the language, bringing the total number of consonants to 23. However, these additional consonants are mainly used to spell proper names. For common nouns, loanwords with the sounds /f/ and /v/ are often replaced with /p/ and /b/, respectively. Loanwords with the sounds /ch/ and /j/ are spelled with the digraphs /ks/ and /dy/, respectively. Loanwords with the letter Z as well as those that contain the letter C pronounced as /s/ are respelled with an /s/. The letters Ñ, Q, and X are replaced by the symbols /ny/, /k/, and /ks/, respectively.

## Chapter 2

# Nouns and pronouns

**2.1** Nouns in Filipino may be simple bare root words or morphologically complex derived forms composed of a root word + affix/es. Here are some examples where the affix/es are in bold.

| <i>Root word</i>       | <i>Root + one affix</i>          | <i>Root + two or more affixes</i>            |
|------------------------|----------------------------------|--|
| <i>araw sun or day</i> | <i>aklatan library</i>           | <b>kabutihan</b> <i>goodness or kindness</i> |
| <i>buhay life</i>      | <b>tagalinis</b> <i>janitor</i>  | <b>kabalintunaan</b> <i>irony</i>            |
| <i>gubat forest</i>    | <b>kaklase</b> <i>classmate</i>  | <b>pagpapatupad</b> <i>enforcement</i>       |
| <i>kulay color</i>     | <b>katrabaho</b> <i>coworker</i> | <b>pagsasaulo</b> <i>memorization</i>        |
| <i>nayon village</i>   | <i>sayawan</i> <i>ball</i>       | <b>pakikipag-ugnayan</b> <i>interaction</i>  |
| <i>puno tree</i>       | <i>kainan</i> <i>feast</i>       | <b>sangkatauhan</b> <i>humanity</i>          |
| <i>yaman wealth</i>    | <b>pag-ibig</b> <i>love</i>      | <b>talasalitaan</b> <i>vocabulary list</i>   |
| <i>wakas end</i>       | <b>pag-asa</b> <i>hope</i>       | <b>kaisipan</b> <i>idea</i>                  |

2.1.1 There are a number of derivational affixes used to derive new nouns from existing words. The most common ones are outlined here.

2.1.1.1 The suffix *-(h)an* may be used to indicate source or location.

| <u>Root word</u>                | <u>Word + <i>-(h)an</i></u>             |
|---------------------------------|---|
| <i>tinda</i> <i>merchandise</i> | <i>tindahan</i> <i>store</i>            |
| <i>hukom</i> <i>judge</i>       | <i>hukuman</i> <i>courtroom</i>         |
| <i>daan</i> <i>path</i>         | <i>daanan</i> <i>passageway</i>         |
| <i>tulog</i> <i>sleep</i>       | <i>tulugan</i> <i>sleeping quarters</i> |
| <i>mangga</i> <i>mango</i>      | <i>manggahan</i> <i>mango orchard</i>   |

2.1.1.2 The prefixes *taga-*, *mag-*, and *mang-* (*maN-*) with CV reduplication, repetition of the first consonant + first vowel, indicate occupation

or the person responsible for performing the action expressed by the root.

| <u>Root word</u>   | <u>Word + taga-</u>                                     |
|--------------------|---|
| hugas <i>wash</i>  | tagahugas <i>dishwasher</i>                             |
| linis <i>clean</i> | tagalinis <i>janitor or person assigned to clean up</i> |
| sulat <i>write</i> | tagasulat <i>person assigned to take notes</i>          |

| <u>Root word</u>       | <u>Word + magCV-</u>               |
|------------------------|------------------------------------|
| saka <i>farm</i>       | magasaka <i>farmer</i>             |
| lako <i>sell</i>       | maglalako <i>street vendor</i>     |
| taho <i>sweet tofu</i> | magtataho <i>sweet tofu vendor</i> |

| <u>Root word</u>       | <u>Word + mangCV-</u>               |
|------------------------|-------------------------------------|
| gawa <i>do or make</i> | manggagawa <i>laborer</i>           |
| habi <i>weave</i>      | manghahabi <i>weaver</i>            |
| gamot <i>heal</i>      | manggagamot <i>healer or doctor</i> |

2.1.1.3 The **prefix *mag-* without CV reduplication** is also used to express a reciprocal relationship.

| <u>Root word</u>         | <u>Word + mag-</u>                               |
|--------------------------|--|
| asawa <i>spouse</i>      | mag-asawa <i>husband and wife</i>                |
| kapatid <i>sibling</i>   | magkapatid <i>brother and sister or siblings</i> |
| ama <i>father</i>        | mag-ama <i>father and child</i>                  |
| kaklase <i>classmate</i> | magkaklase <i>classmates</i>                     |

2.1.1.4 The **affix combination *ka – an*** is used to derive abstract nouns from adjective roots and collective nouns from other nouns.

| <u>Root word</u>           | <u>Word + ka – an</u>                 |
|----------------------------|---------------------------------------|
| tamad <i>lazy</i>          | katamaran <i>laziness</i>             |
| baliw <i>crazy</i>         | kabaliwan <i>craziness</i>            |
| sipag <i>hard work</i>     | kasipagan <i>diligence</i>            |
| babae <i>female</i>        | kababaihan <i>womenhood</i>           |
| bata <i>young or child</i> | kabataan <i>youth or young people</i> |
| bundok <i>mountain</i>     | kabundukan <i>mountain region</i>     |

2.1.1.5 The **prefix *tag-*** is used to indicate a season or period of time.

| <u>Root word</u>    | <u>Word + ka – an</u>                 |
|---------------------|---------------------------------------|
| ulan <i>rain</i>    | tag-ulan <i>rainy season</i>          |
| init <i>hot</i>     | tag-init <i>warm season or summer</i> |
| gutom <i>hungry</i> | taggutom <i>famine</i>                |
| ani <i>harvest</i>  | tag-ani <i>harvest time</i>           |

2.1.1.6 The prefix *pa-* is used to form causative nouns or nouns of utility.

| <u>Root word</u> | <u>Word + <i>pa-</i></u>         |
|------------------|----------------------------------|
| kain eat         | pakain dinner treat              |
| hatid deliver    | pahatid notice or message        |
| gawa do or make  | pagawa work order                |
| luto cook        | paluto catering request or order |

2.1.1.7 The infix *-in-* (indicating completed action) forms nouns made by the process. Some of the most commonly used words of this category refer to food prepared using specific cooking techniques.

| <u>Root word</u>    | <u>Word + <i>-in-</i></u>               |
|---------------------|---|
| tapa to smoke       | tinapa smoked fish or meat              |
| ihaw to grill       | inihaw something grilled                |
| sigang to stew-sour | sinigang something stewed in sour broth |
| gisa to sauté       | ginisa something sautéed                |

2.1.1.8 The prefix *saN-/sangka-* or affix combination *saN-/sangka – an*, from the cardinal number *isá* ‘one’ and the linker *-ng*, forms nouns that express oneness, wholeness, or completeness.

| <u>Root word</u> | <u>Word + <i>saN- (-an)</i></u> |
|------------------|---------------------------------|
| daigdig world    | sandaigdigan whole universe     |
| langit heaven    | sangkalangitan entire heaven    |
| pulo island      | sangkapuluan whole archipelago  |
| tao people       | sangkatauhan entire humanity    |

2.1.1.9 The affix combination *pala – an* is used to indicate the method, art, rules, or basis of what is denoted by the root.

| <u>Root word</u> | <u>Word + <i>pala – an</i></u>       |
|------------------|--------------------------------------|
| isip think       | palaisipan puzzle or riddle          |
| tanda mark       | palatandaan identifying mark or sign |
| tunton follow    | palatuntunan program (of event)      |
| baybay spell     | palabaybayan spelling rules          |

2.1.1.10 The affix combination *tala – an* comes from *tala* ‘note, record, or list’ and is used to indicate lists.

| <u>Root word</u> | <u>Word + <i>tala – an</i></u> |
|------------------|--------------------------------|
| araw day         | talaarawan diary               |
| salita word      | talasalitaan word list         |
| awit song        | talaawitan song book           |
| hulog equivalent | talahulugan dictionary         |

2.1.1.11 Actor-focus (AF) verbs may be nominalized (i.e., turned into nouns by adding specific affixes) through a process called **nominalization**.

| <i>AF verb form</i>  | <i>Nominalizing affix</i>                                 | <i>Example: verb → noun</i>            |   |
|----------------------|---|--|---|
| - um- verb           | <i>pag-</i> + root word                                   | tumakbo ><br>to run >                  | <b>pagtakbo</b><br>act of running                     |
| <i>mag-</i> verb     | <i>pagC<sub>1</sub>V<sub>1</sub>-</i> + root word         | magluto ><br>to cook >                 | <b>pagluluto</b><br>the act of cooking                |
| <i>ma-</i> verb      | <i>pagkaka-</i> + root word                               | matulog ><br>to sleep >                | <b>pagkakatulog</b><br>the act of sleeping            |
| <i>maN-</i> verb     | <i>paNC<sub>1</sub>V<sub>1</sub>-</i> + root word         | manggamit ><br>to use (people) >       | <b>panggamit</b><br>act of using<br>(people)          |
| <i>maki-</i> verb    | <i>pakiki-</i> + root word                                | makikain ><br>to eat with others >     | <b>pakikikain</b><br>act of eating<br>with others     |
| <i>makipag-</i> verb | <i>pakikipag-</i> + root                                  | makipag-usap ><br>to converse with >   | <b>pakikipag-usap</b><br>act of conversing            |
| <i>magpa-</i> verb   | <i>pagpapa-</i> + root                                    | magpagupit ><br>to get a haircut >     | <b>pagpapagupit</b><br>act of getting a<br>haircut    |
| <i>mag – an</i> verb | <i>pagC<sub>1</sub>V<sub>1</sub>-</i> + root + <i>-an</i> | magtulongan ><br>to help one another > | <b>pagtutulongan</b><br>act of helping<br>one another |

\***Note:** C<sub>1</sub> = initial consonant of the root word; V<sub>1</sub> = first vowel of the root word

2.1.2 Although there are a few animate nouns that express inherent gender, Filipino nouns do not generally carry **gender**. However, there are a few Spanish loanwords in which masculine forms end in a consonant or /o/ and feminine forms end in /a/. Some examples are shown here.

| <i>Nouns that do not carry gender or have inherent gender</i> |                   | <i>Nouns that express gender</i> |            |                  |            |
|---|-------------------|----------------------------------|------------|------------------|------------|
|   |                   | <i>Feminine</i>                  |            | <i>Masculine</i> |            |
| asawa   | husband or wife   | tiya                             | aunt       | tiyo             | uncle      |
| kapatid   | brother or sister | abogada                          | lawyer     | abogado          | lawyer     |
| tagaluto  | chef or cook      | doktora                          | doctor     | doktor           | doctor     |
| magsasaka   | farmer            | musikera                         | musician   | musikero         | musician   |
|   |                   | tindera                          | salesclerk | tindero          | salesclerk |
| kuya  | older brother     | kahera                           | cashier    | kahero           | cashier    |
| ate   | older sister      | gobernadora                      | governor   | gobernador       | governor   |

2.1.3 **Pluralization** is indicated by the particle */manga:/* (spelled as *mga*) placed immediately before the noun. When other indicators of plurality are used, such as numbers, the particle */mgal* is deemed redundant, and hence, its use in this context is avoided.

|                     |                                    |
|---------------------|------------------------------------|
| <u>Singular</u>     | <u>Plural</u>                      |
| bahay <i>house</i>  | mga bahay <i>houses</i>            |
| anak <i>child</i>   | mga anak <i>children</i>           |
| kotse <i>car</i>    | tatlong kotse <i>three cars</i>    |
| bisita <i>guest</i> | maraming bisita <i>many guests</i> |

**2.2 Pronouns**

Personal and demonstrative pronoun paradigms in Filipino align neatly with the noun marker sets in that they also indicate case. These sets of pronouns are here thus labeled **subject set** or *ang* pronouns, **genitive set** or *ng* pronouns, and **oblique set** or *sa* pronouns, substituting for *ang* phrases, *ng* phrases, and *sa* phrases, respectively.

2.2.1 **Personal pronouns** in Filipino encode person and number but do not encode gender. There are two pronoun forms for first-person plural, distinguishing between the ‘inclusive we’ that includes the addressee and the ‘exclusive we’ that excludes the addressee. The full sets are shown here.

| <i>Person number</i>                | <i>Ang pronouns<br/>(subject set)</i> | <i>Ng pronouns<br/>(genitive set)</i> | <i>Sa pronouns<br/>(oblique set)</i> |
|-------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|
| I (first-person singular)           | ako                                   | ko                                    | sa akin                              |
| you (second-person singular)        | ikaw/ka                               | mo                                    | sa iyo                               |
| he/she (third-person singular)      | siya                                  | niya                                  | sa kanila                            |
| we; exclusive (first-person plural) | kami                                  | namin                                 | sa amin                              |
| we; inclusive (first-person plural) | tayo                                  | natin                                 | sa atin                              |
| you (second-person plural)          | kayo                                  | ninyo                                 | sa inyo                              |
| they (third-person plural)          | sila                                  | nila                                  | sa kanila                            |

2.2.1.1 *Ang* pronouns behave like enclitics, usually occurring in the second position within their clause, except when occurring with adverbial enclitics or in an inverted order (i.e., *ay* sentence or identificational sentences;

see chapter on adverbs and sentences). The second-person singular /ikaw/ can occur at the beginning of a clause, while /ka/ cannot. Politeness in the second-person singular can be expressed with three degrees of respect: /ka/ for informal, intimate, or familiar; /kayo/ for formal; and /sila/ for very formal context. The subject set is used to replace subjects or *ang* phrases (i.e., noun phrases with the marker *ang*, *si*, or *sina*).

|   |  |
|---|--|
| <u>Sentences with <i>ka</i> and <i>ikaw</i></u> | <u>English equivalent</u>                    |
| Kumain <b>ka</b> sa kusina.                     | <b>You</b> eat in the kitchen.               |
| <b>Ikaw</b> ay kumain sa kusina.                | <b>You</b> eat in the kitchen. (ay sentence) |
| <b>Ikaw</b> ang kumain sa kusina.               | <b>You</b> be the one to eat in the kitchen. |

|   |   |
|---|---|
| <u>Politeness in second-person plural</u> | <u>English equivalent</u>                         |
| Kumusta <b>ka</b> ?                       | How are <b>you</b> ?                              |
| Kumusta po <b>kayo</b> ?                  | How are <b>you</b> ? (plural or singular; formal) |
| Kumusta po <b>sila</b> ?                  | How are <b>they</b> ? (singular; very formal)     |

|   |   |
|---|---|
| <u>Sentences with <i>kami</i> and <i>tayo</i></u> | <u>English equivalent</u>                                     |
| Manonood <b>kami</b> ng sine.                     | <b>We</b> will watch a movie. (I and other/s)                 |
| Manood <b>tayo</b> ng sine.                       | Let <b>us</b> watch a movie. (I and you [and maybe others/s]) |

2.2.1.2 *Ng* pronouns are used to replace *ng* phrases that express either the possessor of a noun or the actor of a non-AF verb (see chapter on verbs). *Ng* pronouns come first when they occur with *ang* pronouns in the same clause. The portmanteau pronoun *kita* is used when the first-person singular /ko/ is followed by the second-person singular /ka/ instead of *ko* + *ka*, which is ungrammatical.

|                                       |  |
|---------------------------------------|--|
| <u><i>Ng</i> pronoun as possessor</u> | <u>English equivalent</u>              |
| <b>Libro niya</b> ito.                | This is <b>his/her</b> book .          |
| Kinuha ko ang <b>mga papel nila</b> . | I took <b>their</b> papers .           |
| May bagong kotse ang <b>kuya ko</b> . | <b>My older brother</b> has a new car. |

|  |                                   |
|--|-----------------------------------|
| <u><i>Ng</i> pronoun as actor of OF verb</u> | <u>English equivalent</u>         |
| Binasa <b>niya</b> ang diyaryo.              | <b>He/she</b> read the newspaper. |
| Ipinagluto <b>nila</b> kami ng hapunan.      | <b>They</b> cooked dinner for us. |
| Itapon <b>ninyo</b> ang basura.              | <b>You</b> throw away the trash.  |

|  |                                  |
|--|----------------------------------|
| <u><i>Ng</i> pronoun with <i>ang</i> pronoun</u> | <u>English equivalent</u>        |
| Ibinili <b>ko</b> siya ng sapatos.               | I bought shoes for him/her.      |
| Binigyan <b>nila</b> kami ng pera.               | <b>They</b> gave us money.       |
| Tatawagan <b>kita</b> bukas.                     | I will call <b>you</b> tomorrow. |

2.2.1.3 *Sa* pronouns are used to replace oblique or *sa* phrases, which express nouns that are not verbal arguments (i.e., neither actor nor [direct] object), often translated in English by prepositional phrases. They can often be moved around without changing the meaning of the sentence. They may also be used as an alternative way of expressing possession. Its structure is different from that which uses *ng* pronouns. It comes before the noun and has a linker in between possessor + noun and the /*sa*/ is often dropped (see chapter on linkers).

Sa pronoun

Tumulong si Ben **sa kanila**.  
Ibinigay niya **sa akin** ang lapis.  
Magluluto siya para **sa inyo**.

English equivalent

Ben gave assistance **to them**.  
He/she gave **me** the pencil.  
He/she will cook for **you**.

Sa pronoun as possessor

**(Sa) Kanyang libro** ito.  
Kinuha ko ang **kanilang mga papel**.  
May bagong kotse ang **aking kuya**.

English equivalent

This is **his/her book**.  
I took **their papers**.  
**My older brother** has a new car.

2.2.2 **Demonstrative pronouns.** Filipino divides space into three domains: the proximate, close to the speaker; the medial, close to the addressee or not too far from either; and the distal, far from the speech event. There is a distinction between the singular and plural forms.

2.2.2.1 Like personal pronouns, demonstratives also inflect for case corresponding to the noun marker sets. These pronouns substitute for phrases expressing inanimate noun referents. However, in spoken Filipino, some speakers also use the third-person personal pronouns (*siya* and *sila*) for this.

| <i>Proximity</i>   | <i>Ang pronouns (subject set)</i> | <i>Ng pronouns (genitive set)</i> | <i>Sa pronouns (oblique set)</i> |
|--------------------|-----------------------------------|-----------------------------------|----------------------------------|
| proximal; singular | ito                               | nito                              | dito                             |
| proximal; plural   | ang mga ito                       | ng mga ito                        | sa mga ito                       |
| medial; singular   | iyang                             | niyang                            | diyang                           |
| medial; plural     | ang mga iyang                     | ng mga iyang                      | sa mga iyang                     |
| distal; singular   | iyon                              | niyon/noon                        | doon                             |
| distal; plural     | ang mga iyon                      | ng mga iyon                       | sa mga iyon                      |

Ang demonstratives

Mahal **ang mga ito**.  
Binili ko **iyang** sa internet.  
Nakikita mo ba **iyon?**

English equivalent

**These** are expensive.  
I bought **that** online.  
Do you see **that** over there?

Ng demonstratives

Saan ka kumuha **ng mga ito**?  
Gumawa rin sila **niyan**.  
Naghahanap kami **niyon**.

English equivalent

Where did you get **these**?  
They also made **that**.  
We are looking for **that** (distal/absent).

Sa demonstratives

Nag-aplay sila ng trabaho **dito**.  
Dahil **sa mga iyan**, nagbago  
na siya.  
Bukod **doon**, relihiyoso rin  
siya.

English equivalent

They applied to work **here**.  
Because of **those** (reasons), he/she  
changed.  
Aside from **that**, he/she is also religious.

The subject-set demonstrative pronouns may be used with noun markers to point out or emphasize their referent nouns. It is not limited to animate nouns. In this construction, the demonstrative comes after the noun, and there is a linker between the noun and the demonstrative pronoun. Here are a few examples.

With ang marker

Mabuti **ang kaisipang ito**.  
Binili niya **ang mga bagay na  
iyan**.  
Binisita ko **ang mga lugar na  
iyan**.

English equivalent

**This idea** is good.  
He/she bought **those things**.  
I visited **those places over  
there**.

With ng marker

Dinala **ng batang ito** ang bulaklak.  
Kinuha **ng taong iyan** ang pera.  
Mabait ang guro **ng klaseng iyon**.

English equivalent

**This child** brought the flower.  
**That person** took the money.  
The teacher **of that class** is kind.

With sa marker

Nakatira sila **sa lugar na ito**.  
Tumulong sila **sa mga taong iyan**.  
Tumutol kami **sa mga patakara-  
rang iyon**.

English equivalent

They live **in this place**.  
They helped **those people**.  
We objected **to those policies**.

In spoken Filipino, many speakers use /iyong/ (*iyon* + linker /-g/) as a substitute for the marker *ang*, especially when the noun referent is not physically present or remote in time/space. Sometimes, it is pronounced and written as /'yung/. Here are some examples.

'Yung substituting for ang

Napanood mo na ba **'yung sine**?  
Iniwan ko **'yung kompyuter ko**.  
Lumabas **'yung estudyante**.

English equivalent

Have you watched **the movie**?  
I left **my computer**.  
**The student** went outside.

2.2.2.2 Aside from the preceding three basic demonstrative pronoun sets, there are **other pronoun sets** in Filipino that carry the same proximity of referents logic. The most common ones are mentioned here, followed by some illustrative sentences.

| <b>Proximity</b> | <b>Location/ existence (<i>is here; is there</i>)</b> | <b>Deictic (<i>here it is; there it is</i>)</b> | <b>Direction (<i>this direction; that direction</i>)</b> | <b>Manner (<i>in this manner; in that manner</i>)</b> |
|------------------|---|---|--|---|
| proximate        | nandito/narito  | heto  | parito   | (pa)ganito  |
| medial           | nandiyan/nariyan                                      | hayun   | pariyan  | (pa)ganiyan   |
| distal           | nandoon/naroon  | hayun   | paroon   | (pa)ganoon  |

Examples

Nandito ako sa labas.  
 Hayun ang bahay ni Mario.  
 Lumiko pariyan ang bus.  
 Tumakbo siya nang ganito.

English equivalent

*I am here outside.*  
*There is Mario's house.*  
*The bus turned toward that direction.*  
*He/she ran in this manner.*



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# Markers and prepositions

## 3.1 Markers

Filipino has a closed lexical class called *noun markers*. This may be thought of as equivalent to the word *class* referred to as articles or determiners in other languages. Noun markers immediately precede the nouns they qualify. There are three sets of noun markers in Filipino: the subject set (*ang* markers), genitive set (*ng* markers), and oblique set (*sa* markers). In verbal sentences, they assign case to the nouns they qualify: *ang* phrases are marked for subjective (or nominative) case; *ng* phrases are marked for genitive (or ergative) case; and *sa* phrases are marked for oblique case, which, depending on the meaning and form of the verb, may encode dative case (which answers the question ‘for whom?’), locative case (which answers the question ‘where or to/from whom?’), and instrumental case (which answers the question ‘with/by/through what?’).

*Ang* markers precede the subject of a sentence. *Ang* phrases are generally interpreted as definite. However, there are instances when *ang* phrases with the common noun marker may be indefinite: one, when the word */isang/ one* follows it and precedes the rest of the noun phrase; two, in some cases, when it occurs with verbs that are not actor focus (AF) (see chapter on verbs).

*Ng* markers have three functions: (1) they mark or precede a possessor noun, (2) they mark or precede the object of an AF verbal sentence, and (3) they mark or precede the actor of a non-actor focus (non-AF) verbal sentence (e.g., OF, LF/DF, and BF; see chapter on verbs). The genitive marker is pronounced [nang]. *Ng* phrases with personal noun markers are always definite and specific. However, *ng* phrases with common noun markers may be interpreted as either definite or indefinite depending on the context in which they occur.

*Sa* markers mark everything else, functioning like prepositions in English. Oblique markers may combine with prepositions to make

the referent location or direction more specific. *Sa* phrases are always definite.

Noun markers are further categorized into common or personal. **Common noun markers** precede inanimate nouns or generic animate nouns. **Personal markers** precede names, terms of address, and sometimes kinship terms. There are distinct personal markers for singular and plural referents. Generally, a singular personal marker precedes a single name and a plural marker precedes two or more names. However, a plural marker may also precede a single name. In this context, the referent is interpreted as plural (i.e., the named person and others with him/her).

| <b>Noun markers</b> | <b>Ang set<br/>(subject)</b> | <b>Ng set<br/>(genitive)</b> | <b>Sa set<br/>(oblique)</b> |
|---------------------|------------------------------|------------------------------|-----------------------------|
| common              | ang                          | ng [nang]                    | Sa                          |
| personal; singular  | si                           | ni                           | Kay                         |
| personal; plural    | sina                         | nina                         | kina                        |

The following sentences show the functions of noun markers. The relevant illustrative phrases are in bold.

Sentences with *ang* phrases

Malaki **ang bahay nila**.  
Umalis **ang guro**.  
Nasa kusina **si Ben**.  
Nag-aaral **sina Beth at Elsa**.

English equivalent

**Their house** is big.  
**The teacher** left.  
**Ben** is in the kitchen.  
**Beth and Elsa** are studying.

Sentences with *ng* phrases

Bago ang kotse **ni Karen**.  
Dumating ang tatay **ng bata**.  
Bumili **ng mga bulaklak** si Jun.  
Kinain **nina Lito at Juan** ang pansit.

English equivalent

**Karen's** car is new.  
**The child's** father arrived.  
Jun bought **flowers**.  
**Lito and Juan** ate the noodles.

Sentences with *sa* phrases

Naglalaro ang bata **sa kuwarto**.

Ibinigay ko ang pera **kay Mila**.  
Tumawag siya **sa mga magulang niya**.  
Lumapit ako **kina Jon at Meg**.

English equivalent

The child is playing **in the bedroom**.  
I gave the money **to Mila**.  
She made a call **to her parents**.  
I approached **Jon and Meg**.

As already mentioned, markers assign case to the nouns that they qualify in verbal sentences: *ang* phrases are marked for subjective or nominative case, *ng* phrases are marked for genitive case, and *sa* phrases are marked for oblique case.

3.1.1 The **noun phrase with subjective case marker /ang/** is the focus or topic of the sentences. This is also sometimes referred to as nominative or absolutive in some Tagalog grammar descriptions. The focus marking in the verb indicated by a focus affix must agree with the subjective case marking on the focused noun phrase. In this sense, Filipino is similar to English in having a subject–verb agreement rule. The focus affix on the verb triggers the subjective marking on the noun phrase matching its case. In some grammar books, the non-AF sentences are analyzed as different forms of passive sentence constructions. However, in practical terms, the type of focusing in English that approximates grammatical focus in Filipino is the fronting of a noun phrase for emphasis. The following examples demonstrate this rule:

AF sentence

**Bumili** ng mga bulaklak sa tindahan **ang bata** para sa kanyang nanay.  
*The child bought flowers at the store for his/her mother.*

Object-focus (OF) sentence

**Binili** ng bata sa tindahan para sa kanyang nanay **ang mga bulaklak**.  
*The flowers, the child bought at the store for his/her mother.*

Locative-focus (LF) sentence

**Binilhan** ng bata ng mga bulaklak para sa kanyang nanay **ang tindahan sa tabi ng simbahan**.  
*At the store next to the church, the child bought flowers for his/her mother.*

Benefactive-focus (BF) sentence

**Ibinili** ng bata ng mga bulaklak sa tindahan **ang kanyang nanay**.  
*For his/her mother, the child bought flowers at the store.*

Experiencer-focus (EF) sentence

**Natakot ang mga turista** dahil sa pagsabog ng bulkan.  
*The tourists got scared because of the volcanic eruption.*

Reason-focus (RF) sentence

**Ikinatakot** ng mga turista **ang pagsabog ng bulkan**.  
*Because of the volcanic eruption, the tourists got scared.*

Instrumental-focus (IF) sentence

**Ipinanghiwa** niya ng mga mangga **ang maliit na kutsilyo**.  
*With a small knife, she sliced the mangoes.*

3.1.2 The genitive case marker /ng/, as mentioned earlier, can mark a noun phrase that is either the direct object in an AF sentence or the actor

in a non-AF sentence. Some Tagalog grammar descriptions refer to this case as accusative or ergative. Using the same sentences in the preceding section, the genitive case-marked noun phrases (NPs) are highlighted as follows to illustrate the use of this case marking.

AF sentence

Bumili **ng mga bulaklak** sa tindahan ang bata para sa kanyang nanay.  
*The child bought **flowers** at the store for his/her mother.*

OF sentence

Binili **ng bata** sa tindahan para sa kanyang nanay ang mga bulaklak.  
*The **flowers**, **the child** bought at the store for his/her mother.*

LF sentence

Binilhan **ng bata ng mga bulaklak** para sa kanyang nanay ang tindahan.  
*At the store, **the child** bought **flowers** for his/her mother.*

BF sentence

Ibinili **ng bata ng mga bulaklak** sa tindahan ang kanyang nanay.  
*For his/her mother, **the child** bought **flowers** at the store.*

In the immediately preceding examples, the first sentence has a *ng* phrase, which is the direct object of an AF sentence. The second example has a *ng* phrase, which is the actor of an OF sentence. In the last two examples, both the actor and direct object are *ng* phrases because these are not the grammatical focus or subject of the locative and benefactive sentences. When both actor and direct object are *ng* phrases, the actor noun phrase usually occupies the position next to the verb.

3.1.3 The **oblique case marker /sa/** marks any NP that is not the grammatical focus of a verbal sentence other than the actor or direct object. By itself or in combination with different conjunctions, this marker can encode a number of grammatical functions. It can mark the locative or directional phrase that is not the grammatical focus of the verb. Co-occurring with certain conjunctions, it can also mark the case role of other NPs in a sentence. These functions are discussed in detail in the following section.

3.1.3.1 The **marker /sa/** specifies the location or direction of an action, event, or noun, concrete or abstract. Combined with adverbs and prepositions, it can also indicate specific time and position. In the following examples, these functions are illustrated:

The marker /sa/ specifying the location of an event/action

Kumain sina Amy at Lina **sa Barrio Fiesta**.

*Amy and Lina ate at Barrio Fiesta (restaurant).*

Bumaha **sa aming probinsya** noong isang linggo.

*There was flooding **in our province** last week.*

Binili ko ang mga prutas na ito **sa palengke**.

*I bought these fruits **at the market**.*

The marker /sa/ specifying the direction of an event/action

Pumunta ang mga bata **sa parke** para maglaro.

*The kids went **to the park** to play.*

Itinapon nila ang basura **sa ilog**.

*They threw trash **into the river**.*

Tumulong sila **sa mga biktima ng bagyo**.

*They gave assistance **to the hurricane victims**.*

The marker /sa/ indicating time

Manonood kami ng sine **sa Sabado**.

*We will watch a movie **on Saturday**.*

Nag-eehersisyo si Ben **sa hapon**.

*Ben exercises **in the afternoon**.*

Aalis na ang mga bisita **sa makalawa**.

*The guests are leaving **on the day after tomorrow**.*

The marker /sa/ indicating position

Maraming puno **sa paligid ng lawa**.

*There are lots of trees **around the lake**.*

Inilagay ni Mario ang susi **sa ibabaw ng libro**.

*Mario put the key **on top of the book**.*

Isasabit ko ang parol **sa harap ng bahay**.

*I will hang the Christmas lantern **in front of the house**.*

3.1.3.2 The marker /para sa/ marks the benefactive noun phrase in a non-BF verbal sentence. The benefactive phrase is roughly equivalent to the grammatical case in other languages called dative, which is the beneficiary noun for whom the action expressed by the verb is performed. Here are some examples.

Nagluto si Jun ng hapunan **para sa kanyang mga kapatid**.

*Jun cooked dinner **for his siblings**.*

Ginawa nila ang mga kakanin **para sa mga bisita**.  
*They made rice cakes **for the guests**.*

Pinitas ng bata ang mga bulaklak **para sa kanyang lola**.  
*The child picked flowers **for his/her grandmother**.*

3.1.3.3 The marker /dahil sa/ marks the reason noun phrase in a non-RF verbal sentence. The reason phrase expresses the reason for the event or action expressed by the verb. Here are some examples.

Nalungkot siya **dahil sa balitang nabasa niya sa diyaryo**.  
*He/she felt sad **because of the news that he/she read in the newspaper**.*

Gumaling ang aking lolo **dahil sa gamot na ibinigay ng doktor**.  
*My grandfather got better **because of the medicine that the doctor gave him**.*

Naiinis si Pablo **dahil sa masamang lagay ng trapiko sa daan**.  
*Pedro is annoyed **because of the bad traffic conditions on the road**.*

3.1.3.4 The marker /sa pamamagitan ng/ marks the instrumental noun phrase in a non-IF verbal sentence. The instrumental phrase expresses the instrument used in performing the action expressed by the verb. Here are some examples.

Pinutol ni Mila ang lubid **sa pamamagitan ng kutsilyo**.  
*Mila cut the rope **with a knife**.*

Nililinis nila ang balkonahe **sa pamamagitan ng walis**.  
*They are cleaning the balcony **(by) using a broom**.*

Nagbubungkal ng lupa ang aking tiyo **sa pamamagitan ng traktora**.  
*My uncle tills the land **using a tractor**.*

## 3.2 Prepositions

A preposition connects a noun or pronoun to a verb or adjective in a sentence. In Filipino, these can be classified into two general categories based on their specific function, either to indicate location/direction or to indicate relation. They all combine with the oblique marker /sa/ and usually followed by the genitive marker /ng/ to complete the form.

3.2.1 **Location prepositions.** Location in Filipino is expressed by the word /nasa/, for common nouns (i.e., non-personal nouns), /na kay/ for singular personal nouns, and /na kina/ for plural personal nouns. These are shortened forms of the full phrase /naron sa, naron kay, naron kina/, respectively.

Sentences with *nasa* preposition

**Nasa Davao** si Mario.  
**Na kay Gina** ang telepono ko.  
**Na kina Jim at Luis** ang gamit namin.

English equivalent

Mario is **in Davao**.  
 My phone is **with Gina**.  
 Our things are **with Jim and Luis**.

The marker /sa/ functions as a preposition indicating location preceding common nouns in non-verbal sentences. However, its equivalent personal markers almost always indicate ownership or possession when used in similar constructions.

Sentences with *sa* preposition

**Sa bahay ni Sara** ang pagdiriwang.  
**Sa Batangas** ang piyesta.  
**Kay Tina** ang kompyuter na ito.  
**Kina Jon at Rita** ang pagkain.

English equivalent

The party is **at Sara's house**.  
 The festival is **in Batangas**.  
 This computer **belongs to Tina**.  
 The food **belongs to Jon and Rita**.

More specific locations are often expressed by combining /nasa/ or /sa/ with other location indicators. The most commonly used ones are listed here.

| <i>Location indicator</i> | <i>English equivalent</i> | <i>Example</i>   |
|---------------------------|---------------------------|--|
| tabi                      | beside, next to, or by    | <b>Nasa tabi ng ilaw</b> ang silya.<br>The chair is <b>beside the lamp</b> .<br><br>Nakatayo siya <b>sa tabi ng pintuan</b> .<br>He/she is standing by the doorway.  |
| kaliwa                    | left                      | May halaman <b>sa kaliwa ng sofa</b> .<br>There is a plant <b>to the left of the couch</b> .<br><br><b>Nasa kaliwa ng simbahan</b> ang aming paaralan.<br>Our school is <b>on the left of the church</b> .                                   |
| kanan                     | right                     | Malaki ang bintana <b>sa kanan ng kama</b> .<br>The window <b>to the right of the bed</b> is big.<br><br>Binili ko ang halamang <b>nasa kanan ng telebisyon</b> .<br>I bought the plant that is <b>on the right side of the television</b> . |

**3**  
Markers  
and  
preposi-  
tions

|        |                       |  |
|--------|-----------------------|--|
| harap  | front                 | <p><b>Nasa harap ng klase</b> ang bisita.<br/><i>The guest is <b>in front of the class</b>.</i></p> <p>May maliit na hardin <b>sa harap ng aming bahay</b>.<br/><i>There is a small garden <b>in front of our house</b>.</i></p>       |
| likod  | at the back or behind | <p>May malaking puno <b>sa likod ng bahay</b> namin.<br/><i>There is a big tree <b>at the back of our house</b>.</i></p> <p><b>Nasa likod ng sofa</b> ang pusa.<br/><i>The cat is <b>behind the sofa</b>.</i></p>                      |
| ibabaw | on top of or on       | <p><b>Nasa ibabaw ng kabinet</b> ang pitaka ko.<br/><i>My wallet is <b>on top of the cabinet</b>.</i></p> <p><b>Sa ibabaw ng kama</b> mo ilagay ang mga damit.<br/><i>Put the clothes <b>on the bed</b>.</i></p>                       |
| ilalim | under or beneath      | <p><b>Nasa ilalim ng mesa</b> ang aso.<br/><i>The dog is <b>under the table</b>.</i></p> <p>Marami ang regalo <b>sa ilalim ng krismas tri</b>.<br/><i>There are lots of gifts <b>underneath the Christmas tree</b>.</i></p>            |
| taas   | above or up           | <p><b>Nasa taas ng telebisyon</b> ang relo.<br/><i>The clock is <b>above the television</b>.</i></p> <p>Umakyat ang pusa <b>sa taas ng puno</b>.<br/><i>The cat climbed <b>up the tree</b>.</i></p>                                    |
| baba   | below or down         | <p>May bangko <b>sa baba ng hagdan</b>.<br/><i>There is a bench <b>below the stairs</b>.</i></p> <p><b>Nasa baba ng gusali</b> ang tindahan ng prutas.<br/><i>The fruit stand is <b>down the building</b>.</i></p>                     |
| sulok  | (inner) corner        | <p><b>Nasa sulok ng kuwarto</b> ang pusa.<br/><i>The cat is <b>in the corner of the room</b>.</i></p> <p>Pumunta rin ang aso <b>sa sulok ng silid</b>.<br/><i>The dog also went <b>to the corner of the room</b>.</i></p>              |
| kanto  | (outer) corner        | <p><b>Nasa kanto</b> ang tindahan ni Nena.<br/><i>Nena's store is <b>on the street corner</b>.</i></p> <p>Tumama ang aking tuhod <b>sa kanto ng mesa</b>.<br/><i>I accidentally hit my knee <b>on the corner of the table</b>.</i></p> |

|        |                          |  |
|--------|--------------------------|--|
| tapat  | <i>directly in front</i> | <p><b>Nasa tapat ng gusali</b> si Pedro.<br/> <i>Pedro is <b>directly in front of the building.</b></i></p> <p>Pumunta siya sa klinika <b>sa tapat ng aming opisina.</b><br/> <i>He/she went to the clinic <b>directly in front of our office.</b></i></p>           |
| kabila | <i>other side</i>        | <p>May parke <b>sa kabila ng kalye.</b><br/> <i>There is a park <b>across the street.</b></i></p> <p><b>Nasa kabila ng lawa</b> ang bayan ng aking lolo.<br/> <i>My grandfather's town is <b>on the other side of the lake.</b></i></p>                              |
| loob   | <i>inside</i>            | <p><b>Nasa loob ng simbahan</b> ang mga pari.<br/> <i>The priests are <b>inside the church.</b></i></p> <p>Nagdiwang sila <b>sa loob ng kuweba.</b><br/> <i>They celebrated <b>inside the cave.</b></i></p>  |
| labas  | <i>outside</i>           | <p><b>Nasa labas</b> ang mga musikero.<br/> <i>The musicians are <b>outside.</b></i></p> <p>Tumakbo ang mga bata <b>sa labas ng paaralan.</b><br/> <i>The children ran <b>outside the school.</b></i></p>  |
| dulo   | <i>edge or end</i>       | <p><b>Nasa dulo ng kalye</b> ang kaninan.<br/> <i>The eatery is <b>at the end of the street.</b></i></p> <p>Nakarating kami <b>sa dulo ng tulay.</b><br/> <i>We reached <b>the end of the bridge .</b></i></p>   |
| gitna  | <i>middle or center</i>  | <p>May mataas na monumento <b>sa gitna ng lunsod.</b><br/> <i>There is a tall monument <b>in the middle of the city.</b></i></p> <p><b>Nasa gitna ng mesa</b> ang pagkaing niluto ko.<br/> <i>The food that I prepared is <b>at the center of the table.</b></i></p> |

**3.2.2 Relation prepositions.** Aside from location prepositions, Filipino has a class of words used for relating the function of a noun to the rest of a sentence. Many of these combine with the oblique noun marker / sa, kay, kina/; some combine with the genitive noun marker /ng/, and some can stand alone. The most commonly used ones are listed with examples here.

| <i>Relational preposition</i> | <i>English equivalent</i> | <i>Example</i>  |
|-------------------------------|---------------------------|---|
| para sa                       | <i>for</i>                | Bumili siya ng regalo <b>para sa kapatid niya.</b><br><i>He/she bought a gift <b>for his/her sibling.</b></i>   |
| tungkol sa                    | <i>about</i>              | Nagkuwento siya <b>tungkol kina Maria at Ana.</b><br><i>He/she talked <b>about Maria and Ana.</b></i>   |
| mula sa                       | <i>from</i>               | Sumakay siya ng bus <b>mula sa Bikol.</b><br><i>He/she rode a bus <b>from Bikol.</b></i>  |
| hanggang sa                   | <i>until</i>              | Tumakbo ang mga estudyante <b>hanggang sa parke.</b><br><i>The students ran <b>up to the park.</b></i>  |
| bukod sa                      | <i>aside from</i>         | <b>Bukod sa Baguio,</b> pinuntahan din niya ang Iloilo.<br><i><b>Aside from Baguio,</b> he/she also visited Iloilo.</i>   |
| maliban sa                    | <i>except for</i>         | Dumating ang lahat <b>maliban kay Benito.</b><br><i>Everyone came <b>except for Benito.</b></i>   |
| laban sa                      | <i>against</i>            | Nagprotesta sila <b>laban sa pagtatayo ng dam.</b><br><i>They protested <b>against the building of a dam.</b></i>   |
| (sang-) ayon sa               | <i>according to</i>       | <b>Ayon kay Mara,</b> marami ang biktima ng sunog.<br><i><b>According to Mara,</b> there were many fire victims.</i>  |
| batay sa                      | <i>based on</i>           | <b>Batay sa mga datos na ito</b> ang desisyon ng alkalde.<br><i>The mayor's decision was <b>based on these data.</b></i>  |
| dahil sa                      | <i>because of</i>         | Inilikas ang mga tao <b>dahil sa malakas na bagyo.</b><br><i>The people were evacuated <b>because of the strong typhoon.</b></i>  |
| alinsunod sa                  | <i>in accordance with</i> | Magkakaroon ng mga pagbabago sa mga gawain ng kompanya <b>alinsunod sa mga bagong patakaran.</b><br><i>There will be changes in company practices <b>in accordance with new policies.</b></i> |

|                |   |  |
|----------------|---|--|
| depende sa     | <i>depends on</i>                           | <b>Depende sa bilis ng tren</b> kung anong oras ang dating natin sa probinsya.<br><i>It <b>depends on the speed of the train</b> what time our arrival will be in the province.</i>  |
| alang-alang sa | <i>in consideration of</i>                  | Tumigil na ako sa pag-inom at paninigarilyo <b>alang-alang sa aking lola.</b><br><i>I quit drinking and smoking <b>in consideration of my grandmother.</b></i>   |
| hinggil sa     | <i>regarding or concerning</i>              | Nagbigay ng pahayag ang opisyal ng pamahalaan <b>hinggil sa mga bagong patakaran sa paglalakbay sa labas ng bansa.</b><br><i>The government official gave a statement <b>regarding the new policies for travel outside the country.</b></i>                              |
| kaugnay ng     | <i>in connection with or in relation to</i> | Ilang tao sa aming baranggay ang iniimbestigahan ngayon ng pulisya <b>kaugnay ng pagnanakaw na naganap noong isang linggo.</b><br><i>Several people on our block are being investigated by the police <b>in connection with the robbery that happened last week.</b></i> |
| pagkatapos ng  | <i>after</i>                                | Manonood sila ng pelikula <b>pagkatapos ng hapunan.</b><br><i>They will watch a movie <b>after dinner.</b></i>   |
| katumbas ng    | <i>equivalent to</i>                        | Ang pistang bayan sa Pilipinas ay <b>katumbas ng pagdiriwang ng Araw ng Pasasalamat sa USA.</b><br><i>A town festival in the Philippines is <b>equivalent to Thanksgiving Day celebrations in the USA.</b></i>   |
| bilang         | <i>as</i>                                   | Nagtatrabaho si Pedro <b>bilang</b> mekaniko.<br><i>Pedro works <b>as</b> a mechanic.</i>  |
| lingid sa      | <i>unknownst to</i>                         | <b>Lingid sa kaalaman ng aking tatay,</b> bumili ng bagong kotse ang aking nanay.<br><i><b>Unknownst to my father,</b> my mother bought a new car.</i>   |

**3**  
Markers  
and  
preposi-  
tions

taliwas sa                      *contrary to*

**Taliwas sa inaasahan ng marami,**  
nanalo siya sa paligsahan.  
***Contrary to people's expectations,***  
*he/she won the contest.*

sa pamamagitan  
ng                                  *by using or  
through the  
use of*

Pinutol niya ang punungkahoy  
**sa pamamagitan ng lagaring  
de-baterya.**  
*He/she cut down the tree **by using a  
battery-operated saw.***

sa kabila ng                      *in spite of or  
despite*

**Sa kabila ng pagtutol ng publiko,**  
pinayagan ng pamahalaan ang pagtaas  
ng pamasaha sa LRT.  
***Despite public protests,*** *the  
government approved the LRT fare  
increase.*

kasama ng                        *together with*

Lumabas ako noong Biyernes  
**kasama ng** aking mga kaibigan.  
*I went out **with** my friends last Friday.*

# Adjectives and linker

**4.1** The vast majority of adjectives in Filipino are either **simple adjectives** or *ma* adjectives. Simple adjectives are bare roots or single morpheme words (i.e., there is no affix attached to it). *Ma* adjectives are formed by attaching the prefix /ma-/ to a root word that expresses a quality. The bulk of adjectives in Filipino are *ma* adjectives.

| <i>Simple adjectives</i> |                  | <i>Ma adjectives</i> |                     |
|--------------------------|------------------|----------------------|---------------------|
| mura                     | <i>cheap</i>     | malayo               | <i>far</i>          |
| mahal                    | <i>expensive</i> | malinis              | <i>clean</i>        |
| payat                    | <i>thin</i>      | matalino             | <i>intelligent</i>  |
| bobo                     | <i>stupid</i>    | masipag              | <i>hardworking</i>  |
| bago                     | <i>new</i>       | masaya               | <i>happy or fun</i> |
| luma                     | <i>old</i>       | mahaba               | <i>long</i>         |
| gutom                    | <i>hungry</i>    | maulan               | <i>rainy</i>        |
| sira                     | <i>broken</i>    | mainit               | <i>hot</i>          |

**4.1.1** Filipino adjectives inflect for degree to express **moderate and intensified quality**. Both forms involve reduplication but applied differently. Moderate quality using *ma* adjectives is expressed through reduplication (i.e., repetition) of the first two syllables of the root. A hyphen is used to mark the reduplicated part of the root. To express moderate quality using simple adjectives, the word *medyo* is used immediately preceding the adjective, although reduplication of the first two syllables of the root may also yield the same meaning for some roots. For example, /mura-mura/, /bago-bago/, and /gutom-gutom/ are acceptable synonyms of /medyo mura/, /medyo bago/, and /medyo gutom/, respectively. However, when reduplication is applied to other simple forms, a completely different meaning is expressed. For example, the word /sira-sira/ does not mean *slightly broken*, but it rather means *completely*

*broken or irreparably damaged.* Because of this unpredictability and inconsistency, it is advisable to use the qualifier /medyo/ with all simple adjectives to express moderate quality.

---

**Moderate quality**  
(*somewhat, kind of, a bit having the quality expressed  
by the root word*)

---

| <i>Simple adjectives</i> |                           | <i>Ma- adjectives</i> |                              |
|--------------------------|---------------------------|-----------------------|------------------------------|
| medyo mura               | <i>somewhat cheap</i>     | malayo-layo           | <i>somewhat far</i>          |
| medyo mahal              | <i>somewhat expensive</i> | malinis-linis         | <i>somewhat clean</i>        |
| medyo payat              | <i>somewhat thin</i>      | matali-talino         | <i>somewhat intelligent</i>  |
| medyo bobo               | <i>somewhat stupid</i>    | masipag-sipag         | <i>somewhat hardworking</i>  |
| medyo bago               | <i>somewhat new</i>       | masaya-saya           | <i>somewhat happy or fun</i> |
| medyo luma               | <i>somewhat old</i>       | mahaba-haba           | <i>somewhat long</i>         |
| medyo gutom              | <i>somewhat hungry</i>    | maulan-ulan           | <i>somewhat rainy</i>        |
| medyo sira               | <i>somewhat broken</i>    | mainit-init           | <i>somewhat hot</i>          |

Intense quality is expressed through reduplication of the full adjective form. A linker is used to connect the reduplicated forms. This reduplication rule applies to both simple adjectives and *ma* adjectives.

---

**Intensified quality**  
(*having intense quality expressed by the root word*)

---

| <i>Simple adjectives</i> |                       | <i>Ma- adjectives</i> |                          |
|--------------------------|-----------------------|-----------------------|--------------------------|
| murang mura              | <i>very cheap</i>     | malayong malayo       | <i>very far</i>          |
| mahal na mahal           | <i>very expensive</i> | malinis na malinis    | <i>very clean</i>        |
| payat na payat           | <i>very thin</i>      | matalinong matalino   | <i>very intelligent</i>  |
| bobong bobo              | <i>very stupid</i>    | masipag na masipag    | <i>very hardworking</i>  |
| bagong bago              | <i>very new</i>       | masayang masaya       | <i>very happy or fun</i> |
| lumang luma              | <i>very old</i>       | mahabang mahaba       | <i>very long</i>         |
| gutom na gutom           | <i>very hungry</i>    | maulang maulan        | <i>very rainy</i>        |
| sirang sira              | <i>very broken</i>    | mainit na mainit      | <i>very hot</i>          |

There are other ways of expressing intensified quality in Filipino. One is through the use of adverbial phrases immediately preceding the adjective, for instance, the phrases /ubod ng . . . / *the core of*, /saksakan ng . . . / *injected with*, and /puno ng . . . / *full of*. Another way is through the use of the prefix /napaka-/. And yet another way is to use the marker /ang/ before the root, with or without reduplication of the first two syllables. The last two methods affect the sentence structure in which the adjectives occur (see chapter on non-*ang* sentences).

| <b>Intensified quality</b><br>( <i>having intense quality expressed by the root word</i> ) |                |                       |                   |
|--|----------------|-----------------------|-------------------|
| <b>Simple adjectives</b>   |                | <b>Ma- adjectives</b> |                   |
| saksakan ng mura   | very cheap     | saksakan ng layo      | very far          |
| ubod ng mahal  | very expensive | ubod ng linis         | very clean        |
| napakapayat  | very thin      | napakatalino          | very intelligent  |
| napakabobo   | very stupid    | napakasipag           | very hardworking  |
| ang luma   | very old       | ang saya              | very happy or fun |
| ang bago-bago  | very new       | ang haba-haba         | very long         |

4.1.2 Adjectives in Filipino also inflect for degree to express **comparative and superlative qualities**. Unequal comparison is expressed by placing the word /mas/ immediately before the adjective. There are two ways to express equal comparison. One is with the use of the affix /magkasinN-/ and another is through the use of the affix /kasiN-/. Although these are alternate ways of equal comparison, their sentence structures differ. The superlative is expressed by the affix /pinaka-/.

| <b>Adjective</b>      | <b>Equal comparison</b>               |   | <b>Unequal comparison</b><br><i>mas</i><br>( <i>more ...</i> ) | <b>Superlative</b><br><i>pinaka-</i><br>( <i>most ...</i> ) |
|-----------------------|---------------------------------------|---|--|---|
|                       | <i>kasinN</i><br>( <i>as ... as</i> ) | <i>magkasiN</i><br>( <i>... are equally ...</i> ) |  |   |
| payat <i>thin</i>     | kasimpayat                            | magkasimpayat                                     | mas payat  | pinakapayat   |
| bago <i>new</i>       | kasimbago                             | magkasimbago                                      | mas bago   | pinakabago  |
| mura <i>cheap</i>     | kasingmura                            | magkasingmura                                     | mas mura   | pinakamura  |
| tahimik <i>quiet</i>  | kasintahimik                          | magkasintahimik                                   | mas tahimik  | pinakatahimik   |
| maliit <i>small</i>   | kasinliit                             | magkasinliit                                      | mas maliit   | pinakamaliit  |
| maganda <i>pretty</i> | kasingganda                           | magkasingganda                                    | mas maganda  | pinakamaganda   |
| mabait <i>kind</i>    | kasimbait                             | magkasimbait                                      | mas mabait   | pinakamabait  |
| malapit <i>near</i>   | kasinlapit                            | magkasinlapit                                     | mas malapit  | pinakamalapit   |

4.1.3 There are other derivational affixes in Filipino, although these are less productive than the *ma* affix. The most commonly used ones are discussed in this section.

4.1.3.1 *Nakaka-* adjectives express the meaning ‘feeling/emotion-inducing,’ whatever the feeling or emotion is expressed by the root. When the root indicates quality, the meaning of the adjective could be ‘quality-causing’ or ‘quality-producing.’ Here are a few examples.

| <u>Root</u>            | <u>Nakaka- adjective English equivalent</u> |
|------------------------|---|
| inis <i>irritated</i>  | nakakainis <i>annoying or irritating</i>    |
| tawa <i>laughter</i>   | nakakatawa <i>funny</i>                     |
| lungkot <i>sadness</i> | nakakalungkot <i>saddening</i>              |
| gulat <i>shock</i>     | nakakagulat <i>shocking</i>                 |
| inip <i>bored</i>      | nakakainip <i>boring</i>                    |
| lito <i>confused</i>   | nakakalito <i>confusing</i>                 |
| taba <i>fat</i>        | nakakataba <i>fattening</i>                 |
| payat <i>thin</i>      | nakakapayat <i>slimming</i>                 |
| ganda <i>beauty</i>    | nakakaganda <i>beautifying</i>              |

4.1.3.2 *Maka-* adjectives may be used to indicate support or affinity for the referent expressed by the root. This is a relatively small set of adjectives.

| <u>Root</u>                      | <u>Maka- adjective English equivalent</u> |
|----------------------------------|---|
| bayan <i>country</i>             | makabayan <i>patriotic</i>                |
| diyos <i>god</i>                 | makadiyos <i>godly</i>                    |
| luma <i>old</i>                  | makaluma <i>conservative</i>              |
| bago <i>new</i>                  | makabago <i>modern</i>                    |
| tao <i>people</i>                | makatao <i>humanitarian</i>               |
| kaliwa <i>left</i>               | makakaliwa <i>left-leaning</i>            |
| Amerikano <i>American</i>        | maka-Amerikano <i>pro-American</i>        |
| pigil-hininga <i>stop-breath</i> | makapigil-hininga <i>breath-taking</i>    |

4.1.3.3 *Ma – in, mapag-*, and *pala-* adjectives express the meaning frequent or habitual nature. This is also not a very large set.

| <u>Root</u>               | <u>Adjective English equivalent</u>  |
|---------------------------|--------------------------------------|
| awa <i>pity or mercy</i>  | maawain <i>merciful</i>              |
| tulong <i>help</i>        | matulongin <i>helpful</i>            |
| mahal <i>love</i>         | mapagmahal <i>loving</i>             |
| husga <i>judge</i>        | mapaghusga <i>judgmental</i>         |
| away <i>quarrel</i>       | palaaway <i>quarrelsome</i>          |
| kain <i>eat</i>           | palakain <i>frequent eater</i>       |
| simba <i>go to church</i> | palasimba <i>frequent churchgoer</i> |

4.1.3.4 *Mala-* adjectives indicate the meaning of having similar qualities as the referent of the root.

| <u>Root</u>            | <u>Mala- adjective English equivalent</u> |
|------------------------|---|
| kristal <i>crystal</i> | malakristal <i>crystal-like</i>           |
| anghel <i>angel</i>    | malaanghel <i>angelic</i>                 |
| diyosa <i>goddess</i>  | maladiyosa <i>goddess-like</i>            |
| hayop <i>animal</i>    | malahayop <i>beast-like or beastly</i>    |
| sutla <i>silk</i>      | malasutla <i>silken or silky smooth</i>   |

4.1.3.5 *Pang-* adjectives denote instrument, use, or intention. Some of these forms may be used as nouns.

| <u>Root</u>            | <u>Pang- adjective English equivalent</u> |
|------------------------|---|
| Pasko <i>Christmas</i> | pamasko <i>for Christmas</i>              |
| bahay <i>house</i>     | pambahay <i>for use in the house</i>      |
| punas <i>wipe</i>      | pampunas <i>for wiping</i>                |
| tulog <i>sleep</i>     | pantulog <i>for sleeping</i>              |
| bayad <i>payment</i>   | pambayad <i>for use in paying</i>         |
| luto <i>cook</i>       | panluto <i>for cooking</i>                |
| gabi <i>night</i>      | panggabi <i>for nighttime</i>             |
| opisina <i>office</i>  | pang-opisina <i>for use in the office</i> |

4.1.3.6 *Taga-* adjectives indicate origin. This is generally only used to describe people.

| <u>Root</u>            | <u>Taga- adjective English equivalent</u> |
|------------------------|---|
| Leyte <i>Leyte</i>     | taga-Leyte <i>from Leyte</i>              |
| Canada <i>Canada</i>   | taga-Canada <i>from Canada</i>            |
| bundok <i>mountain</i> | tagabundok <i>from the mountain</i>       |
| baryo <i>village</i>   | tagabaryo <i>from the village</i>         |
| bukid <i>farm</i>      | tagabukid <i>from the farm</i>            |
| ilog <i>river</i>      | tagailog <i>from the river</i>            |

4.1.3.7 There are some Spanish loanwords with the suffix *-ado* that are also used as adjectives in Filipino.

| <u>Root</u>             | <u>-ado adjective English equivalent</u> |
|-------------------------|--|
| sara <i>close</i>       | sarado <i>closed</i>                     |
| kalma <i>calm</i>       | kalmado <i>calm</i>                      |
| deklara <i>declare</i>  | deklarado <i>declared</i>                |
| pirma <i>signature</i>  | pirmado <i>signed</i>                    |
| amin <i>admit</i>       | aminado <i>admitted</i>                  |
| kumpirma <i>confirm</i> | kumpirmado <i>confirmed</i>              |

4.1.3.8 **Optional plurality** encoding number agreement between a modifier and the noun it modifies may be expressed through reduplication of the first syllable ( $C_1V_1$ ) of the root. This rule generally applies only to *ma-* adjectives, but in limited contexts it may also apply to bare or unaffixed adjective root words, colors, and shapes. The pluralizer /mga/ is deemed redundant when the noun modifier indicates plurality and hence usually dropped, although it is not ungrammatical when the pluralizer /mga/ is overtly expressed. The following examples demonstrate the structure of the modifier–noun number agreement, where the indicator of plurality is in bold.

| <u>Modifier + noun plural</u> | <u>Modifier plural + noun plural</u> | <u>English equivalent</u> |
|-------------------------------|--------------------------------------|---------------------------|
| magandang <b>mga</b> bestida  | magagandang bestida                  | <i>beautiful dresses</i>  |
| maliit na <b>mga</b> bata     | maliliit na bata                     | <i>small children</i>     |
| malayong <b>mga</b> bayan     | malalayong bayan                     | <i>remote towns</i>       |

Ang payat ng **mga** manok.

Ang **papayat** ng mga manok. *The chickens are very thin.*

Ang bilog ng **mga** mangga.

Ang **bibilog** ng mangga. *The mangoes are very round.*

Ang pula ng **mga** bulaklak.

Ang **pupula** ng bulaklak. *The flowers are so red.*

#### 4.1.3.9 Other adjective-forming affixes

##### 4.1.3.9.1 Denominal affix *ga-* meaning ‘comparable/similar to . . .’

###### Examples:

*ga-* + noun having the characteristic/quality similar to noun

*ga-* + bundok *mountain* gabundok *towering like a mountain*

*ga-* + langgam *ant* galanggam *small like an ant*

##### 4.1.3.9.2 Denominal affix *hugis-* meaning ‘having the shape of . . .’

###### Examples:

*hugis-* + puso *heart* hugis-puso *heart-shaped*

*hugis-* + bahay *house* hugis-bahay *house-shaped*

*hugis-* + kabayo *horse* hugis-kabayo *horse-shaped*

##### 4.1.3.9.3 Denominal affix *kulay-* meaning ‘having the color of . . .’

###### Examples:

*kulay-* + kape *coffee* kulay-kape *coffee-colored or brown*

*kulay-* + abo *ash* kulay-abo *ashen or gray*

*kulay-* + kahel *orange fruit* kulay-kahel *orange-colored*

##### 4.1.3.9.4 Denominal affix *buhay-* meaning ‘having a life similar to that of . . .’

###### Examples:

*buhay-* + alamang *baby shrimp* buhay-alamang *living like a shrimp or difficult life*

*buhay-* + baboy *pig* buhay-baboy *living like a pig or lazy*

*buhay-* + *mayaman* *wealthy* or *rich*      *buhay-mayaman* *living like a wealthy person*

#### 4.1.3.9.5 Denominal affix *tunog-* meaning ‘sounds like a . . .’

##### Examples:

*tunog-* + *aso* *dog*      *tunog-aso* *sounds like a dog*  
*tunog-* + *ambulansya* *ambulance*      *tunog-ambulansya* *sounds like an ambulance*

#### 4.1.3.9.6 Denominal affix *bores-* meaning ‘having a voice that sounds like a . . .’

##### Examples:

*bores-* + *bata* *child*      *bores-bata* *having a child-like voice*  
*bores-* + *multo* *ghost*      *bores-multo* *having a ghost-like voice*

#### 4.1.3.9.7 Denominal affix *de-* meaning ‘encased in or operated by/ with . . .’

##### Examples:

*de-* + *lata* *can*      *de-lata* *canned or in can*  
*de-* + *kahon* *box*      *de-kahon* *boxed*  
*de-* + *kuryente* *electricity*      *de-kuryente* *electric*  
*de-* + *baterya* *battery*      *de-baterya* *battery operated*  
*de-* + *hila* *pull*      *de-hila* *operated by pulling*  
*de-* + *tulak* *push*      *de-tulak* *operated by pushing*  
*de-* + *susi* *key*      *de-susi* *operated with a key*

#### 4.1.3.9.8 Reduplication + *-an* suffix meaning ‘pretending to be . . .’

##### Examples:

*bulag* *blind* + reduplication + *-an*      *bulag-bulagan* *pretending to be blind*  
*bingi* *deaf* + reduplication + *-an*      *bingi-bingihan* *pretending to be deaf*  
*kasal* *wedding* + reduplication + *-an*      *kasal-kasalan* *pretend wedding*  
*baril* *gun* + reduplication + *-an*      *baril-barilan* *pretend gun or gunfight*  
*doktor* *doctor* + reduplication + *-an*      *doktor-doktoran* *pretend doctor*  
*pulis* *policeman* + reduplication + *-an*      *pulis-pulisan* *pretend policeman*

## 4.1.3.9.9 Compounding

## 4.1.3.9.9.1 Noun–noun

|  |   |
|--|---|
| buhay <i>life</i> + alamang <i>shrimp</i>      | buhay-alamang <i>shrimp-like life</i> = <i>poor</i> |
| biyahe <i>trip</i> + probinsya <i>province</i> | biyaheng-probinsya <i>province-bound trip</i>       |

## 4.1.3.9.9.2 Verb–noun

|   |  |
|---|--|
| luto <i>cook</i> + bahay <i>house</i>                   | lutong-bahay <i>home-cooked</i>          |
| lakad <i>walk</i> + pagong <i>tortoise</i>              | lakad-pagong <i>slow-paced walk</i>      |
| laki <i>grow</i> + siyudad <i>city</i>                  | laking-siyudad <i>raised in the city</i> |
| bukas <i>open</i> + palad <i>palm</i>                   | bukas-palad <i>generous or helpful</i>   |
| langoy <i>swim</i> + aso <i>dog</i>                     | langoy-aso <i>dog-like swimming</i>      |
| pasa <i>pass</i> + awa <i>pity</i>                      | pasang-awa <i>barely passing grade</i>   |
| tubo <i>profit or earn</i> + lugaw <i>rice porridge</i> | tubong-lugaw <i>high-earning</i>         |

## 4.1.3.9.9.3 Verb–verb

|  |   |
|--|---|
| bantay <i>watch</i> + salakay <i>attack</i>              | bantay-salakay <i>untrustworthy or disloyal</i> |
| bukas <i>open</i> + sara <i>close</i>                    | bukas-sara <i>open and close motion</i>         |
| ligaw <i>woo</i> + tingin <i>glance</i>                  | ligaw-tingin <i>very shy suitor</i>             |
| labas <i>exit</i> + pasok <i>enter</i>                   | labas-pasok <i>going in and out anxiously</i>   |
| akyat <i>climb</i> + baba <i>go down</i>                 | akyat-baba <i>going up and down anxiously</i>   |
| taas <i>raise</i> + baba <i>lower</i>                    | taas-baba <i>raise and lower anxiously</i>      |
| atras <i>backward</i> + abante<br><i>forward</i>         | atras-abante <i>foward and backward</i>         |
| patay <i>kill or turn off</i> + sindi<br><i>light up</i> | patay-sindi <i>flickering</i>                   |

## 4.1.3.9.9.4 Adjective–noun

|   |  |
|---|--|
| ganda <i>beauty</i> + diwata <i>fairy</i>           | gandang-diwata <i>fairy-like beauty</i>  |
| busog <i>satisfaction</i> + kalusugan <i>health</i> | busog-lusog <i>healthfully satisfied</i> |

## 4.1.3.9.9.5 Adverb–adverb

|   |  |
|---|--|
| paroon <i>that direction</i> + parito <i>this<br/>direction</i> | paroo't-parito <i>to and fro</i>       |
| pababa <i>going down</i> + pataas <i>going up</i>               | pataas-pababa <i>going up and down</i> |

## 4.2 Linker

Like other Philippine languages, Filipino has a linker that has several functions in the syntax of the language. It has two phonologically conditioned variants, /*na*/ after consonants and /*-ng*/ after vowels, [*n*], or

a final glottal stop [ʔ]. When the linker /-ng/ is attached to a word that ends in /n/, only the letter /g/ is added. The major uses of the linker are outlined here with accompanying examples.

4.2.1 The linker is used to connect single-word modifiers to their noun referents. When multiple adjectives are used to modify the same noun, only the adjective immediately preceding the noun is followed by a linker. When multiple modifiers belonging to different categories (e.g., number, shape, color, and adjective) are used to modify a noun, each modifier must be followed by a linker. Although it is not considered ungrammatical for adjectives, shapes, or colors to come after the nouns they modify, there is a preference for them to precede the noun.

|                            |   |
|----------------------------|---|
| adjective + noun           | malaking bahay/bahay <b>na</b> malaki         |
| noun + adjective           | <i>big house</i>                              |
|                            | matamis <b>na</b> mangga/manggang matamis     |
|                            | <i>sweet mango</i>                            |
|                            | mahanging panahon/panahong mahangin           |
|                            | <i>windy weather</i>                          |
| color + noun               | pulang sapatos/sapatos <b>na</b> pula         |
| noun + color               | <i>red shoes</i>                              |
| shape + noun               | rektanggulong mesa/mesang rektanggulo         |
| noun + shape               | <i>rectangular table</i>                      |
| numeral + noun             | limang aso                                    |
|                            | <i>five dogs</i>                              |
| multiple adjectives + noun | mabait, matalino, at masipag <b>na</b> bata   |
|                            | <i>kind, intelligent, and hardworking kid</i> |
| multiple modifiers + noun  | dalawang malaking bilog <b>na</b> pulang mesa |
|                            | <i>two big, round, red tables</i>             |

4.2.2 The linker is used to connect a relative clause, a phrasal modifier, to its noun referent. The relative clause almost always follows the noun it modifies. In the following examples, the noun referent is underlined and the linker + relative clause are in bold.

- Maganda ang awit **na kinanta ng mga bata.**  
*The song **that the children sang** is beautiful.*
- Nakilala ko ang gurong **nagtuturo ng klaseng Matematika.**  
I met the teacher **who teaches Mathematics class.**
- Nakuha niya ang parangal **na ibinibigay sa pinakamahusay na estudyante.**  
*He/she got the award **that is given to the best student.***

4.3 The linker is used to introduce an embedded clause (i.e., a complement clause in the declarative form). Many Filipino speakers use only the form /na/ consistently for this structure. In the following examples, the linker + complement clause is in bold.

Narinig kong **darating si Pedro sa Sabado.**

*I heard **that Pedro is arriving on Saturday.***

Sinabi ng tagaulat **na tataas ang presyo ng gasolina.**

*The reporter said **that oil prices will increase.***

Gusto kong **lumipat sa probinsya.**

*I want **to move to the province.***

Marunong siyang **gumawa ng bibingka.**

*He/she knows **(how) to make rice cake.***

# Verbal aspect

Filipino verbs inflect for aspect, focus, and mood. In this book, each of these verbal inflections is treated in a separate section. However, one must keep in mind that these inflections interact with one another to form grammatical sentences. It must also be noted that there are a variety of ways in which these inflectional categories are analyzed by linguists. The particular analysis presented here is a pedagogical one (i.e., it is useful for teaching and learning the language). It is informed by both syntactic analyses from linguistics and practical pedagogical consideration for teaching Filipino as a foreign or second language.

**5.1** **Verbal aspect** is a marking in the verb, through affixation or reduplication, that indicates whether the action has started, been completed, or yet to start. It interacts with both verbal focus and mood for verbs to fully express their intended meaning. Each focus form has four aspectual forms: infinitive, completed, incompleted, and contemplated. Here is a table showing examples of indicative actor-focus (AF) verbs and object-focus (OF) verbs.

| <i>AF verb root</i> | <i>Infinitive</i> | <i>Completed</i> | <i>Incompleted</i> | <i>Contemplated</i> |
|---------------------|-------------------|------------------|--------------------|---------------------|
| Takbo               | tumakbo           | tumakbo          | tumatakbo          | tatakbo             |
| Luto                | magluto           | nagluto          | nagluluto          | magluluto           |
| Tulog               | matulog           | natulog          | natutulog          | matutulog           |
| <i>OF verb root</i> | <i>Infinitive</i> | <i>Completed</i> | <i>Incompleted</i> | <i>Contemplated</i> |
| Kain                | kainin            | kinain           | kinakain           | kakainin            |
| Bigay               | ibigay            | ibinigay         | ibinibigay         | ibibigay            |
| hugas               | hugasan           | hinugasan        | hinuhugasan        | huhugasan           |

5.1.1 The **infinitive form** comprises verb root + focus affix (+ additional mood affix). It has three major functions: (1) it is used to express imperative or command; (2) it is used when the verb occurs with pseudo-verbs in the same clause; and (3) it is obligatorily used with certain conjunctions, such as /para/, /upang/, /at nang/, /bago/, and /pagkatapos/. Here are some examples.

Examples of imperatives

Kumain ka.  
*Eat-you*  
*(subj.) You eat.*

Hugasan mo ang mga plato sa kusina.  
*Wash-gen.you-subjmark.dishes-oblmark.kitchen*  
*You wash the dishes in the kitchen.*

Examples of sentences with pseudo-verbs

Puwede akong magluto ng manok mamaya.  
*Can-subj.I.1nk-cook-genmark.chicken-later*  
*I can cook chicken later.*

Dapat kong ibigay ang pera sa kapatid ko.  
*Must-gen.I-give-subjmark.money-oblmark.sibling.genmark*  
*I must give the money to my brother/sister.*

Examples of obligatory co-occurrence with certain conjunctions

Tumawag siya para magtanong tungkol sa takdang-aralin.  
*He/she called to ask about the homework.*

Kumakanta sila ng pambansang awit bago sila magsimula ng klase.  
*They sing the national anthem before they start class.*

5.1.2 The **completed aspect** form indicates that the action expressed by the verb has been completed or has terminated.

Examples of completed-aspect AF forms

Kumain kami sa kapeterya kanina.  
*Ate-subj.we-oblmark.cafeteria-earlier*  
*We ate at the cafeteria earlier.*

Natulog ang bata sa sofa.  
*Slept-subjmark.child-oblmark.sofa*  
*The child slept on the sofa.*

Examples of sentences with completed-aspect OF verbs

Ibinigay niya ang pera sa simbahan.  
*Gave-gen.he/she-subjmark.money-oblmark.church*  
*He/she gave the money to the church.*

Hinugasan ng lalaki ang mga plato.  
*Washed-genmark.man-subjmark.dishes*  
*The man washed the dishes.*

5.1.3 The **incompleted aspect** form indicates that the action expressed by the verb has started but has not been completed or has not terminated. It always involves affixation + reduplication of the first consonant-vowel (CV sequence) of the root or stem. This form has two functions: (1) to express ongoing action or activity in progress (expressed in English by the progressive aspect /-ing/ form) and (2) to indicate recurring or habitual action or event (expressed in English by the simple present form).

Examples of ongoing action

Kumakain si Mando ngayon.  
*Eating-subjmark.Mando-presently*  
*Mando is cooking at the moment.*

Nagluluto si Nanay ng hapunan nang dumating ako.  
*Cooking-subjmark.mother-genmark.dinner-when-arrived-I*  
*Mother was cooking dinner when I arrived.*

Examples of recurring or habitual action

Natutulog siya sa sofa tuwing hapon.  
*Sleeps-subj.he/she-oblmark.sofa-every afternoon*  
*He/she sleeps on the sofa every afternoon.*

Naglilinis ako ng banyo tuwing Sabado.  
*Clean-subj.I-genmark.bathroom.every Saturday*  
*I clean the bathroom every Saturday.*

5.1.4 The **contemplated aspect** form indicates that the action expressed by the verb has not yet started. It always involves reduplication of the first CV (CV sequence) of the root or stem.

Examples of contemplated-aspect AF forms

Pupunta kami sa palengke bukas.  
*Will go-subj.we-oblmark.market-tomorrow*  
*We will go to the market tomorrow.*

Manonood sila ng sine mamaya.  
*Will watch—subj.they—genmark.movie—later*  
*They will watch a movie later.*

Examples of sentences with contemplated-aspect OF verbs

Ibibigay namin ang mga regalo sa mga bata.  
*Will give—gen.we—subjmark.gifts—oblmark.the children*  
*We will give the gifts to the children.*

Lalabhan ko ang mga kumot mamaya.  
*Will wash—gen.I—subjmark.sheets—later*  
*I will wash the sheets later.*

**5.2** Filipino verbal aspect compared to English tense–aspect forms

Filipino verbs encode aspect but not tense, but many speakers and learners often conflate these two concepts resulting in a tendency to equate English tense form variations with Filipino aspectual forms. In this section, verbal tense forms in English are compared with and mapped onto Filipino verbal aspect forms to clarify the overlaps and differences between these forms.

**5.2.1 Past tense** verb forms in English are used to indicate that something happened in the past, that is, any time before the moment of speaking. There are four variations of past tense in English: simple past, past continuous/past progressive, past perfect/pluperfect, and past perfect continuous. Simple past and past perfect forms are expressed in Filipino as completed/perfective aspect verbs. Past continuous and past perfect continuous are expressed as incompleted/progressive aspect in Filipino. Here are some examples.

**Simple past** describes events that began and ended in the past. It is expressed as a completed aspect form in Filipino, as illustrated by the following examples:

Examples: *walked lumakad*  
*cooked nagluto*  
*slept natulog*

**Lumakad** kami sa parke kahapon.  
*We **walked** in the park yesterday.*

**Nagluto** si Mario ng hapunan.  
*Mario **cooked** dinner.*

**Natulog** nang walong oras ang mga bata.  
*The children **slept** for eight hours.*

**Past continuous** describes events that began in the past, continued for a length of time, and ended in the past. In Filipino, the incompleted aspect

form is used to capture this information, as shown by the following examples:

Examples:    *was walking*    naglalakad  
                   *was cooking*    nagluluto  
                   *was sleeping*    natutulog

Biglang umulan nang **naglalakad** kami sa parke kaya bumalik kami sa bahay.

*It rained when we **were walking** in the park, so we went back to the house.*

**Nagluluto** ang lola nang nahilo siya.

*Grandmother **was cooking** when she felt faint.*

Nanood ako ng pelikula sa internet habang **natutulog ka**.

*I watched a movie online while you **were sleeping**.*

**Past perfect/pluperfect** describes a past event that occurred before another past event. It is best expressed in Filipino by the completed aspect abilitative/potential mood form (expressed by the use of the affix /maka-/), although the indicative mood may also be used. Here are some examples.

Examples:    *had eaten*            kumain; nakakain  
                   *had cleaned*        naglinis; nakapaglinis  
                   *had showered*    naligo; nakaligo

**Nakakain** na ako ng hapunan bago ako pumunta sa palabas.

*I **had already eaten** supper before going to the show.*

**Nakapaglinis na** ang mga estudyante nang dumating ang guro.

*The students **had already done the cleaning** when the teacher came.*

**Nakaligo** na si Lito kaya puwede na tayong umalis.

*Lito **had showered** already so we can go now.*

**Past perfect continuous** describes an event that began in the past, continued for a length of time, and was in progress when another past event happened. In Filipino, the incompleting aspect form is used to indicate this information, as shown in the following examples:

Examples:    *had been eating*    kumakain  
                   *had been cleaning*    naglilinis  
                   *had been sleeping*    natutulog

Isang taon na akong **kumakain** sa karinderya nang nagpasiya ang may-ari nito na ilipat ang kanilang kainan sa Antipolo.

*I **had been eating** at the cafe for a year when the owner decided to move their business to Antipolo.*

Dalawang oras nang **naglilinis** ng garahe si Jim nang dumating si Ben.  
*Jim **had been cleaning** the garage for two hours when Ben arrived.*

Ilang oras na silang **natutulog** nang kumatok ang mga pulis.  
*They **had been sleeping** for a few hours when the police knocked.*

5.2.2 **Present tense** forms in English are generally used to indicate that an event is happening at the moment of speaking or in the present time. Like the past tenses, there are four variations of present tense in English: simple present, present continuous, present perfect, and present perfect continuous. Present perfect is expressed in Filipino as a completed aspect form. All other present tense forms in English are expressed as incompleting or progressive aspect forms in Filipino. The following are illustrative examples.

**Simple present** describes an event as happening in the present or happens regularly. It is expressed as an incompleting aspect form in Filipino, as in the following examples:

Examples: *study or studies*    nag-aaral  
*run or runs*                tumatakbo  
*watch or watches*        nanonood

**Nanonood** siya ng balita sa telebisyon gabi-gabi.  
*He/she **watches** the news on TV every night.*

**Tumatakbo** si Ana sa parke tuwing umaga.  
*Ana **runs** at the park every morning.*

**Nag-aaral** ako sa kapihan kasama ng aking kaibigan.  
*I **study** at the coffee shop with my friend.*

**Present continuous** describes an event as being in progress in the present and likely continuing into the future. It is also expressed as an incompleting aspect form in Filipino, as in the following examples:

Examples: *is or are studying*    nag-aaral  
*is or are running*                tumatakbo  
*is or are watching*                nanonood

**Nag-aaral** sila ngayon sa aklatan.  
*They **are** presently **studying** in the library.*

**Nanonood** si Mila ng palabas sa telebisyon.  
*Mila **is watching** a show on TV.*

**Tumatakbo** ang mga tao sa labas.  
*People **are running** outside.*

**Present perfect** describes an event that occurred in the past but has some connection to the present. In Filipino, the completed aspect form of the

abilitative mood is most commonly used to express this meaning. However, in some instances, the indicative mood completed aspect may also be used.

Examples: *has or have written* sumulat/nakapagsulat/naisulat  
*has or have read* nagbasa/nakapagbasa/nabasa  
*has or have listened* nakinig/nakapakinig/napakinggan

**Nabasa** ko ang artikulong sinulat mo sa diyaryo.  
*I **have read** the article that you wrote in the newspaper.*

**Nakapagsulat** si Linda ng tula para sa kanyang ina.  
*Linda **has written** a poem for her mother.*

**Napakinggan** ng mga tao ang balita kaninang umaga.  
*People **have heard** the news this morning.*

Present perfect continuous describes an event that began in the past but still continues to happen in the present. In Filipino, it is expressed by the incompleted aspect form, as illustrated by the following examples:

Examples: *has or have been writing* sumusulat  
*has or have been reading* nagbabasa  
*has or have been listening* nakikinig

Matagal na akong **nakikinig** sa programang ito.  
*I **have been listening** to this program for some time.*

Ilang taon na akong **nagbabasa** ng diyaryong iyan.  
*I **have been reading** this newspaper for a few years.*

Tatlong taon na siyang **nagsusulat** para sa publikasyong iyon.  
*He **has been writing** for that publication for three years now.*

5.2.3 Future tense forms are used to indicate that an event will happen sometime in the future. Like past and present tenses, there are four variations of future tense and tense–aspect combinations in English: simple future, future continuous, future perfect, and future perfect continuous. Simple future and future continuous are both expressed by the contemplated aspect form in Filipino. Future perfect is most appropriately expressed by the completed aspect of the abilitative mood verb form in Filipino. Future perfect continuous verb form in English is expressed by the incompleted aspect in Filipino. Here are some examples.

**Simple future** describes an event that will begin and end in the future. It is expressed as a contemplated aspect form in Filipino, as shown by the following examples:

Examples: *will cook* magluluto  
*will watch* manonood  
*shall make* gagawa

**Magluluto** ako ng adobo mamayang hapon.  
*I **will cook** adobo this afternoon.*

Manonod sina Martin at Tina ng konsiyerto sa Sabado.  
*Martin and Tina are watching a concert on Saturday.*

Mamayang gabi, **gagawa** ako ng bibingka para sa salu-salo.  
*Tonight, I **will make** rice cake for the party.*

**Future continuous** describes an event that will begin in the future and continue for a length of time. It is also expressed by the contemplated aspect verb form in Filipino, as illustrated by the following examples:

Examples:    *will be cooking*    magluluto  
                  *will be watching*    manonood  
                  *will be making*    gagawa

**Magluluto** ako para sa mga tiya ko habang nagbabakasyon sila sa amin.  
*I **will be cooking** for my aunts while they are on vacation at our place.*

**Manonood** ang mga bata ng telebisyon habang naghihintay ng hapunan.  
*The kids **will be watching** TV while waiting for supper.*

**Gagawa** kami ng lumpia sa umaga ng piyesta.  
*We **will be making** spring rolls in the morning of the festival.*

**Future perfect** describes a future event that will happen before another future event. It is best expressed by the abilitative/potential mood completed aspect verb form, often occurring with the enclitic adverb /na/, in Filipino. However, in some cases, the indicative mood completed aspect form may also be used. Here are a few examples.

Examples:    *will have cooked*    nagluto; nakapagluto (na)  
                  *will have watched*    nanood; nakapanood (na)  
                  *will have made*    gumawa; nakagawa (na)

Malamang na **nakapagluto na** ako ng hapunan mamaya pagdating mo.  
*It is likely that I **will have cooked** dinner already when you get home later.*

**Nakapanood** na siguro kami ng pagtatanghal sa plasa bago magsimula ang parada.

*We **will have watched** a show at the town square before the parade starts.*

**Nakagawa** na si Minda ng takdang-aralin niya bago umuwi mamaya.  
*Minda **will have done** her homework before going home later today.*

**Future perfect continuous** describes a future event that will begin, continue for a length of time, and still be in progress when another future event occurs. It is expressed as an incompleting aspect verb form in Filipino, as shown by the following examples:

Examples: *will have been cooking* nagluluto (na)  
*will have been watching* nanonood (na)  
*will have been making* gumagawa (na)

Maaga kaming magsisimula kaya baka ilang oras na kaming **nagluluto** paggising ninyo bukas ng umaga.

We *will start early so maybe we **will have been cooking** for a few hours when you wake up tomorrow morning.*

Dahil mahuhuli ka, **nanonood** na siguro kami ng palabas pagdating mo.

Because you are coming late, we ***will have been watching** the show when you arrive.*

**Gumagawa** na kami ng mga paketeng dadalhin sa probinsya pagpasok ninyo mamaya.

When you come in later today, we ***will have been making** packages for your trip to the province.*

The following chart is a summary and quick reference guide of the English verb tense–aspect and Filipino verbal aspect comparison.

| <i>Aspect tense</i> | <i>Simple</i>           | <i>Continuous/ progressive</i>    | <i>Perfect</i>                             | <i>Perfect continuous/ perfect progressive</i> |
|---------------------|-------------------------|-----------------------------------|--|--|
| <b>Past</b>         | <b>Completed</b>        | <b>Incompleted</b>                | <b>Completed</b>                           | <b>Incompleted</b>                             |
|                     | lumakad<br>walked       | lumalakad<br>was or were walking  | lumakad/nakapaglakad<br>had walked         | lumalakad<br>had been walking                  |
|                     | nagluluto<br>cooked     | nagluluto<br>was or were cooking  | nagluto/nakapagluto<br>had cooked          | nagluluto<br>had been cooking                  |
|                     | natutulog<br>slept      | natutulog<br>was or were sleeping | natulog/nakatulog<br>had slept             | natutulog<br>had been sleeping                 |
| <b>Present</b>      | <b>Incompleted</b>      | <b>Incompleted</b>                | <b>Completed</b>                           | <b>Incompleted</b>                             |
|                     | lumalakad<br>walk/s     | lumalakad<br>is or are walking    | lumakad/nakapaglakad<br>has or have walked | lumalakad<br>has or have been walking          |
|                     | nagluluto<br>cook/s     | nagluluto<br>is or are cooking    | nagluto/nakapagluto<br>has or have cooked  | nagluluto<br>has or have been cooking          |
|                     | natutulog<br>sleep/s    | natutulog<br>is or are sleeping   | natulog/nakatulog<br>has or have slept     | natutulog<br>has or have been sleeping         |
| <b>Future</b>       | <b>Contemplated</b>     | <b>Contemplated</b>               | <b>Completed</b>                           | <b>Incompleted</b>                             |
|                     | lalakad<br>will walk    | lalakad<br>will be walking        | lumakad/nakapaglakad<br>will have walked   | lumalakad<br>will have been walking            |
|                     | magluluto<br>will cook  | magluluto<br>will be cooking      | nagluto/nakapagluto<br>will have cooked    | nagluluto<br>will have been cooking            |
|                     | matutulog<br>will sleep | matutulog<br>will be sleeping     | natulog/nakatulog<br>will have slept       | natutulog<br>will have been sleeping           |

### 5.3 Other aspectual forms

In addition to the major aspectual forms discussed previously, Filipino has other affixes that express other stages of an action or activity being started, repeated, or completed.

#### 5.3.1 Nearly started action: **pa(pa)- + verb root**

This form is generally used in the main clause of a complex sentence to specify the time frame of the event or action expressed in the following subordinate clause. In a sentence, it is often followed by the enclitic adverb /na/ *already* and is always used as an AF form. The verb is formed by attaching the prefix /pa-/ or /papa-/ to a verb root (i.e., *pa(pa)- + root word*). Here are some examples.

|                               |  |
|-------------------------------|--|
| <i>pa(pa)- + alis leave</i>   | = <i>paalis/papaalis about to leave</i>    |
| <i>pa(pa)- + tapos finish</i> | = <i>patapos/papatapos about to finish</i> |
| <i>pa(pa)- + tulog sleep</i>  | = <i>patulog/papatulog about to sleep</i>  |

**Paalis** na kami nang dumating sila.

We **were about to leave** when they arrived.

**Patapos** na ang klase namin nang tumunog ang kampana.

Our class **was about to end** when the bell rang.

**Papatulog** na ako nang tumawag ka.

I **was about to sleep** when you called.

#### 5.3.2 Intermittent action: **pa- + C<sub>1</sub>V<sub>1</sub>C<sub>2</sub>V<sub>2</sub> verb root reduplication**

This form is used to indicate action that is performed intermittently or non-continuously. Often, it is used to express the idea that the actor performing the action is doing the action intermittently due to his/her being either very relaxed, highly enthusiastic, or overly anxious. The verb is formed by attaching the prefix /pa-/ to a reduplicated verb root (i.e., *pa- + reduplication of the root word*). Here are some examples.

|  |                                       |
|--|---------------------------------------|
| <i>pa- + lakad walk + reduplication</i>  | = <i>palakad-lakad pacing around</i>  |
| <i>pa- + sayaw dance + reduplication</i> | = <i>pasayaw-sayaw dancing around</i> |
| <i>pa- + tayo stand + reduplication</i>  | = <i>patayo-tayo standing around</i>  |

**Palakad-lakad** si Ben sa labas habang naghihintay ng resulta ng eksamen.  
Ben is **pacing around** outside while waiting for test results.

**Pasayaw-sayaw** si Kim ngayon dahil sa magandang balitang natanggap niya.

Kim is **dancing around** right now because of the good news that she received.

**Paupo-upo** na lang ang mga tagalinis dahil tapos na ang kanilang trabaho. *The cleaners are now **sitting around** because they are done with their work.*

**5.3.3 Immediate post-completed action: pagka- + verb root**

This form is generally used in the main clause of a complex sentence to specify the time frame of the event or action expressed in the following subordinate clause. This verb form that means *upon completion of action* is a non-AF form that expresses the meaning *immediately after performing the action* expressed by the verb root. When overtly expressed in a sentence, the actor or doer of the action is in the genitive case. That is, it requires a *ng*-marked actor and a *ng*-marked object when specified. The verb is formed by attaching the prefix /pagka-/ to a verb root (i.e., *pagka- + root word*). Here are some examples.

- pagka- + laba do laundry = pagkalaba after doing laundry*
- pagka- + luto cook = pagkaluto after cooking*
- pagka- + ligo shower = pagkaligo after taking a shower*

**Pagkagradweyt** ni Tina sa kolehiyo, nagtrabaho siya sa Maynila.  
*After graduating from college, Tina worked in Manila.*

**Pagkakuha** ko ng aking suweldo tuwing katapusan ng buwan, lumalabas ako kasama ng aking mga kaibigan.  
*After collecting my salary at the end of each month, I go out with my friends.*

**Pagkakain** natin ng tanghalian, manonood tayo ng sine.  
*After (we eat) lunch, we will watch a movie.*

A variation of this form that involves a full reduplication of the verb expresses stronger immediacy, a close equivalent of the English expression ‘as soon as X is done.’ Here are some examples.

**Pagkalabas na pagkalabas** ng mga bata sa eskuwela, tumakbo silang lahat sa tindahan.  
*As soon as the kids got out of school, they all ran to the store.*

**Pagkagising na pagkagising** ko bukas, magbibiyaha na tayo papuntang Bicol.  
*As soon as I wake up tomorrow, we will start our trip to Bicol.*

**Pagkarating na pagkarating** ni Pedro sa bahay mula sa trabaho, kumakain agad siya ng hapunan.  
*As soon as Pedro gets home from work, he would immediately eat dinner.*

**5.3.4** Recently completed action: *ka-* +  $C_1V_1$  verb root  
reduplication or *kaka-* + verb root

This aspectual form expresses the idea of recent completion of an action or event indicated by the verb root. There are two forms in free variation: the use of the prefix *ka-* attached to a verb root with partial reduplication of the first consonant and vowel, or the affix *kaka-* attached to the verb root. **Recent perfective verbs** are non-AF forms, which means that the clause containing this verb has the actor or doer of the action marked with the genitive case. The verb is formed by attaching the prefix /*ka-*/ to a verb root with a reduplicated first (C)V (i.e., *ka-* + reduplication of first (C)V of the root + root word). Alternatively, the prefix may be reduplicated (*ka-* + *kaka-*) instead of the first CV of the root. In a sentence, the verb is often followed by the adverbial enclitic **lang** *just* or *only*, but without it the sentence would still be grammatical. Here are some examples.

*kaka-* + dating arrive = kakarating *just arrived*  
*kaka-* + kain eat = kakakain *just ate*  
*kaka-* + gising wake = kakagising *just woke up*  
*kaka-* + basa read = kakabasa *just read*

**Kalalabas lang** ng pelikulang 'Darna.'/**Kakalabas lang** ng pelikulang 'Darna.'

The movie 'Darna' **just came out**.

**Kaaalis lang** ng aking nanay./**Kakaalis lang** ng aking nanay.  
 My mother **just left**.

**Kabibili** ko ng bagong telepono pero may problema na agad ito./**Kakabili** ko ng bagong telepono pero may problema na agad ito.  
 I **just bought** a new phone, but it has issues already.

## Verbal focus

In addition to verbal aspect, Filipino verbs also encode verbal focus, a grammatical marking in the verb via affixation to indicate which noun phrase will take the subject case marker in a sentence.

**Verbal focus** is a marking on the verb, through affixation and verb root meaning or semantic content, to indicate which noun in the sentence is the subject (i.e., which noun will be marked by the noun marker /ang/), the focus of the clause. It can be thought of as verb–subject agreement, wherein the affix on the verb must agree with the marker of the subject noun. There are at least seven focus forms in Filipino: actor, object, location–direction, beneficiary, instrumental, experiencer, and reason. Each form will be discussed here using the default indicative mood setting of the verb.

**6.1 Actor-focus (AF) verbs** indicate that the actor or doer of the action expressed by the verb is the subject or focus of the sentence. In the indicative mood, there are three affixes associated with this focus form: the infix /-um-/, the prefix /mag-/, and the prefix /ma-/. There is a tendency for *um-* verbs to be semantically intransitive, while *mag-* verbs tend to be transitive. **Transitivity** here is used to refer to the property of a verb to either take a direct object (transitive) or not take a direct object (intransitive). Some verb roots can take both /-um-/ and /mag-/ affixes interchangeably, but in general, AF verbs are either *um-* verbs, *mag-* verbs, or *ma-* verbs. There is a very small set of AF *ma-* verbs, so language learners are advised to memorize the most commonly used ones. Actor-focus verbs are considered to be the most basic verbal forms because they can be used as the basis for other forms (see verbal mood). Actor-focus verbal sentences are also considered to have the most basic structure because the noun markers in AF sentences unambiguously distinguish the case roles of noun phrases. The following is a table of commonly used AF verbs and some

illustrative sentences. Take note that the sentences contain verbs that are inflected for both focus and aspect. The affix on the verb and the subject of the sentence are in bold.

AF verbs

| <i>-Um- verbs</i>    |                  |                            |                              |                                 |                                   |
|----------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>       | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>sit</i>           | <b>upo</b>       | umupo                      | umupo                        | umuupo                          | Uupo                              |
| <i>stand</i>         | <b>tayo</b>      | tumayo                     | tumayo                       | tumatayo                        | Tatayo                            |
| <i>walk</i>          | <b>lakad</b>     | lumakad                    | lumakad                      | lumalakad                       | lalakad                           |
| <i>run</i>           | <b>takbo</b>     | tumakbo                    | tumakbo                      | tumatakbo                       | tatakbo                           |
| <i>jump</i>          | <b>talon</b>     | tumalon                    | tumalon                      | tumatalon                       | tatalon                           |
| <i>sing</i>          | <b>kanta</b>     | kumanta                    | kumanta                      | kumakanta                       | kakanta                           |
| <i>dance</i>         | <b>sayaw</b>     | sumayaw                    | sumayaw                      | sumasayaw                       | sasayaw                           |
| <i>read</i>          | <b>basa</b>      | bumasa                     | bumasa                       | bumabasa                        | babasa                            |
| <i>write</i>         | <b>sulat</b>     | sumulat                    | sumulat                      | sumusulat                       | susulat                           |
| <i>leave or go</i>   | <b>alis</b>      | umalis                     | umalis                       | umaalis                         | Aalis                             |
| <i>eat</i>           | <b>kain</b>      | kumain                     | kumain                       | kumakain                        | kakain                            |
| <i>cry</i>           | <b>iyak</b>      | umiyak                     | umiyak                       | umiiyak                         | liyak                             |
| <i>laugh</i>         | <b>tawa</b>      | tumawa                     | tumawa                       | tumatawa                        | tatawa                            |
| <i>turn around</i>   | <b>ikot</b>      | umikot                     | umikot                       | umiikot                         | likot                             |
| <i>kneel</i>         | <b>luhod</b>     | lumuhod                    | lumuhod                      | lumuluhod                       | luluhod                           |
| <i>shout or yell</i> | <b>sigaw</b>     | sumigaw                    | sumigaw                      | sumisigaw                       | sisigaw                           |
| <i>drink</i>         | <b>inom</b>      | uminom                     | uminom                       | umiinom                         | linom                             |
| <i>count</i>         | <b>bilang</b>    | bumilang                   | bumilang                     | bumibilang                      | bibilang                          |
| <i>go in</i>         | <b>pasok</b>     | pumasok                    | pumasok                      | pumapasok                       | papasok                           |
| <i>go out</i>        | <b>labas</b>     | lumabas                    | lumabas                      | lumalabas                       | lalabas                           |
| <i>go (to)</i>       | <b>punta</b>     | pumunta                    | pumunta                      | pumupunta                       | pupunta                           |
| <i>visit</i>         | <b>bisita</b>    | bumisita                   | bumisita                     | bumibisita                      | bibisita                          |
| <i>ride</i>          | <b>sakay</b>     | sumakay                    | sumakay                      | sumasakay                       | sasakay                           |
| <i>look</i>          | <b>tingin</b>    | tumingin                   | tumingin                     | tumitingin                      | titingin                          |
| <i>buy</i>           | <b>bili</b>      | bumili                     | bumili                       | bumibili                        | Bibili                            |
| <i>kill</i>          | <b>patay</b>     | pumatay                    | pumatay                      | pumapatay                       | papatay                           |

Word formation rules:

**Infinitive:** add the affix **-um-** before the first vowel of the root word.

takbo + **-um-** = tumakbo

**Completed:** add the affix **-um-** before the first vowel of the root word.

takbo + **-um-** = tumakbo

**Incompleted:** (1) repeat the first consonant–vowel (CV) of the root word

takbo + rep | stCV = tatakbo

and (2) add the affix **-um-** before the first vowel.

tatakbo + **-um-** = tumatakbo

**Contemplated:** repeat the first CV of the root word.

takbo + rep | stCV = tatakbo

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

*Mag- verbs*

| <i>English</i>  | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|-----------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| cook            | luto             | magluto                    | nagluto                      | nagluluto                       | Magluluto                         |
| do laundry      | laba             | maglaba                    | naglaba                      | naglalaba                       | Maglalaba                         |
| study           | aral             | mag-aral                   | nag-aral                     | nag-aaral                       | mag-aaral                         |
| play (game)     | laro             | maglaro                    | naglaro                      | naglalaro                       | Maglalaro                         |
| eat breakfast   | almusal          | mag-almusal                | nag-almusal                  | nag-aalmusal                    | mag-aalmusal                      |
| eat lunch       | tanghalian       | magtanghalian              | nagtanghalian                | nagtatanghalian                 | magtatanghalian                   |
| eat supper      | hapunan          | maghapunan                 | naghapunan                   | naghahapunan                    | Maghahapunan                      |
| eat snack       | meryenda         | magmeryenda                | nagmeryenda                  | nagmemeryenda                   | magmemeryenda                     |
| brush teeth     | sipilyo          | magsipilyo                 | nagsipilyo                   | nagsisipilyo                    | Magsisipilyo                      |
| wash face       | hilamos          | maghilamos                 | naghilamos                   | naghihilamos                    | Maghihilamos                      |
| get dressed     | bihis            | nagbihis                   | nagbihis                     | nagbibihis                      | Magbibihis                        |
| shave           | ahit             | mag-ahit                   | nag-ahit                     | nag-aahit                       | mag-aahit                         |
| watch a movie   | sine             | magsine                    | nagsine                      | nagsisine                       | Magsisine                         |
| relax or rest   | pahinga          | magpahinga                 | nagpahinga                   | nagpapahinga                    | magpapahinga                      |
| drive           | maneho           | magmaneho                  | nagmaneho                    | nagmamaneho                     | magmamaneho                       |
| play basketball | basketbol        | magbasketbol               | nagbasketbol                 | nagbabasketbol                  | magbabasketbol                    |
| tell (a story)  | kuwento          | magkuwento                 | nagkuwento                   | nagkukuwento                    | magkukuwento                      |
| give            | bigay            | magbigay                   | nagbigay                     | nagbibigay                      | magbibigay                        |
| bring           | dala             | magdala                    | nagdala                      | nagdadala                       | magdadala                         |
| put             | lagay            | maglagay                   | naglagay                     | naglalagay                      | maglalagay                        |

|                 |      |          |          |           |           |
|-----------------|------|----------|----------|-----------|-----------|
| converse        | usap | mag-usap | nag-usap | nag-uusap | mag-uusap |
| meet each other | kita | magkita  | nagkita  | nagkikita | Magkikita |

Word formation rules:

**Infinitive:** add the affix *mag-* at the beginning of the root word.

luto + *mag-* = **magluto**

**Completed:** change the /m/ of the affix to /n/ and add the affix *nag-* to the root word.

luto + *nag-* = **nagluto**

**Contemplated:** (1) repeat the first CV of the root

luto + rep1stCV = luluto

and (2) add the affix *mag-* at the beginning.

luluto + *mag-* = **magluluto**

**Incompleted:** (1) repeat the first CV of the root

luto + rep1stCV = luluto

and (2) add the affix *nag-* at the beginning.

luluto + *nag-* = **nagluluto**

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel. A hyphen is used between the prefix /mag-/ or /nag-/ when it is attached to a word that starts with a vowel.

**Additional notes:**

(1) Borrowed words usually take the affix /mag-/ when used as AF verbs (e.g., /magbasketbol/ *play basketball*, /magdrayb/ *drive*, /magdrawing/ *draw*, and /magpinta/ *paint*).

(2) Some *mag-* verbs have inherent reciprocal meaning (i.e., two actors are doing the action expressed by the verb to each other). Examples are /magkita/ *meet with each other*, /mag-usap/ *talk or converse with each other*, and /mag-away/ *quarrel or fight with each other*.

*Ma- verbs*

| <i>English</i>  | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|-----------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| shower or bathe | ligo             | maligo                     | naligo                       | naliligo                        | maliligo                          |
| sleep           | tulog            | matulog                    | natulog                      | natutulog                       | matutulog                         |
| stroll          | masyal           | mamasyal                   | namasyal                     | namamasyal                      | mamamasyal                        |
| listen          | kinig            | makinig                    | nakinig                      | nakikinig                       | makikinig                         |
| watch           | nood             | manood                     | nanood                       | nanonood                        | manonood                          |

Word formation rules:

**Infinitive:** add the affix *ma-* at the beginning of the root word.

nood + *ma-* = **manood**

**Completed:** change the /m/ of the affix to /n/, and add the prefix *na-* to the root word.

nood + *na-* = **nanood**

**Incompleted:** (1) repeat the first CV of the root

nood + replstCV = nonood

and (2) add the affix *na-* at the beginning.

nonood + *na-* = **nanonood**

**Contemplated:** (1) repeat the first CV of the root

nood + replstCV = nonood

and (2) add the affix *ma-* at the beginning.

nonood + *ma-* = **manonood**

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

Here is a quick review of the uses and functions of the different aspectual forms.

The infinitive form is used to

- (1) express commands.
- (2) used with pseudo-verbs like *puwede* (*can*) and *gusto* (*like* or *want*).

The completed aspect form is used to

- (1) express completed or finished action or event.

The incompleted aspect form is used to

- (1) express action or event that has started but not finished (progressive).
- (2) express habitual or recurring action or event (simple present).

The contemplated aspect form is used to

- (1) express action or event that has not yet started.

Here are some examples to illustrate the use of the AF verbs.

Infinitive form with a pseudo-verb:

**Gusto** niyang **bumili** ng bagong telepono.  
 Want–gen.he/she.link–**to buy**–genmark.new.phone  
 He/she **wants to buy** a new telephone.

Infinitive form expressing a command or imperative:

**Matulog ka** sa salas.  
 Sleep–**subj.you**–oblmark.living room  
**You** sleep in the living room.

Completed form indicating completed action:

**Tumakbo ang bata** sa parke.  
 Ran–**subjmark.child**–oblmark.park  
**The child** ran to the park.

Incompleted form indicating ongoing action/event:

**Nagluluto** ng manok **si Mario** ngayon.  
 Cooking–genmark.chicken–**subjmark.Mario**–right now  
**Mario** is cooking chicken right now.

Incompleted form indicating habitual or recurring action/event:

**Nanonood** ng balita **si Ana** gabi-gabi.  
 Watches–genmark.news–**subjmark.Ana**–every night  
**Ana** watches the news every night.

Contemplated form indicating an action/event that has not yet started:

**Mag-aaral kami** sa aklatan mamaya.  
 Will study–**subj.we**–in the library–later  
**We** will study in the library later.

**6.2** Object-focus (OF) verbs indicate that the (direct) object or the noun upon which the action expressed by the verb is performed by the actor and is the subject or focus of the sentence. Only transitive verbs (i.e., verbs that take an object) have OF forms. In the indicative mood, there are three affixes associated with this focus form: the suffix /-in/, the prefix /i-/, and the suffix /-an/. There is a tendency for *in-* verbs to indicate action that involves movement of the object toward the actor (e.g., eat, take, get, and bring), while *i-* verbs tend to indicate action that involves movement of the object away from the actor (e.g., give, throw, put, and toss). Some verb roots can take both /-in/ and /i-/ affixes interchangeably, mostly verbs associated with cooking, but in general OF verbs are either *in-* verbs, *i-* verbs, or *an-* verbs. There is a very small set of OF

*an-* verbs, so language learners are advised to memorize the most commonly used ones. However, there are many de-adjectival OF *an-* verbs (i.e., verbs derived from adjectives) that often mean *make something have the quality expressed by the adjective root* (see *an-* verbs table for examples). A number of OF verb forms undergo phonological changes that are reflected in their spelling so that they may appear to be ‘irregular’ forms. The tables provided here note some of these forms. The following are tables of commonly used OF verbs with their complete aspectual forms.

| <i>-In verbs</i>               |                  |                            |                              |                                 |                                   |
|--------------------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>                 | <i>Verb root</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>kill</i>                    | patay            | patayin                    | Pinatay                      | pinapatay                       | papatayin                         |
| <i>eat</i>                     | kain             | kainin                     | Kinain                       | kinakain                        | kakainin                          |
| <i>count</i>                   | bilang           | bilangin                   | binilang                     | binibilang                      | bibilangin                        |
| <i>borrow</i>                  | hiram            | hiramin                    | hiniram                      | hinihiram                       | hihiramin                         |
| <i>look for</i>                | hanap            | hanapin                    | hinanap                      | hinahanap                       | hahanapin                         |
| <i>dance</i>                   | sayaw            | sayawin                    | sinayaw                      | sinasayaw                       | sasayawin                         |
| <i>use</i>                     | gamit            | gamitin                    | ginamit                      | ginagamit                       | gagamitin                         |
| <i>play musical instrument</i> | tugtug           | tugtugin                   | tinugtug                     | tinugtugtog                     | tutugtugin                        |
| <i>pick up</i>                 | pulot            | pulutin                    | pinulot                      | pinupulot                       | pupulutin                         |
| <i>answer</i>                  | sagot            | sagutin                    | sinagot                      | sinasagot                       | sasagutin                         |
| <i>sing</i>                    | awit             | awitin                     | inawit                       | inaawit                         | aawitin                           |
| <i>study</i>                   | aral             | aralin                     | Inaral                       | inaaral                         | aaralin                           |
| <i>fix or arrange</i>          | ayos             | ayusin                     | inayos                       | inaayos                         | aayusin                           |
| <i>remove</i>                  | alis             | alisin                     | Inalis                       | inaalis                         | aalisin                           |
| <i>drink</i>                   | inom             | inumina                    | ininom                       | iniinom                         | iinumina                          |
| <i>clean</i>                   | linis            | linisin                    | nilinis                      | nililinis                       | lilinisin                         |
| <i>cook</i>                    | luto             | lutuin                     | niluto                       | niluluto                        | lulutuin                          |
| <i>read</i>                    | basa             | basahin                    | binasa                       | binabasa                        | Babasahin                         |
| <i>copy</i>                    | kopya            | kopyahin                   | kinopya                      | kinokopya                       | kokopyahin                        |
| <i>kolekta</i>                 | kolekta          | kolektahin                 | kinolekta                    | kinokolekta                     | kokolektahin                      |
| <i>erase</i>                   | bura             | burahin                    | binura                       | binubura                        | buburahin                         |
| <i>say</i>                     | sabi             | sabihin                    | sinabi                       | sinasabi                        | sasabihin                         |
| <i>buy*</i>                    | bili             | bilhin                     | binili                       | binibili                        | bibilhin                          |

|                    |        |          |          |            |            |
|--------------------|--------|----------|----------|------------|------------|
| <i>bring*</i>      | dala   | dalhin   | dinala   | dinadala   | dadalhin   |
| <i>get*</i>        | kuha   | kunin    | kinuha   | kinukuha   | kukunin    |
| <i>make or do*</i> | gawa   | gawin    | ginawa   | ginagawa   | gagawin    |
| <i>watch*</i>      | panood | panoorin | pinanood | pinapanood | papanoorin |

### Word formation rules:

**Infinitive:** add the affix *-in /-hin* at the end of the root word.

kain + *-in* = kainin/basa + *-hin* = basahin

**Completed:** add the affix *-in-* before the first vowel of the root word.

kain + *-in-* = kinain

**Incompleted:** (1) repeat the first CV of the root

kain + rep 1stCV = kakain

and (2) add the affix *-in-* before the first vowel.

kakain + *-in-* = kinakain

**Contemplated:** (1) repeat the first CV of the root

kain + rep 1stCV = kakain

and (2) add the affix *-in* at the end.

kakain + *-in* = kakainin

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

#### **Additional notes:**

(1) Root words that end in a vowel sound (i.e., there is no glottal stop following the vowel) use the suffix */-hin/* instead of */-in/*.

(2) Root words that start with the sounds */l/*, */r/*, and */h/* undergo metathesis or reordering of sounds when the infix */-in-/* is attached to it for the completed and incompleted forms.

(3) Some roots have complicated multiple sound changes so that their forms look like they do not follow the regular pattern of affixation so that they are sometimes referred to as 'irregular' forms. These verbs are marked by an asterisk (\*) in the preceding table.

#### *I- verbs*

| <i>English</i>    | <i>Verb root</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|-------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>give</i>       | Bigay            | ibigay                     | ibinigay                     | ibinibigay                      | ibibigay                          |
| <i>throw away</i> | Tapon            | itapon                     | itinapon                     | itinatapon                      | itatapon                          |
| <i>write</i>      | Sulat            | isulat                     | isinulat                     | isinusulat                      | isusulat                          |
| <i>tie</i>        | Tali             | itali                      | itinali                      | itinatali                       | itatali                           |
| <i>add</i>        | dagdag           | idagdag                    | idinagdag                    | idinadagdag                     | idadagdag                         |

|                              |        |         |           |             |           |
|------------------------------|--------|---------|-----------|-------------|-----------|
| <i>pour</i>                  | buhos  | ibuhos  | ibinuhos  | ibinubuhos  | ibubuhos  |
| <i>hang</i>                  | sabit  | isabit  | isinabit  | isinasabit  | isasabit  |
| <i>point to or<br/>teach</i> | Turo   | ituro   | itinuro   | itituturo   | ituturo   |
| <i>bring in</i>              | pasok  | ipasok  | ipinasok  | ipinapasok  | ipapasok  |
| <i>raise</i>                 | taas   | itaas   | itinaas   | itinataas   | itataas   |
| <i>lower</i>                 | baba   | ibaba   | ibinaba   | ibinababa   | ibababa   |
| <i>give back</i>             | sauli  | isauli  | isinauli  | isinasauli  | isasauli  |
| <i>hide or<br/>keep</i>      | tago   | itago   | itinago   | itinatago   | itatago   |
| <i>toss</i>                  | hagis  | ihagis  | inihagis  | inihahagis  | ihahagis  |
| <i>put</i>                   | lagay  | ilagay  | inilagay  | inilalagay  | ilalagay  |
| <i>put away</i>              | ligpit | iligpit | iniligpit | inililigpit | ililigpit |
| <i>bring out</i>             | labas  | ilabas  | inilabas  | inilalabas  | ilalabas  |
| <i>cook* (-in)</i>           | Luto   | iluto   | iniluto   | iniluluto   | iluluto   |
| <i>boil* (-in)</i>           | laga   | ilaga   | inilaga   | inilalaga   | ilalaga   |
| <i>close* (-an)</i>          | sara   | isara   | isinara   | isinasara   | isasara   |
| <i>open* (-an)</i>           | bukas  | ibukas  | ibinukas  | ibinubukas  | ibubukas  |

Word formation rules:

**Infinitive:** add the affix *i-* at the beginning of the root word.

bigay + *i-* = ibigay

**Completed:** (1) add the affix *-in-* before the first vowel of the root word

bigay + *-in-* = binigay

and (2) add the affix *-i-* at the beginning.

binigay + *i-* = ibinigay

**Incompleted:** (1) repeat the first CV of the root,

bigay + rep 1stCV = bibigay

(2) add the affix *-in-* before the first vowel of the stem,

bibigay + *-in-* = binibigay

and (3) add the affix *i-* at the beginning.

binibigay + *i-* = ibinibigay

**Contemplated:** (1) repeat the first CV of the root

bigay + rep 1stCV = bibigay

and (2) add the affix *i-* at the beginning.

bibigay + *i-* = ibibigay

Note on reduplication of first CV: repeat only the first vowel if the word starts with a vowel.

**Additional notes:**

(1) An incompleting verb stem is the resultant form after applying the initial but not all word formation rules.

(2) Root words that start with the sounds /l/, /r/, and /h/ undergo metathesis or reordering of sounds when the infix /-in-/ is attached to it for the completed and incompleting forms.

(3) Some verb roots can take other OF affixes. Examples of these are marked by an asterisk (\*) and an alternative OF affix for them in the preceding table.

| <i>-An verbs</i>   |             |                            |                              |                                 |                                   |
|--------------------|-------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>     | <i>Root</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| wipe               | punas       | punasan                    | pinunasan                    | pinupunasan                     | pupunasan                         |
| wash               | hugas       | hugasan                    | hinugasan                    | hinuhugasan                     | huhugasan                         |
| laundry*           | laba        | labhan                     | nilabhan                     | nilalabhan                      | lalabhan                          |
| cover*             | takip       | takpan                     | tinakpan                     | tinatakan                       | tatakan                           |
| open or turn on*   | bukas       | buksan                     | binuksan                     | binubuksan                      | bubuksan                          |
| close or turn off* | sara        | sarhan                     | sinarhan                     | sinasarhan                      | sasarhan                          |
| beautify**         | ganda       | gandahan                   | ginandahan                   | ginagandahan                    | gagandahan                        |
| shorten**          | ikli        | iklian                     | iniklian                     | iniiklian                       | iiklian                           |
| lengthen**         | haba        | habaan                     | hinabaan                     | hinahabaan                      | hahabaan                          |
| strengthen**       | lakas       | lakasan                    | nilakasan                    | nilalakasan                     | lalakasan                         |
| weaken**           | hina        | hinaan                     | hininaan                     | hinihinaan                      | hihinaan                          |

**Word formation rules:**

**Infinitive:** add the affix **-an** at the end of the root word.

hugas + **-an** = hugasan

**Completed:** (1) add the affix **-in-** before the first vowel of the root word

hugas + **-in-** = hinugasan

and (2) add the affix **-an** at the end.

hinugasan + **-an** = hinugasan

**Incompleted:** (1) repeat the first CV of the root,

hugas + rep | stCV = **huhugas**

(2) add the affix **-in-** before the first vowel,

huhugas + **-in-** = hinuhugas

and (3) add the affix **-an** at the end.

hinuhugas + **-an** = hinuhugas

**Contemplated:** (1) repeat the first **CV** of the root

hugas + **rep1stCV** = **huhugas**

and (2) add the affix **-an** at the end.

huhugas + **-an** = **huhugasan**

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

**Additional notes:**

(1) An incompleting verb stem is the resultant form after applying the initial but not all word formation rules.

(2) Root words that start with the sounds /l/, /r/, and /h/ undergo metathesis or reordering of sounds when the infix /-in-/ is attached to it for the completed and incompleting forms.

(3) Some verb roots drop the vowel in the final syllable of the root when the suffix /-an/ is attached to it. Examples of these are marked by an asterisk (\*) in the preceding table.

(4) There is a set of *an-* verbs that are derived from adjective roots. The examples in the preceding table are marked by a double asterisk (\*\*). Their AF sentence counterparts are expressed in the causative mood (see section on verbal mood).

The different aspectual forms of OF verbs have the same uses and functions as the aspectual forms of the AF verbs. Here are some illustrative OF verbal sentences. To show the distinct case roles of each noun phrase, their equivalent AF verbal sentences are also provided here. The sentences contain verbs that are inflected for both focus and aspect. The affix on the verb and the subject of the sentence are in bold.

**OF verbal sentence**

**Equivalent AF verbal sentence**

Babasahin ko **ang artikulo** sa Linggo.  
OF.Will read-gen.I-subjmark.**article** –  
on Sunday

I will read **the article** on Sunday.

Itinapon ni Anna **ang basura**.  
Threw away-genmark.Anna-  
**subjmark.trash**

Anna threw away **the trash**.

Punasan mo **ang mesa**.  
Wipe clean-gen.you-subjmark.  
**table**

(You) Wipe **the table**.

Babasa **ako** ng artikulo sa Linggo.  
AF.Will read-subj.I-genmark.  
**article**–on Sunday

I will read **the article** on Sunday.

**Nagtapon si Anna** ng basura.  
AF.Threw away-subjmark.**Anna**-  
genmark.trash

**Anna** threw away **the trash**.

**Magpunas ka** ng mesa.  
AF.Wipe clean-subj.you-genmark.  
**table**

(**You**) Wipe **the table**.

**6.3** Location/direction-focus (LDF) verbs indicate that the location or direction of the action expressed by the verb is the subject or focus of

the sentence. In the indicative mood, there are two affixes associated with this focus form: the suffix /-an/, usually indicating direction; and the circumfix /pag – an/, usually indicating location. Some verb roots can take both /-an/ and /pag – an/ affixes interchangeably, but most LDF verbs are either *-an* verbs or *pag – an* verbs. The following is a table of commonly used LDF verbs with their complete aspectual forms.

*Direction-focus an- verbs*

| <i>English</i>        | <i>Verb root</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|-----------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>give to*</i>       | bigay            | bigyan                     | binigyan                     | binibigyan                      | bibigyan                          |
| <i>put in*</i>        | lagay            | lagyan                     | linagyan                     | linalagyan                      | lalagyan                          |
| <i>bring to*</i>      | dala             | dalhan                     | dinalhan                     | dinadalhan                      | dadalhan                          |
| <i>look at*</i>       | tingin           | tingnan                    | tiningnan                    | tinitingnan                     | titingnan                         |
| <i>go to</i>          | punta            | puntahan                   | pinuntahan                   | pinupuntahan                    | pupuntahan                        |
| <i>pour on</i>        | buhos            | buhusan                    | binuhusan                    | binubuhusan                     | bubuhusan                         |
| <i>look at</i>        | tingin           | tingnan                    | tiningnan                    | tinitingnan                     | titingnan                         |
| <i>stare at</i>       | titig            | titigan                    | tinitigan                    | tinititigan                     | tititigan                         |
| <i>sing to</i>        | awit             | awitan                     | inawitan                     | inaawitan                       | aawitan                           |
| <i>read to</i>        | basa             | basahan                    | binasahan                    | binabasahan                     | babasahan                         |
| <i>write to</i>       | sulat            | sulatan                    | sinulatan                    | sinusulatan                     | susulatan                         |
| <i>step on</i>        | tapak            | tapakan                    | tinapakan                    | tinatapakan                     | tatapakan                         |
| <i>go with</i>        | sama             | samahan                    | sinamahan                    | sinasamahan                     | sasamahan                         |
| <i>make a call to</i> | tawag            | tawagan                    | tinawagan                    | tinatawagan                     | tatawagan                         |
| <i>give help to</i>   | tulong           | tulungan                   | tinulungan                   | tinutulungan                    | tutulungan                        |
| <i>object to</i>      | tutol            | tutulan                    | tinutulan                    | tinututulan                     | tututulan                         |
| <i>fight against</i>  | laban            | labanan                    | nilabanan                    | nilalabanan                     | lalabanan                         |

Word formation rules:

**Infinitive:** add the affix *-an* at the end of the root word.

hugas + *-an* = hugasan

**Completed:** (1) add the affix *-in-* before the first vowel of the root word

hugas + *-in-* = hinugas

and (2) add the affix *-an* at the end.

hinugas + *-an* = hinugasan



Word formation rules:

**Infinitive:** add the circumfix *pag- an* to the root word.

sayaw + *pag- an* = pagsayawan

**Completed:** add the affix *-in-* before the first vowel of the infinitive form.

pagsayawan + *-in-* = pinagsayawan

**Incompleted:** (1) repeat the first CV of the root,

sayaw + rep1stCV = sasayaw

(2) add the circumfix *pag- an* to the stem,

sasayaw + *pag- an* = pagsasayawan

and (3) add the infix *-in-* before the first vowel of the stem.

pagsasayawan + *-in-* = pinagsasayawan

**Contemplated:** (1) repeat the first CV of the root

sayaw + rep1stCV = sasayaw

and (2) add the circumfix *pag- an* to the stem.

sasayaw + *pag- an -* = pagsasayawan

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

**Additional notes:**

(1) An incompleted verb stem is the resultant form after applying the initial but not all word formation rules.

(2) Some verb roots drop the vowel in the final syllable of the root when the suffix *-an/* is attached to it. Examples of these are marked by an asterisk (\*) in the preceding table.

The different aspectual forms of LDF verbs have the same uses and functions as the aspectual forms of the AF verbs. Here are some illustrative LDF verbal sentences. To show the distinct case roles of each noun phrase, their equivalent AF verbal sentences are also provided here. The sentences contain verbs that are inflected for both focus and aspect. The affix on the verb and the subject of the sentence are in bold.

Examples indicating direction of the action

| <i>DF verbal sentence</i>                   | <i>Equivalent AF verbal sentence</i>         |
|---|--|
| Pupuntahan niya <b>ang lola niya</b> .      | Pupunta <b>siya</b> sa lola niya.            |
| Will go-gen. <b>he/she-subjmark.his/her</b> | Will go-subj. <b>he/she</b> -oblmark.his/her |
| <b>grandmother</b>                          | grandmother                                  |
| <b>He/she</b> will go <b>to his/her</b>     | <b>He/she</b> will go to his/her             |
| <b>grandmother.</b>                         | grandmother.                                 |

| <i>DF verbal sentence</i>   | <i>Equivalent AF verbal sentence</i>  |
|---|---|
| Tatawagan ni Juan <b>si Maria</b> .<br>Will call–genmark.Juan– <b>subjmark. Maria</b><br>Juan will make a call <b>to Maria</b> .                                      | Tatawag <b>si Juan</b> kay Maria.<br>Will call– <b>subjmark. Juan</b> –oblmark. Maria<br><b>Juan</b> will make a call <b>to Maria</b> .                           |
| Susulatan ng estudyante <b>ang guro niya</b> .<br>Will write–genmark.student– <b>subjmark.his/her teacher</b> .<br>The student will write <b>to his/her teacher</b> . | Susulat <b>ang estudyante</b> sa guro niya.<br>Will write– <b>subjmark.student</b> –oblmark.his/her teacher.<br><b>The student</b> will write to his/her teacher. |

### Examples indicating location

| <i>LF verbal sentence</i>   | <i>Equivalent AF verbal sentence</i>   |
|---|--|
| <b>Paglalagyan</b> ko ng mga sapatos <b>ang kartong iyan</b> .<br>Will put–gen.I–genmark.shoes– <b>subjmark.that box</b><br>I will put (the) shoes <b>in that box</b> .   | <b>Maglalagay ako</b> ng mga sapatos sa kartong iyan.<br>Will put– <b>subj.I</b> –genmark.shoes–oblmark.that box<br><b>I</b> will put (the) shoes <b>in that box</b> . |
| <b>Paglulutuan</b> ni Juan <b>ang kawaling iyan</b> .<br>Will cook–genmark.Juan– <b>subjmark.that frying pan</b><br>Juan will cook (the food) <b>in that frying pan</b> . | <b>Magluluto si Juan</b> sa kawaling iyan.<br>Will cook– <b>subjmark.Juan</b> –oblmark.that frying pan<br><b>Juan</b> will cook (the food) <b>in that frying pan</b> . |
| <b>Pagsusulatan</b> niya <b>ang papel</b> .<br>Will write–gen.he/she– <b>subjmark.child</b><br>He/she will write <b>on the paper</b> .                                    | <b>Magsusulat siya</b> sa papel.<br>Will write–subj.he/she– <b>oblmark.child</b><br><b>He/she</b> will write <b>on the paper</b> .                                     |

**6.4** Beneficiary-focus (BF) verbs indicate that the noun benefiting from the actor performing the action expressed by the verb is the subject or focus of the sentence. In the indicative mood, the affix associated with this focus form is the prefix /ipag-/. For a number of verbs, the affix is shortened to /i-/, especially for verb roots that take the affix /-in/ in their OF form. Thus, BF forms are mostly *ipag-* verbs and some *i-* verbs. The following is a table of commonly used BF verbs with their complete aspectual forms.

**BF ipag- and i- verbs**

| <b>English</b>       | <b>Root</b> | <b>Neutral/<br/>word infinitive</b> | <b>Completed/<br/>perfective</b> | <b>Incompleted/<br/>progressive</b> | <b>Contemplated/<br/>imperfective</b> |
|----------------------|-------------|-------------------------------------|----------------------------------|-------------------------------------|---------------------------------------|
| cook – for           | luto        | ipagluto                            | ipinagluto                       | ipinaglututo                        | ipaglututo                            |
| do laundry for       | laba        | ipaglaba                            | ipinaglaba                       | ipinaglalaba                        | ipaglalaba                            |
| clean – for          | linis       | ipaglinis                           | ipaglininis                      | ipinaglininis                       | ipaglininis                           |
| wash – for           | hugas       | ipaghugas                           | ipinaghugas                      | ipinaghuhugas                       | ipaghuhugas                           |
| write – for          | sulat       | ipagsulat                           | ipinagsulat                      | ipinagsusulat                       | ipagsusulat                           |
| prepare – for        | handa       | ipaghanda                           | ipinaghanda                      | ipinaghahanda                       | ipaghahanda                           |
| paint – for          | pinta       | ipagpinta                           | ipinagpinta                      | ipinagpipinta                       | ipagpipinta                           |
| lift – for           | buhat       | ipagbuhat                           | ipinagbuhat                      | ipinagbubuhat                       | ipagbubuhat                           |
| throw away –<br>for  | tapon       | ipagtapon                           | ipinagtapon                      | ipinagtatapon                       | ipagtatapon                           |
| bring – for          | dala        | ipagdala                            | ipinagdala                       | ipinagdadala                        | ipagdadala                            |
| pay – for            | bayad       | ipagbayad                           | ipinagbayad                      | ipinagbabayad                       | ipagbabayad                           |
| make – for           | gawa        | igawa                               | iginawa                          | iginagawa                           | igagawa                               |
| get or take –<br>for | kuha        | ikuha                               | ikinuha                          | ikinukuha                           | ikukuha                               |
| buy – for            | bili        | ibili                               | ibinili                          | ibinibili                           | ibibili                               |
| borrow – for         | hiram       | ihiram                              | inihiram                         | inihihiram                          | ihihiram                              |
| find – for           | hanap       | ihanap                              | inihanap                         | inihahanap                          | ihahanap                              |

**Word formation rules for ipag- verbs:**

**Infinitive:** add the prefix *ipag-* to the root word.

luto + *ipag-* = *ipagluto*

**Completed:** add the affix *-in-* after the first consonant of the infinitive form.

ipagluto + *-in-* = *ipinagluto*

**Incompleted:** (1) repeat the first CV of the root,

luto + rep | 1stCV = *luluto*

(2) add the prefix *ipag-* to the stem,

*luluto* + *ipag-* = *ipaglututo*

and (3) add the infix *-in-* after the first consonant of the stem.

*ipaglututo* + *-in-* = *ipinaglututo*

**Contemplated:** (1) repeat the first CV of the root

luto + rep | 1stCV = *luluto*

and (2) add the prefix *ipag-* to the stem.

*luluto* + *ipag-* = *ipaglututo*

Word formation rules for *i-* verbs:**Infinitive:** add the affix *i-* at the beginning of the root word.gawa + *i-* = igawa**Completed:** (1) add the affix *-in-* before the first vowel of the root word+ *-in-* = ginawaand (2) add the affix *-i* at the beginning.ginawa + *i-* = iginawa**Incompleted:** (1) repeat the first CV of the root,

gawa + rep1stCV = gagawa

(2) add the affix *-in-* before the first vowel of the stem,gagawa + *-in-* = ginagawaand (3) add the affix *i-* at the beginning.gagawa + *i-* = iginagawa**Contemplated:** (1) repeat the first CV of the root

gawa + rep1stCV = gagawa

and (2) add the affix *i-* at the beginning.gagawa + *i-* = igagawa

Note on reduplication of first CV: repeat only the first vowel if the word starts with a vowel.

**Additional notes:**

(1) An incompleted verb stem is the resultant form after applying the initial but not all word formation rules.

(2) Root words that start with the sounds /l/, /r/, and /h/ undergo metathesis or reordering of sounds when the infix /-in-/ is attached to it for the completed and incompleted forms.

Here are some illustrative BF verbal sentences. To show the distinct case roles of each noun phrase, their equivalent AF verbal sentences are also provided here. The sentences contain verbs that are inflected for both focus and aspect. The affix on the verb and the subject of the sentence are in bold.

***BF verbal sentence*****Ipagluluto ni Ben ng pansit ang mga kaibigan niya.***Will cook-genmark. Ben-genmark.**noodles. subjmark-his friends**Ben will cook noodles for his friends.***Igagawa niya ng ensalada ang kapitbahay niya.*****Equivalent AF verbal sentence*****Magluluto si Ben ng pansit para sa mga kaibigan niya.***Will cook-subjmark. Ben-genmark.**noodles. for-oblmark-his friends**Ben will cook noodles for his friends.***Gagawa siya ng ensalada para sa kapitbahay niya.**

Will make—gen.he/she—gen.salad—  
**subjmark.his/her neighbor.**  
He/she will make a salad **for his/her neighbor.**

**Ipaglalaba ko ng mga damit ang lola ko.**

Will launder—gen.I—gen.  
clothes—**subjmark.grandmother.**  
**genmark**

I will wash clothes **for my grandmother.**

Ibibili ng tatay ng kompyuter **ang anak niya.**

Will buy—genmark.father—genmark.  
computer—**subjmark.his child**

The dad will buy a computer **for his son/daughter.**

Will make—**subj.he/she**—gen.salad—  
for—oblmark.his/her neighbor.  
**He/she** will make a salad for his/her neighbor.

**Maglalaba ako** ng mga damit para sa lola ko.

Will launder—**subj.I**—gen.  
clothes—for—oblmark.my  
grandmother

I will wash clothes for my grandmother.

Ibibili **ang tatay** ng kompyuter para sa anak niya.

Will buy—**subjmark.father**—genmark.  
computer—for—oblmark.his child

**The dad** will buy a computer for his son/daughter.

**6.5** Instrumental-focus (IF) verbs indicate that the noun used in performing the action expressed by the verb is the subject or focus of the sentence. In the indicative mood, the affix associated with this focus form is the prefix /ipang-/. Thus, the shorthand for this set of verbs can be *ipang-* verbs. Remember that the sound /-ng/ assimilates to the place of articulation of the initial sound of the root word to which it attached. The following is a table of commonly used IF verbs with their complete aspectual forms.

*IF ipang- verbs*

| <i>English</i>         | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|------------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>paint with</i>      | pinta            | ipampinta                  | ipinampinta                  | ipinampipinta                   | ipampipinta                       |
| <i>lift with</i>       | buhat            | ipambuhat                  | ipinambuhat                  | ipinambubuhat                   | ipambubuhat                       |
| <i>pay with</i>        | bayad            | ipambayad                  | ipinambayad                  | ipinambabayad                   | ipambabayad                       |
| <i>buy with</i>        | bili             | ipambili                   | ipinambili                   | ipinambibili                    | ipambibili                        |
| <i>cook with</i>       | luto             | ipanluto                   | ipinanluto                   | ipinanluluto                    | ipanluluto                        |
| <i>do laundry with</i> | laba             | ipanlaba                   | ipinanlaba                   | ipinanlalaba                    | ipanlalaba                        |
| <i>clean with</i>      | linis            | ipanlinis                  | ipanlilinis                  | ipinanlilinis                   | ipanlilinis                       |
| <i>write with</i>      | sulat            | ipansulat                  | ipinansulat                  | ipinansusulat                   | ipansusulat                       |

|                  |       |            |              |                |              |
|------------------|-------|------------|--------------|----------------|--------------|
| wash with        | hugas | ipanghugas | ipinanghugas | ipinanghuhugas | ipanghuhugas |
| prepare with     | handa | ipanghanda | ipinanghanda | ipinanghahanda | ipanghahanda |
| draw with        | guhit | ipanguhit  | ipinanguhit  | ipinangguguhit | ipangguguhit |
| make with        | gawa  | ipanggawa  | ipinanggawa  | ipinanggagawa  | ipanggagawa  |
| get or take with | kuha  | ipangukuha | ipinangukuha | ipinangkukuha  | ipangkukuha  |
| remove with      | alis  | ipang-alis | ipinang-alis | ipinang-aalis  | ipang-aalis  |

### Word formation rules:

**Infinitive:** add the prefix *ipang-* to the root word.

guhit + *ipang-* = **ipanguhit**

**Completed:** add the affix *-in-* after the first consonant of the infinitive form.

ipanguhit + *-in-* = **ipinanguhit**

**Incompleted:** (1) repeat the first CV of the root,

guhit + rep1stCV = **guguhit**

(2) add the prefix *ipag-* to the stem,

guguhit + *ipag-* = **ipangguguhit**

and (3) add the infix *-in-* after the first consonant of the stem.

ipangguguhit + *-in-* = **ipinangguguhit**

**Contemplated:** (1) repeat the first CV of the root

guhit + rep1stCV = **guguhit**

and (2) add the prefix *ipag-* to the stem.

guguhit + *ipag-* = **ipangguguhit**

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

#### **Additional notes:**

(1) An incompleted verb stem is the resultant form after applying the initial but not all word formation rules.

(2) The final /-ng/ sound of the prefix /ipang-/ assimilates to the place of articulation of the initial labial and dento-alveolar consonant sounds of the root. The sound changes are reflected in the spelling of the words: /ipang/ + /p or b/ → /ipam/; /ipang-/ + /t, d, l, r, s/ → /ipan/.

Here are some illustrative IF verbal sentences. To show the distinct case roles of each noun phrase, their equivalent AF verbal sentences are also provided here. The sentences contain verbs that are inflected for both focus and aspect. The affix on the verb and the subject of the sentence are in bold.

**IF verbal sentence**

**Ipambabayad ni Jim ng utang ang suweldo niya.**

*Will pay-genmark.Jim-genmark.debt-subjmark.his salary*

*Jim will pay for his debt with his salary.*

**Ipangkulay mo ng buhok ang tinang ito.**

*Color-gen.you-genmark.hair-subjmark.this dye*

*(You) Color (your) hair with this dye.*

**Ipambili mo ng pagkain ang perang ito.**

*Buy-gen.you-genmark.*

*food-subjmark.this money*

*(You) Buy food with this money.*

**Equivalent AF verbal sentence**

**Magbabayad si Jim** ng utang sa pamamagitan ng suweldo niya.

*Will pay-subjmark.Jim-genmark.debt-oblmark.with his salary*

*Jim will pay for his debt with his salary.*

**Magkulay ka** ng buhok sa pamamagitan ng tinang ito.

*Color-subj.you-genmark.hair-oblmark.with this dye*

*(You) Color (your) hair with this dye.*

**Bumili ka** ng pagkain sa pamamagitan ng perang ito.

*Buy-subj.you-genmark.*

*food-oblmark.with this money*

*(You) Buy food with this money.*

The five aforementioned focus forms can be said to express roughly the same message, but they have different functions in the language. Generally, AF forms are used when introducing a topic or starting a conversation regarding topics about which the speaker assumes little or no previous contextual background knowledge on the part of the interlocutor or listener. The other focus forms, OF, LDF, BF, and IF, are used once the discourse universe and elements of the narrative or conversation have been established to bring attention to or focus on the other elements or specific details. Communication exchanges may be started with non-AF forms if the speaker assumes that the listener or interlocutor has enough contextual background knowledge about the topic of conversation (e.g., prior communication exchanges, general, conventional, or widely known facts and information).

The last two sections of this chapter will discuss two focus forms that are not universally accepted to be part verbal focus. However, they merit attention and inclusion in this book because these forms are widely used when talking about a wide range of familiar everyday topics.

**6.6** **Experiencer-focus (EF) verbs** indicate that the noun experiencing the event or action expressed by the verb is the subject or focus of the sentence. These verbs often indicate the experiencing of an emotion or physical sensation. The structure of the EF verbal sentence looks like the AF sentence, and this is the reason why these *ma-* verbs of this category are sometimes mislabeled as AF verbs. The distinction is important because these verbs are the only ones that figure in verbal sentences that look to their equivalent reason-focus (RF) sentences for clear case role marking.

6.6.1 The following table lists some of the more commonly used EF *ma-* verbs.

| <i>EF ma- verbs</i>    |                  |                            |                              |                                 |                                   |
|------------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>         | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| get scared             | takot            | matakot                    | natakot                      | natatakot                       | matatakot                         |
| be shocked             | gulat            | magulat                    | nagulat                      | nagugulat                       | magugulat                         |
| get bored              | inip             | mainip                     | nainip                       | naiinip                         | maiinip                           |
| get annoyed            | inis             | mainis                     | nainis                       | naiinis                         | maiinis                           |
| experience loss        | talo             | matalo                     | natalo                       | natatalo                        | matatalo                          |
| go bankrupt            | lugi             | malugi                     | nalugi                       | nalulugi                        | malulugi                          |
| get dizzy              | hilo             | mahilo                     | nahilo                       | nahihilo                        | mahihilo                          |
| be saddened            | lungkot          | malungkot                  | nalungkot                    | nalulungkot                     | malulungkot                       |
| be elated              | tuwa             | matuwa                     | natuwa                       | natutuwa                        | matutuwa                          |
| be worried             | bahala           | mabahala                   | nabahala                     | nababahala                      | mababahala                        |
| to die                 | matay            | mamatay                    | namatay                      | namamatay                       | mamamatay                         |
| be driven to tears     | iyak             | maiyak                     | naiyak                       | naiiyak                         | maiiyak                           |
| be induced to laughter | tawa             | matawa                     | natawa                       | natatawa                        | matatawa                          |

Word formation rules:

**Infinitive:** add the affix *ma-* at the beginning of the root word.

nood + *ma-* = **manood**

**Completed:** change the /m/ of the affix to /n/, and add the prefix *na-* to the root word.

nood + *na-* = **nanood**

**Incompleted:** (1) repeat the first CV of the root

nood + rep1stCV = **nonood**

and (2) add the affix *na-* at the beginning.

nonood + *na-* = **nanonood**

**Contemplated:** (1) repeat the first CV of the root

nood + rep1stCV = **nonood**

and (2) add the affix *ma-* at the beginning.

nonood + *ma-* = **manonood**

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

6.6.2 Another set of EF verbs that are often confused for AF forms are **deadjectival *um-* verbs** (i.e., verbs that are derived from adjective roots). These verbs express the meaning *to become whatever quality the adjective root expresses*. Here are some examples.

| <i>Deadjectival EF um- verbs</i> |                  |                            |                              |                                 |                                   |
|----------------------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>                   | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>become tall</i>               | tangkad          | tumangkad                  | tumangkad                    | tumatangkad                     | tatangkad                         |
| <i>become small</i>              | Liit             | lumiiit                    | lumiit                       | lumiliit                        | liliit                            |
| <i>become high</i>               | Taas             | tumaas                     | tumaas                       | tumataas                        | tataas                            |
| <i>become fat</i>                | Taba             | tumaba                     | tumaba                       | tumataba                        | tataba                            |
| <i>become thin</i>               | payat            | pumayat                    | pumayat                      | pumapayat                       | papayat                           |
| <i>become short</i>              | Ikli             | umikli                     | umikli                       | umiikli                         | iikli                             |
| <i>become cold</i>               | lamig            | lumamig                    | lumamig                      | lumalamig                       | Lalamig                           |
| <i>become hot</i>                | init             | uminit                     | uminit                       | umiinit                         | linit                             |
| <i>become slow</i>               | bagal            | bumagal                    | bumagal                      | bumabagal                       | Babagal                           |
| <i>become beautiful</i>          | ganda            | gumanda                    | gumanda                      | gumaganda                       | gaganda                           |
| <i>become delicious</i>          | sarap            | sumarap                    | sumarap                      | sumasarap                       | Sasarap                           |

**Word formation rules:**

**Infinitive:** add the affix **-um** before the first vowel of the root word.

takbo + **-um-** = tumakbo

**Completed:** add the affix **-um-** before the first vowel of the root word.

takbo + **-um-** = tumakbo

**Incompleted:** (1) repeat the first CV of the root word  
takbo + rep1stCV = tatakbo  
and (2) add the affix **-um-** before the first vowel.

tatakbo + **-um-** = tumatakbo

**Contemplated:** repeat the first CV of the root word.  
takbo + rep1stCV = tatakbo

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

6.6.3 While the majority of EF verbs take the affix /ma-/ and /-um-/, there is a small set of verbs that take the affix *-in*. Often, these verbs indicate infestation or affliction. The following table lists some of the more commonly used EF *-in* verbs.

| EF <i>-in</i> verbs       |           |                     |                       |                          |                            |
|---------------------------|-----------|---------------------|-----------------------|--------------------------|----------------------------|
| English                   | Root word | Neutral/ infinitive | Completed/ perfective | Incompleted/ progressive | Contemplated/ imperfective |
| be termite infested       | anay      | anayin              | inanay                | inaanay                  | Aanayin                    |
| be swarmed by flies       | langaw    | langawin            | nilangaw              | nilalangaw               | lalangawin                 |
| be swarmed by ants        | langgam   | langgamin           | nilanggam             | nilalanggam              | lalanggam                  |
| be bug infested           | surot     | surutin             | sinurot               | sinusurot                | Susurutin                  |
| be infested with lice     | kuto      | kutuhin             | kinuto                | kinukuto                 | kukutuhin                  |
| be afflicted with cough   | ubo       | ubuhin              | inubo                 | inuubo                   | Uubuhin                    |
| be afflicted with the flu | trangaso  | trangasuhin         | tinrangaso            | tinatrangaso             | tatrangasuhin              |
| have an asthma attack     | hika      | hikain              | hinika                | hinihika                 | Hihikain                   |
| experience gas pain       | kabag     | kabagin             | kinabag               | kinakabag                | kakabagin                  |
| be infested with scabies  | galis     | galisin             | ginalis               | ginagalis                | Gagalisin                  |

Word formation rules:

**Infinitive:** add the affix *-in l-hin* at the end of the root word.

kain + *-in* = kainin/basa + *-hin* = basahin

**Completed:** add the affix *-in-* before the first vowel of the root word.

kain + *-in-* = kinain

**Incompleted:** (1) repeat the first CV of the root

kain + rep1stCV = kakain

and (2) add the affix *-in-* before the first vowel.

kakain + *-in-* = kinakain

**Contemplated:** (1) repeat the first CV of the root

kain + rep1stCV = kakain

and (2) add the affix *-in* at the end.

kakain + *-in* = kakainin

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

**Additional notes:**

(1) For root words that end in a vowel sound (i.e., there is no glottal stop following the vowel), use the suffix /-hin/ instead of /-in/.

(2) Root words that start with the sounds /l/, /r/, and /h/ undergo metathesis or reordering of sounds when the infix /-in/ is attached to it for the completed and incompleted forms.

As these affixes overlap with other focus forms, learners may find it rather confusing or daunting to memorize. But, a reliable test is to look at the subject of the sentence. For *ma-* verbs, if the *ang* phrase of the sentence is not a volitional actor or doer of the action expressed by a *ma-* verb, then the verb is not an AF form. For *um-* verbs, if the root word expresses a quality rather than an action or event, it is a deadjectival verb, and therefore also an experiencer verb form. In the sentences, the *ang* phrase is also not a volitional actor or doer of the action. In the case of *in-* verbs, if the actor is incorporated in the verb itself, then the verb is not an OF form.

Here are some examples showing the contrast between EF *ma-* verbs and AF *ma-* verbs. Under the EF verbs column, the subject (*ang* phrase in bold) of the sentence is a non-volitional noun referent experiencing the event or action expressed by the verb. On the other hand, under the AF verbs column, the subject (*ang* phrase in bold) is a volitional actor who is the doer of the action expressed by the verb.

**EF *ma-* verbs**

**Nalungkot si Pedro** dahil sa balita.  
*Pedro* was saddened because of the news.  
**Natuwa ang tiya ko** dahil sa pagbisita ko.  
*My aunt* was elated because of my visit.  
**Nahilo siya** dahil sa gutom.  
*He/she* felt dizzy because of hunger.

**AF *ma-* verbs**

**Nanood ng sine si Pedro.**  
*Pedro* watched a movie.  
**Nakinig sa radyo ang tiya ko.**  
*My aunt* listened to the radio.  
**Natulog siya** sa kuwarto.  
*He/she* slept in the room.

Here are some examples providing contrast between EF *um-* verbs and adjectival sentences containing the adjectives from which the example verbs are derived. Under the EF verbs column, the subject (*ang* phrase in bold) of the sentence is a non-volitional noun referent experiencing the event or action expressed by the verb. On the other column, the subject (*ang* phrase in bold) is the noun being described by the adjective contained in the predicate.

**EF *um-* verbs**

Bumagal **ang daloy ng trapik sa EDSA**.

*Traffic along EDSA* slowed down.

Bumaba **ang presyo ng tiket sa eroplano**.

*Plane fares* have gone down.

Pumayat **ang kaibigan ko**.

*My friend* became skinny.

**Adjectival sentences**

Mabagal **ang daloy ng trapik sa EDSA**.

*Traffic along EDSA* is slow.

Mababa **ang presyo ng tiket sa eroplano**.

*Plane fares* are low.

Payat **ang kaibigan ko**.

*My friend* is skinny.

Here are some examples providing contrast between OF *in-* verbs and EF *in-* verbs. Note that in the sentences under the EF *in-* verbs column, there is no *ng* phrase actor but rather a causer of the action or event incorporated into the verb itself. In contrast, the OF *in-* verbs figure in sentences where the actor or doer of the action expressed by the verb is overtly expressed as a *ng* phrase (shown in bold in the examples). These verbs often express meanings that indicate either infestation or affliction.

**EF *in-* verbs**

Inanay **ang mesa sa labas**.

*The table outside* was infested with **termites**.

Nilanggam **ang mga pagkain sa piknik**.

*The food at the picnic* was infested by **ants**.

Tinatrangkaso **ang bata**.

*The child* is afflicted with **the flu**.

**OF *in-* verbs**

Pinatay **niya** ang mga anay sa mesa.

**Helshe** exterminated the termites in the table.

Inalis **nila** ang mga langgam sa pagkain.

**They** removed the ants from the food.

Ginamot **ng doktor** ang trangkaso ng bata.

**The doctor** treated the child's flu.

**6.7 Reason-focus or resultative verbs** indicate that the reason for the experiencer feeling the emotion or sensation or having the quality expressed by the verb is the subject or focus of the sentence. The affix associated with the EF- verbs is the prefix /ika-/. Reason-focus sentences have equivalent EF *ma-* verbal sentence forms. The following is a table of commonly used *ika-* verbs with their complete aspectual forms.

*RF ika- verbs*

| <i>English</i>       | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|----------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| cause death          | matay            | ikamatay                   | ikinamatay                   | ikinamamatay                    | ikamamatay                        |
| cause sadness        | lungkot          | ikalungkot                 | ikinalungkot                 | ikinalulungkot                  | ikalulungkot                      |
| cause joy            | tuwa             | ikatuwa                    | ikinatuwa                    | ikinatuwa                       | ikatutuwa                         |
| cause worry          | bahala           | ikabahala                  | ikinabahala                  | ikinababahala                   | ikababahala                       |
| cause boredom        | inip             | ikainip                    | ikinainip                    | ikinaiinip                      | ikaiinip                          |
| cause anger          | galit            | ikagalit                   | ikinagalit                   | ikinagagalit                    | ikagagalit                        |
| cause tiredness      | pagod            | ikapagod                   | ikinapagod                   | ikinapapagod                    | ikapapagod                        |
| cause fear           | takot            | ikatakot                   | ikinatakot                   | ikinatakot                      | ikatatakot                        |
| cause anxiety        | balisa           | ikabalisa                  | ikinabalisa                  | ikinababalisa                   | ikababalisa                       |
| cause annoyance      | inis             | ikainis                    | ikinainis                    | ikinaiinis                      | ikaiinis                          |
| result in beauty     | ganda            | ikaganda                   | ikinaganda                   | ikinagaganda                    | ikagaganda                        |
| result in wealth     | yaman            | ikayaman                   | ikinayaman                   | ikinayayaman                    | ikayayaman                        |
| result in difficulty | hirap            | ikahirap                   | ikinahirap                   | ikinahihirap                    | ikahihirap                        |
| result in goodness   | buti             | ikabuti                    | ikinabuti                    | ikinabubuti                     | ikabubuti                         |
| result in happiness  | saya             | ikasaya                    | ikinasaya                    | ikinasasaya                     | ikasasaya                         |

Word formation rules for *ika-* verbs:

**Infinitive:** add the prefix *ika-* to the root word.

tuwa + *ika-* = *ikatuwa*

**Completed:** add the affix *-in-* after the first consonant of the infinitive form.

ikatuwa + *-in-* = *ikinatuwa*

**Incompleted:** (1) repeat the first CV of the root,

tuwa + rep1stCV = *tutuwa*

(2) add the prefix *ipag-* to the stem,

tutuwa + *ika-* = *ikatutuwa*

and (3) add the infix *-in-* after the first consonant of the stem.

ikatutuwa + *-in-* = *ikinatuwa*

**Contemplated:** (1) repeat the first CV of the root

tuwa + rep1stCV = *tutuwa*

and (2) add the prefix *ika-* to the stem.

tutuwa + *ika-* = *ikatutuwa*

Note on reduplication of first CV: repeat only the first vowel if the word starts with a vowel.

Here are some illustrative RF verbal sentences with their equivalent EF verbal sentences. The verbs are inflected for both focus and aspect. The affix on the verb and the subject of the sentence are in bold.

| <i>RF verbal sentences</i>  | <i>Equivalent EF verbal sentences</i>   |
|---|---|
| <b>Ikinamatay</b> niya <b>ang sakit na kanser</b> .<br><i>He/she died <b>from cancer</b>.</i>                               | <b>Namatay siya</b> dahil sa sakit na kanser.<br><i><b>He/she</b> died because of cancer.</i>                                     |
| <b>Ikinatakot</b> nila <b>ang malakas na bagyo</b> .<br><i>They were scared <b>of the powerful typhoon</b>.</i>             | <b>Natakot sila</b> dahil sa malakas na bagyo.<br><i><b>They</b> felt scared because of the powerful typhoon.</i>                 |
| <b>Ikinabahala</b> ng nanay <b>ang balita</b> .<br><i>The mother was bothered <b>by the news</b>.</i>                       | <b>Nabahala ang nanay</b> dahil sa balita.<br><i><b>The mother</b> felt anxiety because of the news.</i>                          |
| <b>Ikayayaman</b> mo <b>ang pagsisikap</b> sa trabaho.<br><i><b>Perseverance</b> at work <b>will result in wealth</b>.</i>  | <b>Yayaman ka</b> dahil sa pagsisikap mo sa trabaho.<br><i><b>You</b> will get rich because of your perseverance.</i>             |
| <b>Ikinahirap</b> nila <b>ang pagsusugal ni Ben</b> .<br><i><b>Ben's gambling</b> resulted in their difficulties.</i>       | <b>Humirap sila</b> dahil sa pagsusugal ni Ben.<br><i><b>They</b> became poor because of Ben's gambling.</i>                      |
| <b>Ikinasaya</b> ng mga tao <b>ang pagbisita ng pangulo</b> .<br><i><b>The president's visit</b> made the people happy.</i> | <b>Sumaya ang mga tao</b> dahil sa pagbisita ng pangulo.<br><i><b>The people</b> felt happy because of the president's visit.</i> |



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# Verbal mood

**Verbal mood** is a marking in the verb, through affixation, that indicates the mode or manner in which the speaker's thought is expressed. It may also include the speaker's attitude about the information being provided. In addition to indicative mood, which is the default setting of verbs, covered in the discussion of verbal focus, Filipino verbs can also be marked for the following grammatical mood: distributive, reciprocal, abilitative, accidental, social, social-participative, and causative. Like the indicative forms, in addition to mood, these verbs also inflect for focus and aspect.

**7.1** **Distributive mood** implies plural objects of the action and repeated action by the actor or doer of the action. It is always in the actor-focus (AF) form (i.e., the subject of the sentence of a distributive verb is the actor). The affix associated with the actor-focus distributive mood is /mang-/; thus, these verbs are also referred to as *mang- verbs*. The final /-ng/ sound of the affix assimilates to the place of articulation of the initial sound of the verb root to which it is attached, and the phonological change is reflected in the spelling of the verbs (see chapter on phonology and spelling). The table here lists some examples of commonly used distributive mood verbs with their complete aspectual forms. Following the list are some examples showing contrast between AF distributive and AF indicative sentences.

| <i>AF distributive mood mang- verbs</i> |                  |                                |                                  |                                     |                                       |
|---|------------------|--------------------------------|----------------------------------|-------------------------------------|---------------------------------------|
| <i>English</i>                          | <i>Root word</i> | <i>Neutral/<br/>infinitive</i> | <i>Completed/<br/>perfective</i> | <i>Incompleted/<br/>progressive</i> | <i>Contemplated/<br/>imperfective</i> |
| <i>pick up<br/>some</i>                 | pulot            | mamulot                        | namulot                          | namumulot                           | mamumulot                             |
| <i>go picking</i>                       | pitas            | mamitas                        | namitas                          | namimitas                           | mamimitas                             |

| <i>AF distributive mood mang- verbs</i> |                  |                            |                              |                                 |                                   |
|---|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>                          | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>take several</i>                     | kuha             | manguha                    | nanguha                      | nangunguha                      | mangunguha                        |
| <i>gather wood</i>                      | kahoy            | mangahoy                   | nangahoy                     | nangangahoy                     | mangangahoy                       |
| <i>go shopping</i>                      | bili             | mamili                     | namili                       | namimili                        | mamimili                          |
| <i>cause trouble</i>                    | gulo             | manggulo                   | nanggulo                     | nanggugulo                      | manggugulo                        |
| <i>to deceive</i>                       | loko             | manloko                    | nanloko                      | nanloloko                       | manloloko                         |
| <i>go fishing</i>                       | isda             | mangisda                   | nangisda                     | nangingisda                     | mangingisda                       |
| <i>go for a stroll</i>                  | pasyal           | mamasyal                   | namasyal                     | namamasyal                      | mamamasyal                        |
| <i>to cheat</i>                         | daya             | mandaya                    | nandaya                      | nandadaya                       | mandadaya                         |

### Word formation rules:

**Infinitive:** add the prefix *mang-* to the root word.

gulo + *mang-* = manggulo

**Completed:** change the /m/ of the affix to /n/, and add the prefix *nang-* to the root word.

gulo + *nang-* = nanggulo

**Incompleted:** (1) repeat the first consonant–vowel (CV) of the root

gulo + rep1stCV = gugulo

and (2) add the prefix *nang-* to the stem.

gugulo + *nang-* = nanggugulo

**Contemplated:** (1) repeat the first CV of the root

gulo + rep1stCV = gugulo

and (2) add the prefix *mang-* to the stem.

gugulo + *mang-* = manggugulo

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

#### **Additional notes:**

(1) An incompleted verb stem is the resultant form after applying the initial but not all word formation rules.

(2) The final /-ng/ sound of the prefix /mang-/ assimilates to the place of articulation of the initial labial and dento-alveolar consonant sounds of the root. The sound changes are reflected in the spelling of the words: /mang/ + /p or b/ → /mam/; /mang-/ + /t, d, l, r, s/ → /man/. Usually, assimilation to voiceless obstruents is total, and the word formation rules apply after complete assimilation.

**Distributive AF verbs**

**Nanguha** ng bato sa tabing-dagat **si Fe**.

*Fe went pebble-picking on the beach.*

**Namili** ng damit **si Mara**.

*Mara went shopping for clothes.*

**Namitas** ng mangga **ang lalaki**.

*The man went mango-picking.*

**Indicative AF verbs**

**Kumuha** ng bato sa tabing-dagat **si Fe**.

*Fe took a pebble on the beach.*

**Bumili** ng damit **si Mara**.

*Mara bought a dress.*

**Pumitas** ng mangga **ang lalaki**.

*The man picked a mango (from the tree).*

**7.2** Reciprocal mood implies plural actor sharing the same action. It is always in the AF form (i.e., the subject of the sentence of a reciprocal verb is the plural actor). The affix associated with this mood is the circumfix /mag – an/; thus, these verbs are also referred to as *mag – an* verbs. However, there are some AF *mag-* verbs that are inherently reciprocal (e.g., *mag-usap converse*, *mag-away quarrel*, and *magtalo argue*). They are not included in this category. The table here lists some examples of commonly used reciprocal mood verbs with their complete aspectual forms. Following the list are some examples showing contrast between AF distributive and AF/object-focus (OF) indicative sentences.

**AF reciprocal mood mag – an verbs**

| <b>English</b>                              | <b>Root word</b> | <b>Neutral/<br/>infinitive</b> | <b>Completed/<br/>perfective</b> | <b>Incompleted/<br/>progressive</b> | <b>Contemplated/<br/>imperfective</b> |
|---|------------------|--------------------------------|----------------------------------|-------------------------------------|---------------------------------------|
| <i>tease each other</i>                     | biro             | magbiruan                      | nagbiruan                        | nagbibiruan                         | magbibiruan                           |
| <i>love each other</i>                      | mahal            | magmahalan                     | nagmahalan                       | nagmamahalan                        | magmamahalan                          |
| <i>call each other</i>                      | tawag            | magtawagan                     | nagtawagan                       | nagtatawagan                        | magtatawagan                          |
| <i>help each other</i>                      | tulong           | magtulungan                    | nagtulungan                      | nagtutulungan                       | magtulungan                           |
| <i>tell each other</i>                      | sabi             | magsabihan                     | nagsabihan                       | nagsasabihan                        | magsasabihan                          |
| <i>collide</i>                              | bangga           | magbanggaan                    | nagbanggaan                      | nagbabanggaan                       | magbabanggaan                         |
| <i>fight or compete<br/>with each other</i> | labanan          | maglabanan                     | naglabanan                       | naglalabanan                        | maglalabanan                          |
| <i>blame each other</i>                     | sisi             | magsisihan                     | nagsisihan                       | nagsisisihan                        | magsisisihan                          |
| <i>talk to each other</i>                   | kuwento          | magkuwentuhan                  | nagkuwentuhan                    | nagkukuwentuhan                     | magkukuwentuhan                       |
| <i>write to each other</i>                  | sulat            | magsulatan                     | nagsulatan                       | nagsusulatan                        | magsusulatan                          |
| <i>have an argument</i>                     | sagot            | magsagutan                     | nagsagutan                       | nagsasagutan                        | magsasagutan                          |
| <i>make a promise to<br/>each other</i>     | sumpa            | magsumpa                       | nagsumpa                         | nagsusumpa                          | magsusumpa                            |

Word formation rules:

**Infinitive:** add the circumfix *mag – an* to the root word.

sulat + *mag – an* = **magsulatan**

**Completed:** change the /m/ of the affix to /n/, and add the circumfix *nag – an* to the root word.

sulat + *nag – an* = **nagsulatan**

**Incompleted:** (1) repeat the first CV of the root

sulat + rep1stCV = **susulat**

and (2) add the circumfix *nag – an* to the stem.

susulat + *nag – an* = **nagsusulatan**

**Contemplated:** (1) repeat the first CV of the root

sulat + rep1stCV = **susulat**

and (2) add the circumfix *mag – an* to the stem.

susulat + *mag – an* = **magsusulatan**

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

**Additional notes:**

(1) An incompleted verb stem is the resultant form after applying the initial but not all word formation rules.

(2) The /o/ sound in the final syllable of verb roots is raised to /u/ when the suffix /-an/ is attached to it.

**Reciprocal AF verbs**

**Nagkuwentuhan sina Mark at Lisa.**

*Mark and Lisa exchanged stories.*

**Nagtawagan ang estudyante at guro.**

*The student and the teacher called each other.*

**Nagsuntukan ang mga bata.**

*The children had a fistfight with each other.*

**Indicative AF/OF verbs**

**Nagkuwento si Mark kay Lisa.**

*Mark told Lisa a story.*

**Tumawag ang estudyante sa guro.**

*The student called the teacher.*

**Sinuntok ng isang bata ang ibang bata. [OF]**

*A kid hit another kid.*

**7.3** **Social mood** indicates that the actor is sharing the resources or action of another noun (a *sa* phrase when overtly expressed in the sentence) with the implied permission, with or without reservation, of that other noun. It is always in the AF form (i.e., the subject of the sentence of a social verb is the doer of the action expressed by the verb). The somewhat unequal relationship between the actor and the noun whose resources or action are being shared is implied, with the actor being the dependent entity. The affix associated with this mood is the prefix /maki-/; thus, these verbs are also referred to as *maki-* verbs. The table here lists some examples of commonly used social mood verbs with their

complete aspectual forms. Following the list are some examples showing contrast between AF social sentences and AF indicative sentences.

| <i>AF social mood maki- verbs</i> |                  |                            |                              |                                 |                                   |
|-----------------------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>                    | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>eat at</i>                     | kain             | makikain                   | nakikain                     | nakikikain                      | makikikain                        |
| <i>sleep at</i>                   | tulog            | makitulog                  | nakitulog                    | nakikitulog                     | makikitulog                       |
| <i>get along with</i>             | sama             | makisama                   | nakisama                     | nakikisama                      | makikisama                        |
| <i>have a drink at</i>            | inom             | makiinom                   | nakiinom                     | nakikiinom                      | makikiinom                        |
| <i>cook at</i>                    | luto             | makiluto                   | nakiluto                     | nakikiluto                      | makikiluto                        |
| <i>shower at</i>                  | ligo             | makiligo                   | nakiligo                     | nakikiligo                      | makikiligo                        |
| <i>watch – at</i>                 | nood             | makinood                   | nakinood                     | nakikinood                      | makikinood                        |
| <i>join in singing</i>            | kanta            | makikanta                  | nakikanta                    | nakikikanta                     | makikikanta                       |
| <i>join in the fun</i>            | saya             | makisaya                   | nakisaya                     | nakikisaya                      | makikisaya                        |
| <i>condole with</i>               | damay            | makiramay                  | nakiramay                    | nakikiramay                     | makikiramay                       |
| <i>take shelter at</i>            | silong           | makisilong                 | nakisilong                   | nakikisilong                    | makikisilong                      |
| <i>leave something with</i>       | iwan             | makiwan                    | nakiwan                      | nakikiwan                       | makikiwan                         |

**Word formation rules:**

**Infinitive:** add the prefix *maki-* to the root word.

kain + *maki-* = **makikain**

**Completed:** change the /m/ of the affix to /n/, and add the prefix *naki-* to the root word.

kain + *naki-* = **nakiwan**

**Incompleted:** (1) repeat the second CV of the prefix *naki-*

*naki-* + rep2ndCV = **nakiki-**

and (2) add the affix to the root.

*nakiki-* + kain = **nakikikain**

**Contemplated:** (1) repeat the second CV of the prefix *maki-*

*maki-* + rep2ndCV = **makiki-**

and (2) add the affix to the root.

*makiki-* + kain = **makikikain**

**Social AF verbs**

**Nakikain ako** sa kaibigan ko.

*I ate at my friend's.*

(Implied: My friend let me share his/her food.)

**Nakitawag ako** sa kaklase ko.

*I made a call using my classmate's telephone.*

(Implied: My classmate gave me permission.)

**Indicative AF verbs**

**Kumain ako** sa bahay ng

kaibigan ko.

*I ate at my friend's house.*

**Tumawag ako** sa kaklase ko.

*I called my classmate.*

**Makikinoood sila** ng telebisyon.  
*They will watch television at someone else's  
place or using someone else's device.*  
(Implied: with the owner's permission)

**Manonood sila** ng telebisyon.  
*They will watch television.*

**7.4 Social-participative mood** indicates that the actor is in a reciprocal social relationship with another noun (a *sa* phrase when overtly expressed in the sentence) that shares the resources and action expressed by the verb. The somewhat equal sharing of resources and full participation in the activity of the other noun are implied. It is always in the AF form (i.e., the subject of the sentence of a social verb is the doer of the action expressed by the verb). The affix associated with this mood is the circumfix /makipag – an/; thus, these verbs are also referred to as *makipag – an verbs*. The table here lists some examples of commonly used social-participative mood verbs with their complete aspectual forms. Following the list are some examples showing contrast between AF social-participative sentences and AF indicative sentences.

*AF social-participative mood makipag – an verbs*

| <i>English</i>                | <i>Root word</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|-------------------------------|------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>joke with</i>              | biro             | makipagb-<br>iruan         | nakipagb-<br>iruan           | nakikipagb-<br>iruan            | makikipagb-<br>iruan              |
| <i>flirt with</i>             | landi            | makipa-<br>glandian        | nakipa-<br>glandian          | nakikipa-<br>glandian           | makikipa-<br>glandian             |
| <i>kiss with</i>              | halik            | makipagha-<br>likan        | nakipagha-<br>likan          | nakikipagha-<br>likan           | makikipagha-<br>likan             |
| <i>argue with</i>             | sagot            | makipagsa-<br>gutan        | nakipagsa-<br>gutan          | nakikipagsa-<br>gutan           | makikipagsa-<br>gutan             |
| <i>drink together with</i>    | inom             | makipag-<br>inuman         | nakipag-<br>inuman           | nakikipag-<br>inuman            | makikipag-<br>inuman              |
| <i>correspond with</i>        | sulat            | makipagsu-<br>latan        | nakipagsu-<br>latan          | nakikipagsu-<br>latan           | makikipagsu-<br>latan             |
| <i>be in a fistfight with</i> | suntok           | makipagsun-<br>tukan       | nakipagsun-<br>tukan         | nakikipagsun-<br>tukan          | makikipagsun-<br>tukan            |
| <i>make a vow with</i>        | sumpa            | makipag-<br>sumpaan        | nakipag-<br>sumpaan          | nakikipag-<br>sumpaan           | makikipag-<br>sumpaan             |
| <i>race with</i>              | una <i>first</i> | makipag-<br>unahan         | nakipag-<br>unahan           | nakikipag-<br>unahan            | makikipag-<br>unahan              |
| <i>exchange with</i>          | palit            | makipagpali-<br>tan        | nakipagpali-<br>tan          | nakikipagpali-<br>tan           | makikipag-<br>palitan             |
| <i>converse with*</i>         | usap             | makipag-usap               | nakipag-usap                 | nakikipag-usap                  | makikipag-usap                    |

|                      |      |              |              |                |                |
|----------------------|------|--------------|--------------|----------------|----------------|
| <i>quarrel with*</i> | away | makipag-away | nakipag-away | nakikipag-away | makikipag-away |
| <i>argue with*</i>   | talo | makipagtalo  | nakipagtalo  | nakikipagtalo  | makikipagtalo  |

Word formation rules:

**Infinitive:** add the circumfix *makipag – an* to the root word.

halik + *makipag – an* = makipaghalikan

**Completed:** change the /m/ of the affix to /n/, and add the circumfix *nakipag – an* to the root word.

halik + *nakipag – an* = nakipaghalikan

**Incompleted:** (1) repeat the second CV of the circumfix *nakipag – an*

*makipag – an* + rep2ndCV = makikipag – an

and (2) add the affix to the root.

*nakikipag – an* + kain = nakikipaghalikan

**Contemplated:** (1) repeat the second CV of the circumfix *makipag – an*

*makikipag – an* + rep2ndCV = makikipag – an

and (2) add the affix to the root.

*makikipag – an* + kain = makikipaghalikan

Additional notes:

- (1) The /o/ sound in the final syllable of verb roots is raised to /u/ when the suffix /-an/ is attached to it.
- (2) The /o/ sound in the final syllable of a root word is raised to /u/ when the circumfix /makipag – an/ or /nakipag – an/ is attached.
- (3) Actor-focus indicative mood verbs that are inherently reciprocal take only the affix /makipag-/. The examples in the preceding table are marked by an asterisk (\*).

**Social-participative AF verbs**

**Indicative AF verbs**

**Nakipag-inuman si Max** sa mga kaopisina niya.

*Max went drinking with his coworkers.*

**Uminom si Max** kasama ng mga kaopisina niya.

*Max drank with his coworkers.*

**Nakipagkuwentuhan ako** sa kapatid ko. *I exchanged stories with my brother/sister.*

**Nagkuwento ako** sa kapatid ko. *I told a story to my brother/sister.*

**Nakipagsagutan** si Mila kay Jim. *Mila argued with Jim.*

**Sumagot si Mila** kay Jim. *Mila replied to Jim.*

**7.5** Abilitative mood indicates that the actor is able to perform the action expressed by the verb because he/she has either time, means,

opportunity, or skill to do it. The interpretation is largely dependent on the context in which the verb occurs. The affixes associated with this verbal mood are the prefixes /maka-/ and /makapag-/ for AF forms and the prefix /ma-/ for the focus forms object focus (OF), location-direction focus (LDF), benefactive focus (BF), and instrumental focus (IF). Like other verbs, these also inflect for aspect.

**7.5.1 Actor-focus abilitative mood** verbs are formed with the affix /maka-/ or /makapag-/. Hence, the shorthand for this set is *maka (pag)- verbs*. The affix /maka-/ is used for verb roots associated with the AF indicative affix /-um/ or *um-* verbs. The affix /makapag-/ is used for verb roots associated with the AF indicative affix /mag-/ or *mag-* verbs.

| <i>AF abilitative maka- verbs</i> |                 |                            |                              |  |  |
|-----------------------------------|-----------------|----------------------------|------------------------------|--|--|
| <i>English</i>                    | <i>um- Verb</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i>          | <i>Contemplated/ imperfective</i>        |
| <i>make</i>                       | <i>gumawa</i>   | <i>makagawa</i>            | <i>nakagawa</i>              | <i>nakakagawa</i><br><i>nakagagawa</i>   | <i>makakagawa</i><br><i>makagagawa</i>   |
| <i>dance</i>                      | <i>sumayaw</i>  | <i>makasayaw</i>           | <i>nakasayaw</i>             | <i>nakakasayaw</i><br><i>nakasasayaw</i> | <i>makakasayaw</i><br><i>makasasayaw</i> |
| <i>go out</i>                     | <i>lumabas</i>  | <i>makalabas</i>           | <i>nakalabas</i>             | <i>nakakalabas</i><br><i>nakalalabas</i> | <i>makakalabas</i><br><i>makalalabas</i> |
| <i>reply</i>                      | <i>sumagot</i>  | <i>makasagot</i>           | <i>nakasagot</i>             | <i>nakakasagot</i><br><i>nakasasagot</i> | <i>makakasagot</i><br><i>makasasagot</i> |
| <i>buy</i>                        | <i>bumili</i>   | <i>makabili</i>            | <i>nakabili</i>              | <i>nakakabili</i><br><i>nakabibili</i>   | <i>makakabili</i><br><i>makabibili</i>   |

Word formation rules:

**Infinitive:** add the prefix *maka-* to the root word.

*bili* + *maka-* = *makabili*

**Completed:** change the /m/ of the affix to /n/, and add the prefix *naka-* to the root word.

*bili* + *naka-* = *nakabili*

**Incompleted I:** (1) repeat the second CV of the prefix *naka-*

*naka-* + rep2ndCV = *nakaka-*

and (2) add the affix to the root.

*nakaka-* + *bili* = *nakakabili*

**Incompleted II:** (1) repeat the first CV of the root

*bili* + rep1stCV = *bibili*

and (2) add the *naka-* to the stem.

*naka-* + *bibili* = *nakabibili*

**Contemplated I:** (1) repeat the second CV of the prefix *maka-*

*maka-* + rep2ndCV = *makaka-*

and (2) add the affix to the root.

***makaka-*** + bili = **makakabili**

**Contemplated II:** (1) repeat the first CV of the root

bili + rep1stCV = **bibili**

and (2) add the affix *maka-* to the stem.

***maka-*** + bibili = **makabibili**

***AF abilitative makapag- verbs***

| <b>English</b> | <b>mag-Verb</b> | <b>Neutral/ infinitive</b> | <b>Completed/ perfective</b> | <b>Incompleted/ progressive</b>  | <b>Contemplated/ imperfective</b> |
|----------------|-----------------|----------------------------|------------------------------|----------------------------------|-----------------------------------|
| wash           | hugas           | makapaghugas               | nakapaghugas                 | nakakapaghugas<br>nakapaguhugas  | makapaghugas<br>makapaguhugas     |
| clean          | maglinis        | makapaglinis               | nakapaglinis                 | nakakapaglinis<br>nakapaglilinis | makapaglinis<br>makapaglilinis    |
| cook           | magluto         | makapagluto                | nakapagluto                  | nakakapagluto<br>nakapagluluto   | makapagluto<br>makapagluluto      |
| give           | magbigay        | makapagbigay               | nakapagbigay                 | nakakapagbigay<br>nakapagbibigay | makapagbigay<br>makapagbibigay    |
| bring          | magdala         | makapagdala                | nakapagdala                  | nakakapagdala<br>nakapagdadala   | makapagdala<br>makapagdadala      |

**Word formation rules:**

**Infinitive:** add the prefix *maka-* to the root word.

bili + ***makapag-*** = **makapagbigay**

**Completed:** change the /m/ of the affix to /n/, and add the prefix *naka-* to the root word.

bigay + ***nakapag-*** = **nakapagbigay**

**Incompleted I:** (1) repeat the second CV of the prefix *nakapag-*

*nakapag-* + rep2ndCV = **nakakapag-**

and (2) add the affix to the root.

***nakakapag-*** + bigay = **nakakapagbigay**

**Incompleted II:** (1) repeat the first CV of the root

bigay + rep1stCV = **bibigay**

and (2) add the affix *naka-* to the stem.

***nakapag-*** + bibigay = **nakapagbibigay**

**Contemplated I:** (1) repeat the second CV of the prefix *makapag-*

*makapag-* + rep2ndCV = **makakapag-**

and (2) add the affix to the root.

***makakapag-*** + bigay = **makakapagbigay**

**Contemplated II:** (1) repeat the first CV of the root

bigay + rep1stCV = **bibigay**

and (2) add the affix *makapag-* to the stem.

***makapag-*** + bibigay = **makapagbibigay**

The choice between options I and II for the incompleting and contemplated forms is up to individual speakers, although some teachers of Filipino insist on option II as the proper way of conjugating the verbs. However, some speakers feel that option II is a more conservative form.

The following are examples of sentences with AF abilitative mood verbs. Their indicative mood counterparts are provided to show contrast. The mood and focus affixes and the subject are in bold.

| <i>Abilitative AF verbs</i>   | <i>Indicative AF verbs</i>  |
|---|---|
| <b>Nakapunta si Jun</b> sa Davao noong Mayo.<br><i>Jun was able to go to Davao in May.</i>                            | <b>Pumunta si Jun</b> sa Davao noong Mayo.<br><i>Jun went to Davao in May.</i>                        |
| <b>Nakakapaglaba ako</b> tuwing Sabado.<br><i>I am able to do laundry every Saturday.</i>                             | <b>Naglalaba ako</b> tuwing Sabado.<br><i>I do laundry every Saturday.</i>                            |
| <b>Makakapag-aral ang mga estudyante</b> sa kapihan.<br><i>The students will be able to study at the coffee shop.</i> | <b>Mag-aaral ang mga estudyante</b> sa kapihan.<br><i>The students will study at the coffee shop.</i> |

7.5.2 Non-AF abilitative mood verbs are formed by attaching the prefix /ma-/ to their OF, LDE, BF, or IF indicative forms, with the exception of forms derived from OF *in-* verbs, which require attaching the prefix /ma-/ only to the root word. This is yet another set of *ma-* verbs.

| <i>OF abilitative mood ma- verbs</i> |                             |                            |                              |                                 |                                   |
|--------------------------------------|-----------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>                       | <i>Indicative in- verbs</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>make</i>                          | <i>gawin</i>                | <i>magawa</i>              | <i>nagawa</i>                | <i>nagagawa</i>                 | <i>magagawa</i>                   |
| <i>play</i>                          | <i>tugtugin</i>             | <i>matugtug</i>            | <i>natugtug</i>              | <i>natutugtug</i>               | <i>matutugtug</i>                 |
| <i>finish</i>                        | <i>tapusin</i>              | <i>matapos</i>             | <i>natapos</i>               | <i>natatapos</i>                | <i>matatapos</i>                  |
| <i>watch</i>                         | <i>panoorin</i>             | <i>mapanood</i>            | <i>napanood</i>              | <i>napapanood</i>               | <i>mapapanood</i>                 |
| <i>bring</i>                         | <i>dalhin</i>               | <i>madala</i>              | <i>nadala</i>                | <i>nadadala</i>                 | <i>madadala</i>                   |
| <i>English</i>                       | <i>Indicative i- verbs</i>  | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>give</i>                          | <i>ibigay</i>               | <i>maibigay</i>            | <i>naibigay</i>              | <i>naibibigay</i>               | <i>maibibigay</i>                 |
| <i>prepare</i>                       | <i>ihanda</i>               | <i>mai-handa</i>           | <i>nai-handa</i>             | <i>nai-hahanda</i>              | <i>mai-hahanda</i>                |
| <i>teach</i>                         | <i>ituro</i>                | <i>ma-uro</i>              | <i>na-uro</i>                | <i>na-uturo</i>                 | <i>ma-uturo</i>                   |
| <i>write</i>                         | <i>isulat</i>               | <i>ma-isulat</i>           | <i>na-isulat</i>             | <i>na-isusulat</i>              | <i>ma-isusulat</i>                |
| <i>put away</i>                      | <i>iligpit</i>              | <i>ma-iligpit</i>          | <i>na-iligpit</i>            | <i>na-ililigpit</i>             | <i>ma-ililigpit</i>               |

| <b>English</b> | <b>Indicative an- verbs</b> | <b>Neutral/ infinitive</b> | <b>Completed/ perfective</b> | <b>Incompleted/ progressive</b> | <b>Contemplated/ imperfective</b> |
|----------------|-----------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| wash           | hugasan                     | mahugasan                  | nahugasan                    | nahuhugasan                     | mahuhugasan                       |
| wipe           | punasan                     | mapunasan                  | napunasan                    | napupunasan                     | mapupunasan                       |
| cover          | takpan                      | matakpan                   | natakpan                     | natatakpan                      | matatakpan                        |
| open           | buksan                      | mabuksan                   | nabuksan                     | nabubuksan                      | mabubuksan                        |
| close          | sarhan                      | masarhan                   | nasarhan                     | nasasarhan                      | masasarhan                        |

**LDF abilitative mood ma- verbs**

| <b>English</b> | <b>Indicative pag – an verbs</b> | <b>Neutral/ infinitive</b> | <b>Completed/ perfective</b> | <b>Incompleted/ progressive</b> | <b>Contemplated/ imperfective</b> |
|----------------|----------------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| dance at       | pagsayawan                       | Mapagsay-awan              | napagsayawan                 | napagsasay-awan                 | mapagsasayawan                    |
| cook in        | paglulutuan                      | mapaglutuan                | napaglutuan                  | napaglulutuan                   | mapaglulutuan                     |
| keep in        | pagtaguan                        | mapagtaguan                | napagtaguan                  | napagtataguan                   | mapagtataguan                     |
| sleep on       | pagtulugan                       | mapagtulugan               | napagtulugan                 | napagtutulugan                  | mapagtutulugan                    |
| pass through   | pagdaanan                        | mapagdaanan                | napagdaanan                  | napagdadaan                     | mapagdadaan                       |

| <b>English</b> | <b>Indicative -an verbs</b> | <b>Neutral/ infinitive</b> | <b>Completed/ perfective</b> | <b>Incompleted/ progressive</b> | <b>Contemplated/ imperfective</b> |
|----------------|-----------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| call           | tawagan                     | matawagan                  | natawagan                    | natatawagan                     | matatawagan                       |
| go to          | puntahan                    | mapuntahan                 | napuntahan                   | napupuntahan                    | mapupuntahan                      |
| help           | tulungan                    | matulungan                 | natulungan                   | natutulungan                    | matutulungan                      |
| give           | bigyan                      | mabigyan                   | nabigyan                     | nabibigyan                      | mabibigyan                        |
| look at        | tingnan                     | matingnan                  | natingnan                    | natitingnan                     | matitingnan                       |

**BF abilitative mood ma- verbs**

| <b>English</b> | <b>Indicative ipag-verbs</b> | <b>Neutral/ infinitive</b> | <b>Completed/ perfective</b> | <b>Incompleted/ progressive</b> | <b>Contemplated/ imperfective</b> |
|----------------|------------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| cook for       | ipagluto                     | maipagluto                 | naipagluto                   | naipagluluto                    | maipagluluto                      |
| bring for      | ipagdala                     | maipagdala                 | naipagdala                   | naipagdadala                    | maipagdadala                      |
| write for      | ipagsulat                    | maipagsulat                | naipagsulat                  | naipagsusulat                   | maipagsusulat                     |
| prepare for    | ipaghanda                    | maipaghanda                | naipaghanda                  | naipaghahanda                   | maipaghahanda                     |
| do laundry for | ipaglaba                     | maipaglaba                 | naipaglaba                   | naipaglalaba                    | maipaglalaba                      |

| <i>English</i>  | <i>Indicative<br/>i- verbs</i> | <i>Neutral/<br/>infinitive</i> | <i>Completed/<br/>perfective</i> | <i>Incompleted/<br/>progressive</i> | <i>Contemplated/<br/>imperfective</i> |
|-----------------|--------------------------------|--------------------------------|----------------------------------|-------------------------------------|---------------------------------------|
| <i>buy for</i>  | ibili                          | maibili                        | naibili                          | naibibili                           | maibibili                             |
| <i>make for</i> | igawa                          | maigawa                        | naigawa                          | naigagawa                           | maigagawa                             |
| <i>get for</i>  | ikuha                          | maikuha                        | naikuha                          | naikukuha                           | maikukuha                             |
| <i>find for</i> | ihanap                         | maihanap                       | naihanap                         | naihanap                            | maihanap                              |

**IF abilitative mood ma- verbs**

| <i>English</i>    | <i>Indicative<br/>ipang-verbs</i> | <i>Neutral/<br/>infinitive</i> | <i>Completed/<br/>perfective</i> | <i>Incompleted/<br/>progressive</i> | <i>Contemplated/<br/>imperfective</i> |
|-------------------|-----------------------------------|--------------------------------|----------------------------------|-------------------------------------|---------------------------------------|
| <i>kill with</i>  | ipampatay                         | maipam-<br>patay               | naipampatay                      | naipampapatay                       | maipampapatay                         |
| <i>clean with</i> | ipanlinis                         | maipanlinis                    | naipanlinis                      | naipanlilinis                       | maipanlilinis                         |
| <i>cut with</i>   | ipamputol                         | maipam-<br>putol               | naipamputol                      | naipampuputol                       | maipampuputol                         |
| <i>open with</i>  | ipambukas                         | maipam-<br>bukas               | naipambukas                      | naipambubukas                       | maipambubukas                         |
| <i>wash with</i>  | ipanghugas                        | maipang-<br>hugas              | naipanghugas                     | naipanghuhu-<br>gas                 | maipanghuhugas                        |

Word formation rules for these verbs follow those of the indicative OF forms. With the exception of *in-* verbs, which follow the same conjugation pattern as OF *ma-* verb indicative mood forms, all other non-AF abilitative mood forms simply attach the prefix /ma-/ to the full indicative mood form. The rest of the conjugation patterns follow the word formation rules of OF indicative mood verbs (see section on OF indicative mood verbs).

The following are examples of sentences with non-AF abilitative mood verbs. Their indicative mood counterparts are provided to show contrast. The mood and focus affixes and the subject are in bold.

**Abilitative mood OF verbs**

**Magagawa** ni Ana **ang proyekto niya**.  
*Ana will be able to do her project.*

**Naibigay** niya **ang pera** sa simbahan.  
*He/she was able to give the money to the church.*

**Nahuhugasan** ng kasambahay **ang mga plato**.  
*The maid is able to wash the dishes.*

**Indicative mood OF verbs**

**Gagawin** ni Ana **ang proyekto niya**.  
*Ana will do her project.*

**Ibinigay** niya **ang pera** sa simbahan.  
*He/she gave the money to the church.*

**Hinuhugasan** ng kasambahay **ang mga plato**.  
*The maid washes the dishes.*

|  |  |  |  |
|--|--|--|--|
| <b>Abilitative mood LDF verbs</b>  |  | <b>Indicative mood LDF verbs</b>   |  |
| <b>Natawagan</b> ng estudyante <b>ang guro</b> .<br><i>The student was able to call <b>the teacher</b>.</i>                |  | Tinawagan ng estudyante <b>ang guro</b> .<br><i>The student called <b>the teacher</b>.</i>                               |  |
| <b>Mapagtutulugan</b> niya <b>ang sofa</b> .<br><i>He/she will be able to sleep <b>on the sofa</b>.</i>                    |  | <b>Pagtutulugan</b> niya <b>ang sofa</b> .<br><i>He/she will sleep <b>on the sofa</b>.</i>                               |  |
| <b>Abilitative mood BF verbs</b>   |  | <b>Indicative mood BF verbs</b>  |  |
| <b>Naipaghanda</b> ng nanay ng meryenda <b>si Ben</b> .<br><i>(The) mother was able to prepare a snack <b>for Ben</b>.</i> |  | <b>Ipinaghanda</b> ng nanay ng meryenda <b>si Ben</b> .<br><i>(The) mother prepared a snack <b>or Ben</b>.</i>           |  |
| <b>Maibibili</b> ko ng kamiseta <b>ang kapatid ko</b> .<br><i>I will be able to buy a shirt <b>for my brother</b>.</i>     |  | <b>Ibibili</b> ko ng kamiseta <b>ang kapatid ko</b> .<br><i>I will buy a shirt <b>for my brother</b>.</i>                |  |
| <b>Abilitative mood IF verbs</b>   |  | <b>Indicative mood IF verbs</b>  |  |
| <b>Naipambayad</b> ko ng utang <b>ang regalo mo</b> .<br><i>I was able to pay my debt <b>with your gift</b>.</i>           |  | <b>Ipinambayad</b> ko ng utang <b>ang regalo mo</b> .<br><i>I paid my debt <b>with your gift</b>.</i>                    |  |
| <b>Maipanggagamot</b> mo ng sugat <b>ang dahon ng bayabas</b> .<br><i>You can treat a wound <b>with guava leaves</b>.</i>  |  | <b>Ipanggagamot</b> mo ng sugat <b>ang dahon ng bayabas</b> .<br><i>You will treat a wound <b>with guava leaves</b>.</i> |  |

7.5.3 Object-focus abilitative perception–cognition verbs are a special class of potential verbs that generally do not have AF counterparts. These are often, but not exclusively, used in sentences that contain an embedded clause as subject. The two affixes associated with this form are the prefix /ma-/ and the circumfix /ma – an/.

**OF perception–cognition ma- (-an) verbs**

| <b>English</b> | <b>Root word</b> | <b>Neutral/ infinitive</b> | <b>Completed/ perfective</b> | <b>Incompleted/ progressive</b> | <b>Contem- plated/ imperfective</b> |
|----------------|------------------|----------------------------|------------------------------|---------------------------------|-------------------------------------|
| to see         | kita             | makita                     | nakita                       | nakikita                        | makikita                            |
| to hear        | rinig            | marinig                    | narinig                      | naririnig                       | maririnig                           |
| to remember    | alala            | maalala                    | naalala                      | naaalala                        | maaalala                            |
| to realize     | tanto            | matanto                    | natanto                      | natatanto                       | matatanto                           |
| come to mind   | isip             | maisip                     | naisip                       | Naiisip                         | maisip                              |
| notice         | pansin           | mapansin                   | napansin                     | napapansin                      | mapapansin                          |
| to forget      | kalimot          | makalimutan                | nakalimutan                  | nakakalimutan                   | makakalimutan                       |
| to learn to do | tuto             | matutunan                  | natutunan                    | natututunan                     | matututunan                         |
| to find out    | alam             | malaman                    | nalaman                      | nalalaman                       | malalaman                           |
| to feel        | ramdam           | maramdaman                 | naramdaman                   | nararamdaman                    | mararamdaman                        |

Word formation rules:

**Infinitive:** add the affix *ma-* (*-an*) to the root word.

ring + *ma-* = **marinig**

ramdam + *ma-an* = **maramdaman**

**Completed:** change the /m/ of the affix to /n/, and add the prefix *na-* to the word.

ring + *ma-* = **marinig**

ramdam + *ma-an* = **maramdaman**

**Incompleted:** (1) repeat the first CV of the root

ring + rep1stCV = **ririnig**

ramdam + rep1stCV = **raramdam**

and (2) add the affix *na-* (*-an*) to the stem.

ririnig + *na-* = **naririnig**

raramdam + *na-an* = **nararamdaman**

**Contemplated:** (1) repeat the first CV of the root

ring + rep1stCV = **ririnig**

ramdam + rep1stCV = **raramdam**

and (2) add the affix *ma-* (*-an*) to the stem.

ririnig + *ma-* = **naririnig**

raramdam + *ma-an* = **nararamdaman**

**Note on reduplication of first CV:** repeat only the first vowel if the word starts with a vowel.

The following are examples illustrating the use of perception-cognition verbs in sentences with an *ang* phrase and sentences with an embedded clause as subject.

**OF abilitative perception-cognition verbs with *ang* phrase subject**

**Nakita** nila **ang mga buwaya** sa ilog.

They saw **the crocodiles** in the river.

**Nalaman** ni Minda **ang sikreto** ni Hilda.

Minda found out **Hilda's secret**.

**OF abilitative perception-cognition verbs with embedded sentential subject**

**Narinig** namin **kung kailan ang pagdiriwang sa bahay ninyo**.

We heard about **when the celebration at your house will be**.

**Natutunan** ng mga bata **na hindi dapat lumakad sa burol sa gabi**.

The children learned **that they should not walk on the hill at night**.

**7.6** **Accidental mood** indicates that the actor accidentally or unintentionally did the action expressed by the verb. Like the abilitative mood, the interpretation is highly context-dependent. The affixes associated with this verbal mood are spelled exactly the same as the abilitative mood affixes (i.e., they are homographs). In some dialects of Tagalog, they are homonyms (i.e., they have the same pronunciation). In others, there is a difference in pronunciation. Although this book follows the latter analysis, many speakers of Filipino do not make this distinction. This is why some linguists conflate the abilitative and accidental mood forms into one mood inflection called the aptative or potential mood. The accidental mood affixes are the prefix /maka:-/ for AF forms and the prefix /ma:-/ for the focus forms OF, LDF, and IF. The symbol /:/ represents vowel length here. However, standard Filipino orthography does not have a symbol representing vowel length, so learners will have to keep in mind that there is this slight difference in pronunciation between the abilitative and accidental mood affixes. Like other verbs, these also inflect for aspect.

**7.6.1 Actor-focus accidental mood** verbs are formed with the affix /maka:-/. Hence, the shorthand for this set is *maka:- verbs*.

| <i>AF accidental maka:- verbs</i> |                 |                            |                              |  |  |
|-----------------------------------|-----------------|----------------------------|------------------------------|--|--|
| <i>English</i>                    | <i>um- Verb</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i>              | <i>Contemplated/ imperfective</i>            |
| <i>kill</i>                       | <i>pumatay</i>  | <i>maka:patay</i>          | <i>naka:patay</i>            | <i>naka:kapatay</i><br><i>naka:papatay</i>   | <i>maka:kapatay</i><br><i>maka:papatay</i>   |
| <i>hit</i>                        | <i>bumundol</i> | <i>maka:bundol</i>         | <i>naka:bundol</i>           | <i>naka:kabundol</i><br><i>naka:bubundol</i> | <i>maka:kabundol</i><br><i>maka:bubundol</i> |
| <i>take</i>                       | <i>kumuha</i>   | <i>maka:kuha</i>           | <i>naka:kuha</i>             | <i>naka:kakuha</i><br><i>naka:kukuha</i>     | <i>maka:kakuha</i><br><i>maka:kukuha</i>     |
| <i>burn</i>                       | <i>magsunog</i> | <i>maka:sunog</i>          | <i>naka:sunog</i>            | <i>naka:kasunog</i><br><i>naka:susunog</i>   | <i>maka:kasunog</i><br><i>maka:susunog</i>   |
| <i>throw</i>                      | <i>magtapon</i> | <i>maka:tapon</i>          | <i>naka:tapon</i>            | <i>naka:katapon</i><br><i>naka:tatapon</i>   | <i>maka:katapon</i><br><i>maka:tatapon</i>   |

**7.6.2 Non-AF accidental mood** verbs are formed by attaching the prefix /ma:-/ to their OF, LDF, or IF indicative forms, with the exception of OF *in-* verbs, which require attaching the prefix /ma:-/ only to the root word. Thus, in this book, these are referred to as *ma:- verbs*. Note that there are no beneficiary-focus (BF) accidental mood forms.

*OF accidental mood ma:- verbs*

| <i>English</i> | <i>Indicative in- verbs</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|----------------|-----------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| eat            | kainin                      | ma:kain                    | na:kain                      | na:kakain                       | ma:kakain                         |
| drink          | inum                        | ma:inom                    | na:inom                      | na:iinom                        | ma:iinom                          |
| kick           | sipain                      | ma:sipa                    | na:sipa                      | na:sisipa                       | ma:sisipa                         |
| hit            | banggain                    | ma:bangga                  | na:bangga                    | na:babangga                     | ma:babangga                       |
| bite           | kagatin                     | ma:kagat                   | na:kagat                     | na:kakagat                      | ma:kakagat                        |

| <i>English</i> | <i>Indicative i- verbs</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|----------------|----------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| toss           | itapon                     | ma:itapon                  | na:itapon                    | na:itatapon                     | ma:itatapon                       |
| include        | isama                      | ma:isama                   | na:isama                     | na:isasama                      | ma:isasama                        |
| drop           | ihulog                     | ma:ihulog                  | na:ihulog                    | na:ihuhulog                     | ma:ihuhulog                       |
| give           | ibigay                     | ma:ibigay                  | na:ibigay                    | na:ibibigay                     | ma:ibibigay                       |
| put away       | iligpit                    | ma:iligpit                 | na:iligpit                   | na:ililigpit                    | ma:ililigpit                      |

| <i>English</i> | <i>Indicative -an verbs</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|----------------|-----------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| wash           | hugasan                     | ma:hugasan                 | na:hugasan                   | na:huhugasan                    | ma:huhugasan                      |
| guess          | hulaan                      | ma:hulaan                  | na:hulaan                    | na:huhulaan                     | ma:huhulaan                       |
| cover          | takpan                      | ma:takpan                  | na:takpan                    | na:tatakpan                     | ma:tatakpan                       |
| open           | buksan                      | ma:buksan                  | na:buksan                    | na:bubuksan                     | ma:bubuksan                       |
| close          | sarhan                      | ma:sarhan                  | na:sarhan                    | na:sasarhan                     | ma:sasarhan                       |

*LDF abilitative mood ma:- verbs*

| <i>English</i> | <i>Indicative -an verbs</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|----------------|-----------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| step on        | tapakan                     | ma:tapakan                 | na:tapakan                   | na:tatapakan                    | ma:tatapakan                      |
| sit on         | upuan                       | ma:upuan                   | na:upuan                     | na:uupuan                       | ma:uupuan                         |
| left behind    | iwanan                      | ma:iwanan                  | na:iwanan                    | na:iiwanan                      | ma:iiwanan                        |
| forget         | kalimutan                   | ma:kalimutan               | na:kalimutan                 | na:kakalimutan                  | ma:kakalimutan                    |
| put            | paglagyan                   | ma:paglagyan               | na:paglagyan                 | na:paglalagyan                  | ma:paglalagyan                    |

*IF abilitative mood ma:- verbs*

| <i>English</i> | <i>Indicative ipang- verbs</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|----------------|--------------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| kill with      | ipampatay                      | ma:ipampatay               | na:ipampatay                 | na:ipampapatay                  | ma:ipampapatay                    |
| clean with     | ipanlinis                      | ma:ipanlinis               | na:ipanlinis                 | na:ipanlilinis                  | ma:ipanlilinis                    |
| cut with       | ipamputol                      | ma:ipamputol               | na:ipamputol                 | na:ipampuputol                  | ma:ipampuputol                    |

open with ipambukas ma:ipambukas na:ipambukas na:ipambubukas ma:ipambubukas  
wash with ipanghugas ma:ipanghugas na:ipanghugas na:ipanghuhugas ma:ipanghuhugas

Word formation rules for these verbs follow those of the non-AF abilitative forms. With the exception of forms derived from OF *in-* verbs, which require attaching the prefix /ma:-/ only to the root word, all other non-AF abilitative mood forms simply attach the prefix /ma:-/ to the full indicative mood form (see section on OF indicative mood verbs).

The following are examples of sentences with non-AF accidental mood verbs. Their indicative mood counterparts are provided to show contrast. The mood and focus affixes and the subject are in bold.

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#### **Accidental mood OF verbs**

**Na:**kain ni Pedro **ang** pagkain ni **Jim**.

*Pedro accidentally ate **Jim's food**.*

**Na:**itapon niya **ang** papel ko.

*He/she accidentally threw away **my paper***

**Na:**tatakpan ng babae **ang** bata.

*The woman is unintentionally blocking **the child**.*

---

#### **Indicative mood OF verbs**

**Kinain** ni Pedro **ang** pagkain ni **Jim**.

*Pedro ate **Jim's food**.*

**Itinapon** niya **ang** papel ko.

*He/she threw away **my paper**.*

**Tinatakpan** ng babae **ang** bata.

*The woman is (deliberately) blocking **the child**.*

---

#### **Accidental mood LDF verbs**

**Na:**tapakan ng lalaki **ang** pusa.

*The man accidentally stepped **on the cat**.*

**Ma:**uupuan ni Mila **ang** lobo.

*Mila will accidentally sit **on the balloon**.*

---

#### **Indicative mood LDF verbs**

**Tinapakan** ng lalaki **ang** pusa.

*The man stepped **on the cat**.*

**Uupuan** ni Mila **ang** lobo.

*Mila will sit **on the balloon**.*

---

#### **Accidental mood IF verbs**

**Na:**ipampunas niya ng mesa **ang** panyo ko.

*He/she accidentally wiped the table **with my hankie**.*

**Na:**ipambili ko ng pagkain **ang** pera mo.

*I unintentionally used **your money** to buy food.*

---

#### **Indicative mood IF verbs**

**Ipinampunas** niya ng mesa **ang** panyo ko.

*He/she wiped the table **with my hankie**.*

**Ipinambili** ko ng pagkain **ang** pera mo.

*I used **your money** to buy food.*

**7.7** Causative mood indicates that one actor is causing another actor to perform the action expressed by the verb. The causative mood affix /pa-/ interacts with indicative mood affixes to create different focus forms. Therefore, instead of using only the cover term *pa-* verbs, in this section each focus form in the causative mood will be discussed separately. Like

other verbs, these also inflect for aspect. Causatives inherently imply involvement of **two actors**: (1) a **causer**, the noun causing another actor to perform the action expressed by the verb, and (2) a **causee**, the noun actually performing the action expressed by the verb. Due to this fact, this verbal mood has two AF forms.

7.7.1 **Actor-focus 1 causative mood** indicates that the subject (i.e., the *ang* phrase) of the sentence is the causer. The affix associated with this is / *magpa-*/. In a sentence, the causee may or may not be overtly expressed. When it is present, it is in the oblique case. Here are some examples of commonly used *magpa-* verbs and their aspectual forms.

| <i>AF-1 causative magpa- verbs</i> |                      |                            |                              |                                 |                                   |
|------------------------------------|----------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>                     | <i>AF indicative</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>Make</i>                        | <i>gumawa</i>        | <i>magpagawa</i>           | <i>nagpagawa</i>             | <i>nagpapagawa</i>              | <i>magpapagawa</i>                |
| <i>Help</i>                        | <i>tulong</i>        | <i>magpatulong</i>         | <i>nagpatulong</i>           | <i>nagpapatulong</i>            | <i>magpapatulong</i>              |
| <i>accompany</i>                   | <i>sumama</i>        | <i>magpasama</i>           | <i>nagpasama</i>             | <i>nagpapasama</i>              | <i>magpapasama</i>                |
| <i>Cook</i>                        | <i>magluto</i>       | <i>magpaluto</i>           | <i>nagpaluto</i>             | <i>nagpapaluto</i>              | <i>magpapaluto</i>                |
| <i>study</i>                       | <i>mag-aral</i>      | <i>magpaaral</i>           | <i>nagpaaral</i>             | <i>nagpapaaral</i>              | <i>magpapaaral</i>                |

Word formation rules:

**Infinitive:** add the prefix *magpa-* to the root word.

*bili* + *magpa-* = *magpabili*

**Completed:** change the /m/ of the affix to /n/, and add the prefix *nagpa-* to the root word.

*bili* + *nagpa-* = *nagpabili*

**Incompleted:** (1) repeat the second CV of the prefix *nagpa-*

*nagpa-* + rep2ndCV = *nagpapa-*

and (2) add the affix to the root

*nagpapa-* + *bili* = *nagpapabili*

**Contemplated:** (1) repeat the second CV of the prefix *maka-*

*magpa-* + rep2ndCV = *magpapa-*

and (2) add the affix to the root.

*magpapa-* + *bili* = *magpapabili*

The following are illustrative sentences with AF-1 causative verbs. The mood and focus affixes as well as the subject are in bold.

**Magpakain ka** ng almusal sa bata.

*AF I caus.eat-subj.you(causer) –genmark.breakfast-oblmark.child(causee).*  
(**You**) *Make the child eat.* / (**You**) *Feed the child.*

**Nagpaluto si Maria** ng pagkain kay Juan.

AF I *caus.cooked*–**subjmark.Maria(causer)** –*genmark.food*–*oblmark.Juan* (causee)

**Maria** requested Juan to cook (for her).

**Magpapatayo** ng bahay sa probinsya **ang lolo ko**.

AF I *caus.will build*–*genmark.house*–*oblmark.province*–**subjmark.my grandfather (causer)**

**My grandfather** will have a house built in the province.

7.7.2 Actor-focus 2 causative mood indicates that the subject (i.e., the *ang* phrase) of the sentence is the causee. The affix associated with this is /pa – in/, for verbs that are either *um-* or *ma-* verbs in the indicative mood, and /papag – in/, for verbs that are *mag-* verbs in the indicative mood. In a sentence, the causer may or may not be overtly expressed. When it is present, it is in the genitive case. Here are some examples of commonly used *pa – in* verbs and *pag – in* verbs and their aspectual forms. The choice between options I and II for the incompleting and contemplated forms is up to individual speakers, although some teachers of Filipino insist on option II as the proper way of conjugating the verbs.

#### AF-2 causative *pa – in* verbs

| English                | AF<br>indicative | Neutral/<br>infinitive | Completed/<br>perfective | Incom-<br>pleted/<br>progressive | Contem-<br>plated/<br>imperfective |
|------------------------|------------------|------------------------|--------------------------|----------------------------------|------------------------------------|
| make ...<br>eat (feed) | kumain           | pakainin               | pinakain                 | pinapakain<br>pinakakain         | papakainin<br>pakakainin           |
| make ...<br>sleep      | matulog          | patulugin              | pinatulog                | pinapatulog<br>pinatutulog       | papatulugin<br>patutulugin         |
| let inside             | Pumasok          | papasukin              | pinapasok                | pinapapasok<br>pinapapasok       | papapasukin<br>pinapapasok         |
| send away              | umalis           | paalisin               | pinaalis                 | pinapaalis<br>pinaaalis          | papaalisin<br>paaalisin            |
| let ... sit            | umupo            | paupuin                | pinaupo                  | pinapaupo<br>pinauupo            | papaupuin<br>pauupuin              |

#### Word formation rules:

**Infinitive:** add the circumfix *pa – in* to the root word.

alis + *pa – in* = paalisin

**Completed:** (I) add the prefix *pa-* to the root word

alis + *pa-* = paalis

and (2) add the infix *-in-* before the first vowel of the stem.

*-in-* + paalis = pinaalis

**Incompleted I:** (1) repeat the first CV of the prefix *pa-*,

*pa-* + rep | stCV = *papa-*

(2) add the affix to the root,

*papa-* + alis = **papaalis**

and (3) add the infix *-in-* before the first vowel of the stem.

*-in-* + papaalis = **pinapaalis**

**Incompleted II:** (1) repeat the first CV of the root,

alis + rep | stCV = **aalis**

(2) add the prefix *pa-* to the stem,

*pa-* + aalis = **paaalis**

and (3) add the infix *-in-* before the first vowel of the second stem.

*-in-* + papaalis = **pinaaalis**

**Contemplated:** (1) repeat the first CV of the circumfix *pa-in*

*pa-in* + rep | stCV = *papa-in*

and (2) add the affix to the root.

*papa-in* + alis = **papaalisin**

**Contemplated II:** (1) repeat the first CV of the root

alis + rep | stCV = **aalis**

and (2) add the circumfix *pa-in* to the stem.

*pa-in* + aalis = **paaalisin**

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*AF-2 causative pag-in verbs*

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| <i>English</i>           | <i>AF indicative</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i>  | <i>Contemplated/ imperfective</i>  |
|--------------------------|----------------------|----------------------------|------------------------------|----------------------------------|------------------------------------|
| <i>make ... clean</i>    | maglinis             | paglinisin                 | pinaglinis                   | pinapaglinis<br>pinaglinis       | papaglinisin<br>paglinisin         |
| <i>send to school</i>    | mag-aral             | pag-aralin                 | pinag-aral                   | pinapag-aral<br>pinag-aaral      | papag-aralin<br>pag-aaralin        |
| <i>request to cook</i>   | magluto              | paglutuun                  | pinagluto                    | pinapagluto<br>pinagluluto       | papaglutuun<br>paglulutuun         |
| <i>ask to bring</i>      | magdala              | pagdalhin                  | pinagdala                    | pinapagdala<br>pinagdadala       | papagdalhin<br>pagdadalhin         |
| <i>assign to collect</i> | magkolekta           | pagkolek-tahin             | pinagkolekta                 | pinapagkolekta<br>pinagkokolekta | papagkolektahin<br>pagkokolektahin |

**Word formation rules:**

**Infinitive:** add the circumfix *pag-in* to the root word.

linis + *pag-in* = **paglinisin**

**Completed:** (1) add the prefix *pa-* to the root word

linis + *pag-* = **paglinis**

and (2) add the infix *-in-* before the first vowel of the stem.

*-in-* + paglinis = **pinaglinis**

**Incompleted I:** (1) repeat the first CV of the prefix *pag-*,  
 $pag- + \text{repIstCV} = \text{papag-}$

(2) add the affix to the root,

$\text{papag-} + \text{lilis} = \text{papaglinis}$

and (3) add the infix *-in-* before the first vowel of the stem.

$-in- + \text{papaalis} = \text{pinapaglinis}$

**Incompleted II:** (1) repeat the first CV of the root,

$\text{lilis} + \text{repIstCV} = \text{lilinis}$

(2) add the prefix *pa-* to the stem,

$\text{pag-} + \text{lilinis} = \text{paglilinis}$

and (3) add the infix *-in-* before the first vowel of the second stem.

$-in- + \text{paglilinis} = \text{pinaglilinis}$

**Contemplated:** (1) repeat the first CV of the circumfix *pag-in*

$\text{pag-in} + \text{repIstCV} = \text{papag-in}$

and (2) add the affix to the root.

$\text{papag-in} + \text{lilis} = \text{papaglinisin}$

**Contemplated II:** (1) repeat the first CV of the root

$\text{lilis} + \text{repIstCV} = \text{lilinis}$

and (2) add the circumfix *pag-in* to the stem.

$\text{pag-in} + \text{lilinis} = \text{paglilinis}$

The following are examples of sentences with AF-2 causative mood verbs. The mood and focus affixes and the subject are in bold.

**Pakainin** mo ng almusal **ang bata**.

AF2 $\text{caus.eat-gen.you(causer)-genmark.breakfast-subjmark.}$   
**child(causee)**.

(You) Make **the child** eat./ (You) Feed **the child**.

**Pinagluto** ni Maria ng pagkain **si Juan**.

AF2 $\text{caus.cooked-genmark.Maria(causer)-genmark.food-subjmark.}$   
**Juan(causee)**

Maria made **Juan** cook (for her).

**Pagtatayuin** ng lolo ko ng bahay **ang tiyo ko**.

AF2 $\text{caus.will build-genmark.my grandfather(causer)-genmark.house-subjmark.}$   
**my uncle(causee)**

**My grandfather** will have my uncle build a house.

7.7.3 Object-focus causative mood indicates that the subject (i.e., the *ang* phrase) of the sentence is the object on which the action of the verb is performed. The affix associated with this is /ipa-/. In a sentence, both causer and causee may or may not be overtly expressed. When they are present, the causer is in the genitive case, while the causee is in the oblique case. Generally, at least one actor is overtly expressed. Here are some examples of commonly used *ipa-* verbs and their aspectual forms. The choice between options I and II for the incompleted and contemplated forms is

up to individual speakers, although some teachers of Filipino insist on option II as the proper way of conjugating the verbs.

| <i>OF causative ipa- verbs</i> |                      |                            |                              |                                 |                                   |
|--------------------------------|----------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>                 | <i>OF indicative</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>make ... clean</i>          | linisin              | ipalinis                   | ipinalinis                   | ipinapalinis<br>ipinalilinis    | ipapalinis<br>ipalilinis          |
| <i>make ... eat (feed)</i>     | kainin               | ipakain                    | ipinakain                    | ipinapakain<br>ipinakakain      | ipapakain<br>ipakakain            |
| <i>request to put</i>          | ilagay               | ipalagay                   | ipinalagay                   | ipinapalagay<br>ipinalalagay    | ipapalagay<br>ipalalagay          |
| <i>ask to give</i>             | ibigay               | ipabigay                   | ipinabigay                   | ipinapabigay<br>ipinabibigay    | ipapabigay<br>ipabibigay          |
| <i>ask to do laundry</i>       | labhan               | ipalaba                    | ipinalaba                    | ipinapalaba<br>ipinalalaba      | ipapalaba<br>ipalalaba            |

**Word formation rules:**

**Infinitive:** add the prefix *ipa-* to the root word.

kain + *ipa-* = ipakain

**Completed:** (1) add the prefix *pa-* to the root word

kain + *ipa-* = ipakain

and (2) add the infix *-in-* after the first consonant of the stem.

*-in-* + ipakain = ipinakain

**Incompleted I:** (1) repeat the second syllable of the prefix *ipa-*,

*ipa-* + rep 1stCV = *ipa pa-*

(2) add the affix to the root,

*ipapa-* + kain = ipapakain

and (3) add the infix *-in-* before the first vowel of the stem.

*-in-* + ipapakain = ipinapakain

**Incompleted II:** (1) repeat the first CV of the root,

kain + rep 1stCV = kakain

(2) add the prefix *ipa-* to the stem,

*ipa-* + kakain = ipakakain

and (3) add the infix *-in-* before the first vowel of the second stem.

*-in-* + ipakakain = ipinakakain

**Contemplated I:** (1) repeat the second syllable of the prefix *ipa-*

*ipa-* + rep 1stCV = *ipapa-*

and (2) add the affix to the root.

*ipapa-* + kain = ipapakain

**Contemplated II:** (1) repeat the first CV of the root

kain + rep 1stCV = kakain

and (2) add the prefix *ipa-* to the stem.

*ipa-* + kakain = ipakakain

Here are some examples of sentences with OF causative mood verbs. The mood and focus affixes and the subject are in bold.

**Ipakain mo ang tinapay** sa bata.

OFcaus.eat-gen.you(causer)-**subjmark.bread** -oblmark.child(causee).

(You) Make the child eat **the bread**. / (You) Feed **the bread** to the child.

**Ipinaluto ni Maria ang manok** kay Juan.

OFcaus.cooked-genmark.Maria(causer)-**subjmark.chicken** -oblmark.Juan (causee)

Maria made Juan cook **the chicken** (for her).

**Ipapaayos ng nanay ko ang kotse** sa talyer.

OFcaus.will fix-genmark.my mother(causer)-**subjmark.car** -oblmark.shop (causee)

My mother will have **the car** fixed at the shop.

7.7.4 Location/direction-focus causative mood indicates that the subject (i.e., the *ang* phrase) of the sentence is the location or direction of the action expressed by the verb. The affixes associated with this are /pa - an/, for direction-focus verbs, and /papag - an/ for location-focus verbs. In a sentence, both causer and causee may or may not be overtly expressed. When they are present, the causer is in the genitive case, while the causee is in the oblique case. Generally, at least one actor is overtly expressed. Here are some examples of commonly used *pa - an* and *papag - an* verbs and their aspectual forms. The choice between options I and II for the incompleting and contemplating forms is up to individual speakers, although some teachers of Filipino insist on option II as the proper way of conjugating the verbs.

**LDF causative pa - an verbs**

| English             | LDF indicative | Neutral/ infinitive | Completed/ perfective | Incompleted/ progressive         | Contemplated/ imperfective   |
|---------------------|----------------|---------------------|-----------------------|----------------------------------|------------------------------|
| have ... checked    | tingnan        | patingnan           | pinatingnan           | pinapatingnan<br>pinatitingnan   | papatingnan<br>patitingnan   |
| have ... helped     | tulungan       | patulungan          | pinatulungan          | pinapatulungan<br>pinatutulungan | papatulungan<br>patutulungan |
| have ... called     | tawagan        | patawagan           | pinatawagan           | pinapatawagan<br>pinatatawagan   | papatawagan<br>patatawagan   |
| have ... given      | bigyan         | pabigyan            | pinabigyan            | pinapabigyan<br>pinabibigyan     | papabigyan<br>pabibigyan     |
| have ... written to | sulatan        | pasulatan           | pinasulatan           | pinapasulatan<br>pinasusulatan   | papasulatan<br>pasusulatan   |

Word formation rules:

**Infinitive:** add the circumfix *pa – an* to the root word.

tawag + *pa – an* = **patawagan**

**Completed:** (1) add the circumfix *pa – an* to the root word

tawag + *pa – an* = **patawagan**

and (2) add the infix *-in-* before the first vowel of the stem.

*-in-* + patawagan = **pinatawagan**

**Incompleted I:** (1) repeat the first CV of the circumfix *pa – an*,

*pa – an* + rep1stCV = **papa – an**

(2) add the affix to the root,

**papa – an** + tawag = **papatawagan**

and (3) add the infix *-in-* before the first vowel of the stem.

*-in-* + papatawagan = **pinapatawagan**

**Incompleted II:** (1) repeat the first CV of the root,

tawag + rep1stCV = **tatawag**

(2) add the circumfix *pa – an* to the stem,

**pa – an** + tatawag = **patatawagan**

and (3) add the infix *-in-* before the first vowel of the second stem.

*-in-* + papatawagan = **pinapatawagan**

**Contemplated:** (1) repeat the first CV of the circumfix *pa – in*

*pa – in* + rep1stCV = **papa – in**

and (2) add the affix to the root.

**papa – in** + alis = **papaalisin**

**Contemplated II:** (1) repeat the first CV of the root

tawag + rep1stCV = **tatawag**

and (2) add the circumfix *pa – an* to the stem.

**pa – an** + tatawag = **patatawagan**

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*LDF causative papag – an verbs*

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| <i>English</i>                 | <i>LDF<br/>indicative</i> | <i>Neutral/<br/>infinitive</i> | <i>Completed/<br/>perfective</i> | <i>Incompleted/<br/>progressive</i>    | <i>Contem-<br/>plated/<br/>imperfective</i> |
|--------------------------------|---------------------------|--------------------------------|----------------------------------|--|---|
| <i>have ...<br/>written on</i> | pagsulatan                | papagsu-<br>latan              | pinapagsu-<br>latan              | pinapapagsulatan<br>pinapagsusulatan   | papapagsulatan<br>papagsusulatan            |
| <i>have ...<br/>cooked in</i>  | paglutuan                 | papaglu-<br>tuan               | pinapaglu-<br>tuan               | pinapapaglutuan<br>pinapaglulutuan     | papapaglutuan<br>papaglulutuan              |
| <i>have ...<br/>danced on</i>  | pagsayawan                | papagsay-<br>awan              | pinapagsay-<br>awan              | pinapapagsayawan<br>pinapagsasayawan   | papapagsayawan<br>papagsasayawan            |
| <i>have ...<br/>given</i>      | pagbigyan                 | papag-<br>bigyan               | pinapag-<br>bigyan               | pinapapagbigyan<br>pinapagbibigyan     | papapagbigyan<br>papagbibigyan              |
| <i>have ...<br/>swum in</i>    | paglanguyan               | papaglan-<br>guyan             | pinapaglan-<br>guyan             | pinapapaglanguyan<br>pinapaglalanguyan | papapaglanguyan<br>papaglalanguyan          |

Word formation rules:

**Infinitive:** add the circumfix *papag-an* to the root word.

sulat + *papag-an* = **papagsulatan**

**Completed:** add the circumfix *papag-an* to the root word

sulat + *papag-an* = **papagsulatan**

and (2) add the infix *-in-* before the first vowel of the stem.

*-in-* + patawagan = **pinapagsulatan**

**Incompleted I:** (1) repeat the first CV of the circumfix *papag-an*,

*papag-an* + replstCV = **papapag-an**

(2) add the affix to the root,

**papapag-an** + sulat = **papapagsulatan**

and (3) add the infix *-in-* before the first vowel of the stem.

*-in-* + papatawagan = **pinapapagsulatan**

**Incompleted II:** (1) repeat the first CV of the root,

sulat + replstCV = **susulat**

(2) add the circumfix *papag-an* to the stem,

**papag-an** + susulat = **papagsusulatan**

and (3) add the infix *-in-* before the first vowel of the second stem.

*-in-* + papagsusulatan = **pinapagsusulatan**

**Contemplated I:** (1) repeat the first CV of the circumfix *papag-an*

*papag-an* + replstCV = **papapag-an**

and (2) add the affix to the root.

**papapag-an** + sulat = **papapagsulatan**

**Contemplated II:** (1) repeat the first CV of the root

sulat + replstCV = **susulat**

and (2) add the circumfix *papag-an* to the stem.

**papag-an** + susulat = **papagsusulatan**

Here are some examples of sentences with LDF causative mood verbs. The mood and focus affixes and the subject are in bold.

**Palagyan** mo ng bulaklak **ang mesa** sa kapatid mo.

LDFcaus.put-gen.you(causer)-genmark.flower-subjmark.table-oblmark.your sibling(causee).

(You) Have your sibling put flowers **on the table**.

**Pinatawagan** ng prinsipal **ang mga estudyante**.

LDFcaus.called-genmark.principal(causer)-subjmark.students

The principal ordered that calls be made **to the students**.

**Papaglutuan** mo ng manok kay Ben **ang kaserolang iyan**.

OFcaus.cooked-gen.you(causer)-genmark.chicken-oblmark.Ben(causee)-subjmark.that pot

(You) Have Ben cook chicken **in that pot**.

**Pinapaglanguyan nila sa bisita ang bagong languyan.**

LDFcaus.swam–gen.they(causer)–oblmark.guest(causee)–*subjmark.new swimming pool*

They made the guest swim *in the new swimming pool*.

7.7.5 Benefactive-focus causative mood indicates that the subject (i.e., the *ang* phrase) of the sentence is the beneficiary of the action expressed by the verb. The affix associated with this is /ipagpa-/. In a sentence, both causer and causee may or may not be overtly expressed, although usually at least one actor is overtly expressed. When they are present, the causer is in the genitive case, while the causee is in the oblique case. Here are some examples of commonly used *ipagpa-* verbs and their aspectual forms.

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**BF causative ipagpa- verbs**

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| <b>English</b>          | <b>BF indicative</b> | <b>Neutral/ infinitive</b> | <b>Completed/ perfective</b> | <b>Incompleted/ progressive</b> | <b>Contemplated/ imperfective</b> |
|-------------------------|----------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| have ...<br>made for    | igawa                | ipagpagawa                 | ipinagpagawa                 | ipinagpapagawa                  | ipagpapagawa                      |
| have ...<br>bought for  | ibili                | ipagpabili                 | ipinagpabili                 | ipinagpapabili                  | ipagpapabili                      |
| have ...<br>cooked for  | ipagluto             | ipagpaluto                 | ipinagpaluto                 | ipinagpapaluto                  | ipagpapaluto                      |
| have ...<br>built for   | ipagtayo             | ipagpatayo                 | ipinagpatayo                 | ipinagpapatayo                  | ipagpapatayo                      |
| have ...<br>cleaned for | ipaglinis            | ipagpalinis                | ipinagpalinis                | ipinagpapalinis                 | ipagpapalinis                     |

**Word formation rules:**

**Infinitive:** add the prefix *ipagpa-* to the root word.

gawa + *ipagpa-* = ipagpagawa

**Completed:** add the prefix *ipagpa-* to the root word

gawa + *ipagpa-* = ipagpagawa

and (2) add the infix *-in-* after the first consonant of the stem.

*-in-* + ipagpagawa = ipinagpagawa

**Incompleted:** (1) repeat the third syllable of the prefix *ipagpa-*,

*ipagpa-* + rep3rdCV = ipagpapa-

(2) add the affix to the root,

*ipagpapa-* + gawa = ipagpapagawa

and (3) add the infix *-in-* before the first vowel of the stem.

*-in-* + ipagpapagawa = ipinagpapagawa

**Contemplated:** (1) repeat the third syllable of the prefix *ipagpa-*

*ipagpa-* + rep3rdCV = ipagpapa-

and (2) add the affix to the root.

*ipagpapa-* + gawa = ipagpapagawa

Here are some examples of sentences with BF causative mood verbs. The mood and focus affixes and the subject are in bold.

**Ipagpabili** mo ng prutas sa kasambahay **ang lola**.

BFcaus.buy-gen.you(causer)-genmark.fruits-oblmark.maid(causee)-  
**subjmark.grandmother**

(You) Have the maid buy fruits **for grandmother**.

**Ipinagpatayo** niya ng bahay **ang mga magulang niya**.

BFcaus.built-gen.he/she.genmark.house-subjmark.his/her parents

He/she had a house built **for her parents**.

**Ipagpapaluto** ni Mara ng pansit **si Bob**.

BFcaus.willcook-genmark.Mara(causer)-genmark.noodles-subjmark.Bob

Mara will have noodles cooked (by someone else) **for Bob**.

7.7.6 Instrumental-focus causative mood indicates that the subject (i.e., the *ang* phrase) of the sentence is the instrument used to perform the action expressed by the verb. The affix associated with this is /ipapang-/. In a sentence, both causer and causee may or may not be overtly expressed, although usually at least one actor is overtly present. When they are present, the causer is in the genitive case, while the causee is in the oblique case. Here are some examples of commonly used *ipapang-* verbs and their aspectual forms.

*IF causative ipapang- verbs*

| English                    | IF indicative | Neutral/ infinitive | Completed/ perfective | Incompleted/ progressive | Contemplated/ imperfective |
|----------------------------|---------------|---------------------|-----------------------|--------------------------|----------------------------|
| have ... use in cooking    | ipanluto      | ipapanluto          | ipinapanluto          | ipinapananluto           | ipapapanluto               |
| have ... use at home       | ipambahay     | ipapambahay         | ipinapambahay         | ipinapapambahay          | ipapapambahay              |
| have ... use in the office | ipang-opisina | ipapang-opisina     | ipinapang-opisina     | ipinapapang-opisina      | ipapapang-opisina          |
| have ... use in cleaning   | ipanlinis     | ipapanlinis         | ipinapanlinis         | ipinapapanlinis          | ipapapanlinis              |
| have ... use for cutting   | ipanggupit    | ipapang-gupit       | ipinapang-gupit       | ipinapapang-gupit        | ipapapanggupit             |

Word formation rules:

**Infinitive:** add the prefix *ipapang-* to the root word.

gawa + *ipapang-* = ipapanggawa

**Completed:** add the prefix *ipapang-* to the root word

gawa + *ipapang-* = ipapanggawa

and (2) add the infix **-in-** after the first consonant of the stem.

**-in-** + ipagpagawa = ipinapanggawa

**Incompleted:** (1) repeat the second syllable of the prefix **ipapang-**,

ipapang- + rep2ndCV = **ipa** papang-

(2) add the affix to the root,

**ipapapang-** + gawa = ipapapanggawa

and (3) add the infix **-in-** before the first vowel of the stem.

**-in-** + ipapapanggawa = ipinapapanggawa

**Contemplated:** (1) repeat the second syllable of the prefix

**ipapang-**

ipapang- + rep2ndCV = **ipa** papang-

and (2) add the affix to the root.

**ipapapang-** + gawa = ipapapanggawa

Here are some examples of sentences with IF causative mood verbs. The mood and focus affixes and the subject are in bold.

**Ipapambili** mo ng meryenda sa kasambahay **ang perang ito**.

IFcaus.buy-gen.you(causer)-genmark.snack-oblmark.maid(causee)-  
**subjmark.this money**

(You) Have the maid buy dinner **with this money**.

**Ipinapapanlinis** niya sa akin ng bakuran **ang walis na iyan**.

IFcaus.clean-gen.he/she(causer).obl.I(causee)-genmark.yard-subjmark.  
**that broom**

He/she makes me clean the yard **with that broom**.

**Ipapapanghugas** ni Rita ng mga plato **ang sabon**.

IFcaus.willwash-genmark.Rita(causer)-genmark.dishes-subjmark.soap  
Rita will (have someone) wash the dishes **with the soap**.

The last three verbal mood forms to be covered in this section are **limited derived forms**. These appear to encode meanings that combine at least two verbal moods. These all inflect for AF.

**7.8** *Magka-* verbs are denominal forms (i.e., verbs derived from **nouns**) that encode the idea that the *ang* phrase actor acquired the noun expressed by the root with some help or influence from outside factors in precipitating the event, such as luck or (in)opportune timing. Refer to the following verb list and similar verb forms discussed in earlier sections for word formation rules. The following are commonly used *magka-* verbs in all their aspectual forms and some illustrative sentences.

*Denominal magka- verbs meaning to acquire X*

| <i>English</i>     | <i>Source noun</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|--------------------|--------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| have a child       | anak               | magkaanak                  | nagkaanak                    | Nagkakaanak                     | magkakaanak                       |
| acquire money      | pera               | magkapera                  | nagkapera                    | Nagkakapera                     | magkakapera                       |
| acquire a house    | bahay              | magkabahay                 | nagkabahay                   | Nagkakabahay                    | magkakabahay                      |
| have a scar        | peklat             | magkapeklat                | nagkapeklat                  | Nagkakapeklat                   | magkakapeklat                     |
| have a spouse      | asawa              | magkaasawa                 | nagkaasawa                   | Nagkakaasawa                    | magkakaasawa                      |
| have a job or work | trabaho            | magkatrabaho               | nagkatrabaho                 | Nagkakatrabaho                  | magkakatrabaho                    |
| acquire a car      | kotse              | magkakotse                 | nagkakotse                   | Nagkakakotse                    | magkakakotse                      |
| have a cold        | sipon              | magkasipon                 | nagkasipon                   | Nagkakasipon                    | magkakasipon                      |

Examples:

**Nagkaanak** ng kambal sina **Mina at Bong**.

*Had* child–genmark.twins–*subjmark.Mina and Bong*

*Mina and Bong* had twins.

**Magkakatrabaho** na **ang kuya ko** sa susunod na buwan.

*Will get* a job–finally–*subjmark.my older brother* –next month

*My older brother* will finally get a job next month.

**Nagkakasipon** ako tuwing tag-ulan.

*Get a cold–subj.I* –every rainy season

*I* get a cold every rainy season.

**7.9** *Magpaka-* verbs comprise a small set of de-adjectival forms (i.e., verbs derived from adjectives). They encode the meaning that the *ang* phrase on his/her/their own volition chooses to engage in behavior resulting in the condition expressed by the root word. Refer to the following verb list and similar verb forms discussed in earlier sections for word formation rules. The following are commonly used *magpaka-* verbs in all their aspectual forms and some illustrative sentences.

| <i>De-adjectival magpaka- verbs meaning to engage in behavior resulting in X</i> |                         |                            |                              |                                 |                                   |
|--|-------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>English</i>   | <i>Source adjective</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
| <i>be drunk</i>  | lasing                  | magpakalasing              | nagpakalasing                | nagpapakalasing                 | magpapakalasing                   |
| <i>be true</i>   | totoo                   | magpakatotoo               | nagpakatotoo                 | nagpapakatotoo                  | magpapakatotoo                    |
| <i>be happy</i>  | saya                    | magpakasaya                | nagpakasaya                  | nagpapakasaya                   | magpapakasaya                     |
| <i>be stupid</i>   | tanga                   | magpakatanga               | nagpakatanga                 | nagpapakatanga                  | magpapakatanga                    |
| <i>be nice</i>   | bait                    | magpakabait                | nagpakabait                  | nagpapakabait                   | magpapakabait                     |
| <i>be crazy</i>  | baliw                   | magpakabaliw               | nagpakabaliw                 | nagpapakabaliw                  | magpapakabaliw                    |
| <i>be lazy</i>   | tamad                   | magpakatamad               | nagpakatamad                 | nagpapakatamad                  | magpapakatamad                    |
| <i>be skilled</i>  | husay                   | magpakahusay               | nagpakahusay                 | nagpapakahusay                  | magpapakahusay                    |
| <i>be martyr-like</i>  | martir                  | magpakamartir              | nagpakamartir                | nagpapakamartir                 | magpapakamartir                   |
| <i>be dead or kill one's self</i>  | matay                   | magpakamatay               | nagpakamatay                 | nagpapakamatay                  | magpapakamatay                    |

Examples:

**Magpakabait** kayo.

*Be nice—subj.you all*

*You all be nice.*

**Nagpakalasing** na naman ang tiyo ko kahapon.

*Got drunk—again—subj.mark.my uncle yesterday*

*My uncle got drunk again yesterday.*

**Magpapaka** saya kami sa bakasyon namin sa probinsya.

*Will have fun—subj.we —oblmark.our vacation—oblmark.province*

*We will have fun on our vacation in the province.*

**7.10** *Mapa-* verbs comprise a small set of de-verbal forms (i.e., verbs derived from other verbs). These words encode the meaning that the *ang* phrase, with volition, performed the action expressed by the root word due to circumstances that forced, persuaded, induced, or put pressure on him/her/them to do it. Refer to the following verb list and similar verb forms discussed in earlier sections for word formation rules. The following are commonly used *mapa-* verbs in all their aspectual forms and some illustrative sentences.

*De-verbal mapa- verbs meaning to be induced/forced into doing X*

| <i>English</i>             | <i>Source verb</i> | <i>Neutral/ infinitive</i> | <i>Completed/ perfective</i> | <i>Incompleted/ progressive</i> | <i>Contemplated/ imperfective</i> |
|----------------------------|--------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <i>forced to run</i>       | takbo              | mapatakbo                  | napatakbo                    | Napapatakbo                     | mapapatakbo                       |
| <i>forced to jump</i>      | lundag             | mapalundag                 | napalundag                   | Napapalundag                    | mapapalundag                      |
| <i>induced to laughter</i> | tawa               | mapatawa                   | napatawa                     | Napapatawa                      | mapapatawa                        |
| <i>induced to sing</i>     | kanta              | mapakanta                  | napakanta                    | Napapakanta                     | mapapakanta                       |
| <i>induced to scream</i>   | sigaw              | mapasigaw                  | napasigaw                    | Napapasigaw                     | mapapasigaw                       |
| <i>forced to look up</i>   | tingala            | mapatingala                | napatingala                  | Napapatingala                   | mapapatingala                     |
| <i>forced to cook</i>      | luto               | mapaluto                   | napaluto                     | Napapaluto                      | mapapaluto                        |
| <i>forced to drive</i>     | drayb              | mapadrayb                  | napadrayb                    | Napapadrayb                     | mapapadrayb                       |
| <i>forced to fight</i>     | laban              | mapalaban                  | napalaban                    | Napapalaban                     | mapapalaban                       |
| <i>induced to cough</i>    | ubo                | mapaubo                    | napaubo                      | Napapaubo                       | mapapaubo                         |



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# Pseudo-verbs and other verb forms

This chapter will discuss verb forms that generally do not inflect for aspect and, except in very rare cases, have only one form.

**8.1** Pseudo-verbs function as helping verbs that indicate modality. Hence, they may sometimes also be referred to as modal verbs, expressing either desire, obligation, want, or need. The sentence in which a pseudo-verb occurs must have a main verb in the infinitive form. In addition, a linker must come immediately before the main verb. The linker is usually dropped when the main verb follows a word that ends in a consonant. When enclitics and pronouns occur in a sentence with pseudo-verbs, they have to immediately follow the pseudo-verb, except when a pronoun is used to express possession. In the examples provided, the pseudo-verb, linker, and main verb will be in bold. A linker enclosed in parenthesis is often dropped, especially in spoken Filipino.

**8.1.1** *Dapat* indicates obligation. It is roughly equivalent to the English modal verb *must*. Here are some examples.

**Dapat akong pumunta** sa opisina bukas.  
*Must-subj.lnk-to go-oblmark.office-tomorrow*  
I **must go** to the office tomorrow.

**Dapat (na) linisin** ng lalaki ang kotse niya.  
*Must-lnk-to clean-genmark.man-subjmark.his car*  
The man **must clean** his car.

**8.1.2** *Puwede* indicates ability or possibility. It is roughly equivalent to the English modal verb *can*. *Maaari* is a synonym of /*puwede*/, but it is deemed more formal. Here are some examples.

**Puwede** siyang tumugtog ng gitara.  
*Can-subj.he/she.lnk-to play-oblmark.guitar*  
He **can play** the guitar.

**Puwedeng dalhin** ng kaibigan ko ang kompyuter niya.

*Can.Ink-to bring-genmark.my friend-subjmark.his/her computer*

*My friend **can bring** his/her computer.*

8.1.3 **Bawal** indicates restriction. It translates into English as *not allowed* or *forbidden*. Here are some examples.

**Bawal kayong pumarada** sa harap ng gusali.

*Not allowed-subj.youPl.Ink-to park-oblmark.front-genmark.building*

*You **are not allowed to park** in front of the building.*

**Bawal (na) kumain** ang mga bisita sa museyo.

*Forbidden-(Ink)-to eat-subjmark.visitors-oblmark.museum*

*Visitors are **forbidden to eat** at the museum.*

The pseudo-verbs /dapat/, /puwede/ or /maaari/, and /bawal/ require an infinitive form main verb when it functions as a helping verb. This main verb determines the case marking on the noun phrases (NPs) in the sentence. For example, if the main verb is actor focus (AF), the actor NP must have a nominative case marking, and if the main verb is object focus (OF), the actor NP must have genitive case marking.

The pseudo-verbs /kailangan/, /gusto/ or /nais/, and /bawal/ also require an infinitive main verb form. However, unlike the previous three helping verbs, these auxiliary verbs trigger the obligatory use of genitive case marking on the actor NP, regardless of the focus form of the main verb.

8.1.4 **Kailangan** indicates need. It translates into English as *should* or *need*. Here are some examples.

**Kailangan mong magpatingin** sa doktor.

*Should-gen.youSg.Ink-to get checked-oblmark.doctor*

*You **should consult** a doctor.*

**Kailangan(g) ibigay** ni Ben ang pera sa kapatid niya.

*Need.(Ink)-to give-genmark.Ben-subjmark.money-oblmark.his sibling*

*Ben **needs to give** the money to his brother/sister.*

8.1.5 **Gusto** indicates desire, wanting, or liking. It translates into English as *like* or *want*. **Nais** is a synonym of /gusto/, but it is deemed more formal. Here are some examples.

**Gusto naming manood** ng sine mamaya.

*Want-gen.we.Ink-to watch-genmark.movie-later*

*We **want to watch** a movie later.*

**Gustong kumuha** ng mga turista ng mga litrato ng bundok.  
*Like*-*Ink*-to take-genmark.tourists-genmark.pictures-genmark.mountain  
 Tourists **like to take** pictures of the mountain.

8.1.6 **Ayaw** indicates dislike, not wanting, or liking. It translates into English as *not like* or *not want*. Here are some examples.

**Ayaw** naming **manood** ng sine mamaya.  
*Not want*-gen.*we*-*Ink*-to watch-genmark.movie-later  
 We **do not want to watch** a movie later.

**Ayaw (na) umakyat** ng mga turista sa bundok kapag tag-ulan.  
*Not like*-(*Ink*)-to climb-genmark.tourists-oblmark.mountain-when-rainy season  
 Tourists **do not like to climb** the mountain during rainy season.

Some pseudo-verbs can take focus affixes and function as main verbs. When they do, they can also be inflected for aspect. Some examples are shown here. (For inflection, see chapter on verbs.)

| AF   | OF                         | Location-direction focus (LDF)         |
|--|----------------------------|--|
| umayaw <i>change one's mind after initially agreeing</i> | gustuhin <i>want</i>       | ayawan <i>reject</i>                   |
| magkagusto <i>develop a liking</i>                       | kailanganin <i>need</i>    | pagbawalan <i>forbid</i>               |
|  | ipagbawal <i>to forbid</i> | magustuhan <i>find to one's liking</i> |

8.1.7 Other verbs that function like pseudo-verbs are the following: **alam** *know (something)*, **marunong** *be knowledgeable (about something)*, and **mahilig** *be fond (of doing something)*. /*Alam*/ has the same sentence structure as /*gusto*, *ayaw*, *kailangan*/ in that the actor or doer of the action is always a *ng* phrase. /*Marunong*/ and /*mahilig*/ always have the actor or doer as the *ang* phrase. Here are some examples.

**Alam** naming **gawin** ang parol.  
*Know*-gen.*we*-*Ink*-to make-subjmark.Christmas lantern  
 We **know how to make** a Christmas lantern.

**Marunong** silang **magsaka** at **mangisda**.  
*Know*-sub.*they*-*Ink*-to farm-and-to fish  
 They **know how** to farm and to fish.

**Mahilig (na) magtanim** ng mga bulaklak ang tiya ko.  
*Fond of*-(*Ink*)-to plant-genmark.flowers-subjmark.my aunt  
 My aunt **is fond of** planting flowers (in the garden).

Pseudo-verbs are magnets for enclitics and pronouns. That is, when occurring in the same clause with enclitics and/or GEN and NOM pronouns, pseudo-verbs pull or attract these clitic forms so that a strict word ordering rule is established. In the competition for the position immediately following the pseudo-verb, the rule is enclitics + GEN pronoun + NOM pronoun, except with the pronouns /ko/, /mo/, and /ka/, which are stronger and precede enclitic adverbs. In the following examples, this strict word order in sentences containing pseudo-verbs, enclitics, and pronouns is demonstrated.

Pumasok sa kuwarto si Mario.

*Mario went inside the room.*

Pumasok **daw** sa kuwarto si Mario.

*I heard that Mario went inside the room.*

Pumasok **daw siya** sa kuwarto.

*I heard that he went inside the room.*

Pumasok **ka raw** sa kuwarto.

*They say that you (should) go inside the room.*

**Puwede ka raw** pumasok sa kuwarto.

*They say that you can go inside the room.*

Dinala ni Amy ang kompyuter sa labas.

*Amy brought the computer outside.*

Dinala **niya ito** sa labas.

*She brought it outside.*

Dinala **pala niya ito** sa labas.

*I am surprised to hear that she brought it outside.*

Dinala **mo pala ito** sa labas.

*I am surprised to hear that you brought it outside.*

**Kailangan mo pala itong** dalhin sa labas.

*I am surprised to hear that you need to bring it outside.*

**8.2** *Paki-* verbs are used to express request or ask a favor. The meaning of the affix /paki-/ is very similar to the word *please* in English. The structure of the sentence in which this verb occurs is non-AF. The verb is formed by simply attaching the prefix /paki-/ to a root word of an OF verb or a verb stem of LDF verbs (see chapter on verbs for focus inflection). The object may be marked by **ang** when it is definite, or **ng** when it is indefinite. Here are some examples.

**Pakikuha mo ng pagkain** sa kusina.

**OFPlease.get-gen.youSg-genmark.food** -oblmark.kitchen

(Will you) **Please get food** from the kitchen.

**Pakilagay** mo **ang bag mo** sa mesa.

**OF** **Please.put**–gen.youSg–subjmark.your bag –oblmark.table  
(Would you) **Please put your bag** on the table.

**Pakilagyan** mo ng bulaklak **ang plorera**.

**LDF** **Please.put**–gen.youSg–genmark.flower–subjmark.flower vase  
(Would you) **Please put** flowers **in the vase**.

### 8.3 Verbs of sense and emotion

A small set of stative verbs that indicate feelings and sensation behave differently from other verb forms, although they may also inflect for aspect, focus, and mood like other verbs. Their bare root or uninflected forms are often used to express current or present state or condition. These bare forms can also function as helping verbs co-occurring with infinitive forms of other verbs. Some frequently used forms are provided here with their AF and OF forms.

**magmahal** (AF)/**mahalin** (OF) *to love*

**magnais** (AF)/**naisin** (OF) *to want*

**magnasa** (AF)/**nasain** (OF) *to desire*

**mangarap** (AF)/**pangarapin** (OF) *to dream of or to fantasize about*

**gustuhin** (OF) *to like/to want*

**ayawan** (I/DF) *to dislike/to reject*

**Mahal** ka namin.

We **love** you.

Ako ang **nagmamahal** sa iyo.

I am the one who **loves** you.

**Mamahalin** kita magpakailanman.

I **will love** you forever.

**Pangarap** kong maglakbay sa buong mundo.

I **dream** of traveling around the world.

**Inayawan** nila ang pagkaing dinala ko sa salusalo.

They **disliked** the food that I brought to the celebration.

**Gustuhin** ko mang mamili, hindi puwede dahil wala akong pera.

Even if I **wanted** to go shopping, I could not because I have no money.

### 8.4 Verbs of perception and cognition

Another set of stative verbs that behave differently are associated with states of perceiving or recognizing an object or event. Many of these verbs are used almost exclusively as OF forms, and the object of the sentence can be an *ang* marked noun or an embedded complement clause.

The following chart lists some of the most frequently used perception–cognition verbs and some examples of their use in sentences.

| OF perception–<br>cognition verbs          | Completed    | Incompleted         | Contemplated  |
|--|--------------|---------------------|---------------|
| maisip <i>think of</i>                     | naisip       | naiisip             | maiisip       |
| maalala <i>remember</i>                    | naalala      | naaalala            | maaalala      |
| makita see                                 | nakita       | nakikita            | makikita      |
| marinig <i>hear</i>                        | narinig      | naririnig           | maririnig     |
| mapansin <i>notice</i>                     | napansin     | napapansin          | mapapasin     |
| madiskubre <i>find out or<br/>discover</i> | nadiskubre   | nadidiskubre        | madidiskubre  |
| matuklasan <i>find out or<br/>discover</i> | natuklasan   | natutuklasan        | matutuklasan  |
| maramdaman <i>feel</i>                     | naramdaman   | nararamdaman        | mararamdaman  |
| mabalitaan <i>hear about</i>               | nabalitaan   | nababalitaan        | mababalitaan  |
| matutunan <i>learn</i>                     | natutunan    | natututunan         | matututunan   |
| makalimutan <i>forget</i>                  | nakalimutan  | nakakalimutan       | makakalimutan |
| malaman <i>learn or<br/>find out</i>       | nalaman      | nalalaman<br>(alam) | malalaman     |
| maintindihan <i>understand</i>             | naintindihan | naiintindihan       | maiintindihan |
| mapagtanto <i>realize</i>                  | napagtanto   | napapagtanto        | mapapagtanto  |

**Naalala** ko ang mga kuwento ng aking lola.  
*I **remember** my grandmother's stories.*

**Naalala** ko na may bisitang darating bukas.  
*I (just) **remembered** that we have a guest coming tomorrow.*

**Naiisip** ko ang mga problema sa aming bayan tuwing nagbabasa ako ng balita.  
*I **think** about the problems in our town every time I watch the news.*

**Naiisip** ko kung bakit marami ang mga OFW na nawalan ng trabaho.  
*I **think** about why many OFWs lost their jobs.*

**Matututunan** ng mga estudyante ang iba't-ibang paraan ng katutubong paghahabi.  
*The students **will learn** different techniques of traditional weaving.*

**Matututunan** din nila kung paano gawin ang mga bagong disenyo.  
*They **will** also **learn** how to make new designs.*

**Nalaman** ng kaklase ni Minda ang kanyang sikreto.  
*Minda's classmate **found out** her secret.*

**Nalaman** ng kaklase ni Minda na aalis na siya sa kanyang trabaho.  
*Minda's classmate **learned** that she is leaving her job very soon.*

Yet another set of perception–cognition verbs are expressed as syntactically intransitive AF forms. Some take the infix /-um/, others take the prefix /mag-/, and some the prefix /mang-/. Because this AF verb form is syntactically intransitive, the clause in which it occurs cannot have a GEN-marked object, but instead have an OBL-marked NP or an embedded clause object. As such, these forms have locative/directional-focus (L/DF) form counterparts. The following chart provides some of the more frequently used verbs of this type and a few illustrative sentences.

| <b>AF perception–cognition verbs</b>                            | <b>Completed</b>                | <b>Incompleted</b>                  | <b>Contemplated</b>               |
|---|---------------------------------|-------------------------------------|-----------------------------------|
| maniwala (AF)<br>paniwalaan (LF)<br><i>believe</i>              | naniwala<br>pinaniwalaan        | naniniwala<br>pinaniniwalaan        | maniwala<br>paniwalaan            |
| magtiwala (AF)<br>pagkatiwalaan (LF)<br><i>trust</i>            | nagtiwala<br>pinagkatiwalaan    | nagtitiwala<br>pinagkakatiwalaan    | magtitiwala<br>pagkakatiwalaan    |
| magduda (AF)<br>pagdudahan (LF)<br><i>doubt</i>                 | nagduda<br>pinagdudahan         | nagdududa<br>pinagdududahan         | magdududa<br>pagdududahan         |
| mainggit (AF)<br>kainggitan (LF)<br><i>jealous</i>              | nainggit<br>kinainggitan        | naiinggit<br>kinaiinggitan          | maiinggit<br>kaiinggitan          |
| sumang-ayon (AF)<br>sang-ayunan (LF)<br><i>agree to or with</i> | sumang-ayon<br>sinang-ayunan    | sumasang-ayon<br>sinasang-ayunan    | sasang-ayon<br>sasang-ayunan      |
| tumutol (AF)<br>tutulan (LF)<br><i>object to</i>                | tumutol<br>tinutulan            | tumututol<br>tinututulan            | tututol<br>tututulan              |
| magmunimuni (AF)<br>pagmunimunihan (LF)<br><i>mull over</i>     | nagmunimuni<br>pinagmunimunihan | nagmumunimuni<br>pinagmumunimunihan | magmumunimuni<br>pagmumunimunihan |
| mag-isip (AF)<br>pag-isipan (LF)<br><i>consider</i>             | nag-isip<br>pinag-isipan        | nag-iisip<br>pinag-iisipan          | mag-iisip<br>pag-iisipan          |

|                     |              |              |            |
|---------------------|--------------|--------------|------------|
| maawa (AF)          | naawa        | naaawa       | maaawa     |
| kaawaan (LF)        | kinaawaan    | kinaawaan    | kaaawaan   |
| <i>take pity on</i> |              |              |            |
| magsisi (AF)        | nagsisi      | nagsisisi    | magsisisi  |
| pagsisihan (LF)     | pinagsisihan | pinagsisihan | pagsisihan |
| <i>regret</i>       |              |              |            |

**Naniniwala** siya sa himala.

*He/she believes in miracles.*

**Naniniwala** siya na magbabago rin ang kanyang asawa.

*He/she believes that his/her spouse will eventually change.*

**Pinaniniwalaan** niya ang mga kuwentong-multo.

*He/she believes in ghost stories.*

**Sumasang-ayon** si Lina sa iyong pananaw.

*Lina agrees with your opinion.*

**Sumasang-ayon** kami na dapat magkaroon ng batas ng dibosryo sa Pilipinas.

*We agree that the Philippines should have a divorce law.*

**Sinasang-ayunan** ng maraming tao ang panukalang batas na ito.

*Many people agree with this proposed bill.*

### 8.5 Verbs of becoming, existing, and possession

There is a small set of stative verbs that indicate existence/non-existence, becoming, accompanying, having, or possessing an object or a quality. These verbs behave differently than canonical verb forms, as illustrated by the following examples.

| <b>AF existential verbs</b>                     | <b>Completed</b> | <b>Incompleted</b> | <b>Contemplated</b> |
|---|------------------|--------------------|---------------------|
| magkaroon<br><i>to have or acquire</i>          | nagkaroon        | nagkakaroon        | magkakaroon         |
| maging<br><i>to become</i>                      | naging           | nagiging           | magiging            |
| mawalan<br><i>to experience loss</i>            | nawalan          | nawawalan          | mawawalan           |
| magmukhang-N/adj.<br><i>to look like N/adj.</i> | nagmukhang-X     | nagmumukhang-X     | magmumukhang-X      |
| magmay-ari<br><i>to own</i>                     | nagmay-ari       | nagmamay-ari       | magmamay-ari        |

magkasama  
be together

nagkasama

nagkakasama

magkakasama

Impersonal  
verbs

**Nagkaroon** ng magandang buhay sa siyudad ang kanyang kapatid.  
*His/her sibling **had** a good life in the city.*

**Nagiging** mainit na ang panahon ngayon.  
*The weather is **becoming** warmer now.*

**Mawawalan** tayo ng kuryente bukas dahil sa bagyo.  
*We are **going to lose electricity** tomorrow due to the hurricane.*

## 8.6 Impersonal verbs

There is a small class of verbs in Filipino, mostly associated with weather-related events, called impersonal verbs. The infix /-um/ is attached to root words that are commonly nouns referring to naturally occurring weather events. The most frequently used forms are listed in the following chart. These verbs can often stand on their own as full sentences.

| <i>Impersonal verbs</i>               | <i>Completed</i> | <i>Incompleted</i> | <i>Contemplated</i> |
|---------------------------------------|------------------|--------------------|---------------------|
| umulan<br><i>to rain</i>              | umulan           | umuulan            | uulan               |
| bumagyo<br><i>to have a storm</i>     | bumagyo          | bumabagyo          | babagyo             |
| lumindol<br><i>have an earthquake</i> | lumindol         | lumilindol         | lilindol            |
| kumidlat<br><i>have lightning</i>     | kumidlat         | kumikidlat         | kikidlat            |
| kumulog<br><i>have thunder</i>        | kumulog          | kumukulog          | kukulog             |
| bumaha<br><i>have a flood</i>         | bumaha           | bumabaha           | babaha              |
| umaraw<br><i>be sunny</i>             | umaraw           | Umaaraw            | aaraw               |
| humangin<br><i>be windy or breezy</i> | humangin         | humahangin         | hahangin            |
| gumabi<br><i>turn nighttime</i>       | gumabi           | gumagabi           | gagabi              |
| dumilim<br><i>turn dark</i>           | dumilim          | dumidilim          | didilim             |
| lumiwanag<br><i>turn bright</i>       | lumiwanag        | lumiliwanag        | liliwanag           |

|                            |         |           |         |
|----------------------------|---------|-----------|---------|
| guminaw<br>get <i>cold</i> | guminaw | gumiginaw | giginaw |
| uminit<br>get <i>warm</i>  | uminit  | Umiinit   | iinit   |

**Umuulan.***(It is) raining.***Bumabagyo** sa aming probinsya ngayon.*There is a hurricane in our province currently.*Ayon sa balita, **aaraw** na raw bukas.*According to the news, it will finally be sunny tomorrow.*Umuwi na kayo dahil **gumagabi** na.*You better go home now because it is getting late.***Lumiliwanag** na.*It is getting bright now.*

**8.7** Intermittent action verbs are AF forms that indicate frequent action expressed by the root word. The verb is formed by attaching the prefix /pa-/ to a reduplicated verb root (i.e., *pa-* + reduplication of the root word). Here are some examples.

**Palakad-lakad** si Pedro sa mall habang naghihintay sa kaibigan niya.**Walking about**—subjmark.Pedro—oblmark.mall—while—waiting—oblmark.his friend*Pedro walked about while waiting for his friend at the mall.***Patingin-tingin** ang bata sa mga bisita sa salusalò.**Cast glances**—subjmark.child—oblmark.guests—oblmark.party*The child cast glances at the guests at the party.***Palaboy-laboy** sa kalye ang mga estudyante kahapon.**Loiter**—oblmark.street—subjmark.students—yesterday*The students were loitering on the streets.*

**8.8** Nearly started action verbs are AF forms that indicate nearly started action expressed by the root word. In a sentence, it is often followed by the adverbial enclitic *na already*. The verb is formed by attaching the prefix /pa-/ or /papa-/ to a verb root (i.e., (*pa*)*pa-* + root word). Here are some examples.

**Papaalis** na ako ngayon.**About to leave**—already.subj.I—now*I am about to leave now.*

**Papatulog** na kami nang dumating ang mga pulis.

**About to sleep**—*already-subjmark.we-when-came-subjmark.police*

We were **about to sleep** when the police came.

**Papalabas** na si Pedro nang umulan.

**About to go out**—*already-subjmark.Pedro-when-rained*

Pedro was **about to go out** when it rained.

**8.9** Upon completion of action verbs are non-AF forms that express the meaning *immediately after performing the action* expressed by the verb root. When overtly expressed in a sentence, the actor or doer of the action is in the genitive case. The verb is formed by attaching the prefix /pagka-/ to a verb root (i.e., *pagka-* + root word). Here are some examples.

**Pagkaluto** ni Maria, dumating ang kaibigan niya.

**Upon finishing cooking**—*genmark.Maria-arrived-subjmark.her friend*

**After Maria finished cooking**, her friend arrived.

**Pagkakain** nila, nanood sila ng sine.

**Soon after eating**—*gen.they-watched-subjmark.they-genmark.movie*

**(Soon) after eating**, they watched a movie.

**Pagkagradweyt** ng ate ko, pumunta siya sa Amerika.

**After graduation**—*genmark.my older sister-went-subj.she-oblmark.America*

**After my older sister graduated**, she went to America.

**8.10** Recent perfective verbs are non-AF forms that the action expressed by the verb root has *just been completed*. The actor or doer of the action is always in the genitive case. The verb is formed by attaching the prefix /ka-/ to a verb root with a reduplicated first (C)V (i.e., *ka-* + reduplication of first (C)V of the root + root word). Alternatively, the prefix may be reduplicated (*ka-* + *kaka-*) instead of the first CV of the root. In a sentence, the verb is often followed by the adverbial enclitic **lang** *just* or *only*, but without it the sentence would still be grammatical. Here are some examples.

**Katatapos** lang ng klase namin.

**Just finished**—*lang-genmark.our class*

Our class just **ended**.

**Kalilinis** ko ng bahay kahapon.

**Just cleaned**—*gen.I-genmark.house-yesterday*

I **just cleaned** the house yesterday.

**Kakagising** lang ng kuya ko.

**Just awoke**—*lang-genmark.my older brother*

My older brother **just woke up**.

**8**

Pseudo-  
verbs and  
other verb  
forms

**Kakaayos** niya ng kotse.

**Just fixed**—gen.he/she—genmark.car

He/she **just fixed** the car.

# Adverbs

In this chapter, the discussion of adverbs, words used to modify action or events, is divided into four sections: adverbs of time; adverbs of manner using prepositions; adverbs of manner using adjectives; and enclitic adverbs, some of which are temporal and most of which are modal.

**9.1** **Temporal adverbs** are words that can be thought of as providing tense to Filipino sentences because verbs in the language inflect for aspect but not tense.

**9.1.1** The adverbs of time associated with past events are listed in the following table along with examples of their use.

| English   | Filipino   | Sentences  |
|---|------------|--|
| <i>previously</i><br>or <i>formerly</i>                 | dati       | Dati, nakatira kami sa Quezon City.<br><i>Previously, we lived in Quezon City.</i>   |
| <i>back then</i>  | noon       | Noon, nagtuturo ang nanay ko sa Science High School.<br><i>Back then, my mother was teaching at the Science High School.</i> |
| <i>in + point</i><br>or <i>period</i><br><i>in time</i> | noong +    | Nagbiyahe ang pamilya ko sa Canada noong isang taon.<br><i>My family went on a trip to Canada last year.</i>                 |
| <i>yesterday</i>  | kahapon    | Pumunta ako sa palengke kahapon.<br><i>I went to the market yesterday.</i>   |
| <i>two days</i><br><i>ago</i>                           | kamakalawa | Dumating ang tiya ko galing sa probinsya kamakalawa.<br><i>My aunt came from the province two days ago.</i>                  |

| English          | Filipino   | Sentences   |
|------------------|------------|---|
| recently         | kamakailan | Ipinasa ng kongreso ang panukalang batas kamakailan.<br><i>Congress passed the proposed bill recently.</i>  |
| earlier<br>today | kanina     | Nagbigay ng pahayag ang pangulo kaninang umaga.<br><i>The president issued a statement earlier this morning.</i>                                    |
| when             | nang/noong | Nang nag-aaral ako sa unibersidad, nagtatrabaho ako sa kapeterya.<br><i>When I was studying at the university, I used to work in the cafeteria.</i> |

The adverb **noon** can be made more specific by adding a particular period or point in time. A linker is necessary in this context; hence, the form becomes *noong* + **specific point in time**. Here are some examples.

| English                | Filipino            | English               | Filipino       |
|------------------------|---------------------|-----------------------|----------------|
| <i>the other day</i>   | noong isang araw    | <i>last Christmas</i> | noong Pasko    |
| <i>last week</i>       | noong isang lingo   | <i>last summer</i>    | noong tag-init |
| <i>last month</i>      | noong isang buwan   | <i>last Monday</i>    | noong Lunes    |
| <i>last year</i>       | noong isang taon    | <i>last May</i>       | noong Mayo     |
| <i>a long time ago</i> | noong unang panahon | <i>in 1950</i>        | noong 1950     |
| <i>back in the day</i> | noong araw          | <i>in the past</i>    | noong nakaraan |

The adverb **kanina** is often translated into English as *earlier*. However, it can only be an earlier time within the 24-hour period a particular utterance is spoken or to which it is referring. The time can be made more specific by using *kanina* as a modifier for a particular point or period in the day, like **kaninang umaga** *earlier today in the morning*, **kaninang tanghali** *earlier today at noon*, etc.

**9.1.2** The adverbs of time associated with present or ongoing action and recurring or habitual action or events are listed in the following table along with examples of their use.

| English  | Filipino | Sentences  |
|--|----------|--|
| <i>today, presently, at this time, or these days</i> | ngayon   | May klase kami ngayon.<br><i>We have a class today.</i><br>Nagluluto si Pedro ngayon.<br><i>Pedro is cooking right now.</i><br>Mahirap humanap ng trabaho ngayon.<br><i>It is hard to find a job these days.</i> |

|  |                                   |   |
|--|-----------------------------------|---|
| <i>this + point or period in time</i>  | ngayong + point or period in time | May konsiyerto sa parke ngayong gabi.<br><i>There is a concert at the park tonight.</i><br>Mas mataas ang presyo ng gasolina ngayong buwan.<br><i>The price of oil is higher this month.</i>                  |
| <i>every + point or period in time</i> | tuwing + point or period in time  | Tumatakbo si Anna sa parke tuwing alas sais ng umaga.<br><i>Anna runs in the park every morning at 6:00.</i><br>Umuuwi ako sa probinsya tuwing Disyembre.<br><i>I go home to the province every December.</i> |
| <i>every hour</i>                      | oras-oras                         | Kailangan mong uminom ng tubig oras-oras.<br><i>You need to drink water every hour.</i>   |
| <i>every day</i>                       | araw-araw                         | Araw-araw, nagmemeryenda si Mark sa kapihan.<br><i>Mark eats a snack at the coffee shop every day.</i>  |
| <i>every night</i>                     | gabi-gabi                         | Nagbabasa siya ng balita sa internet gabi-gabi.<br><i>He/she reads news on the internet every night.</i>  |
| <i>every week</i>                      | linggu-linggo                     | Nagtatanghalian kami ng mga kaibigan ko linggu-linggo.<br><i>My friends and I eat lunch (together) every week.</i>  |
| <i>every year</i>                      | taun-taon                         | Binibisita ko ang lolo at lola ko taun-taon.<br><i>I visit my grandparents every year.</i>  |
| <i>whenever</i>                        | kapag                             | Kapag nagbabasa ako, nakikinig din ako ng musika.<br><i>Whenever I am reading, I also listen to music.</i>  |

9.1.3 The adverbs of time associated with future events are listed in the following table along with examples of their use.

| English                             | Filipino                     | Sentences   |
|-------------------------------------|------------------------------|---|
| <i>later today</i>                  | mamaya                       | Manonood kami ng sine mamayang gabi.<br><i>We are watching a movie later tonight.</i>                               |
| <i>tomorrow</i>                     | bukas                        | Papasok ako sa klase bukas.<br><i>I am going to class tomorrow.</i>   |
| <i>two days from now</i>            | sa makalawa                  | Darating ang mga pinsan ko sa makalawa.<br><i>My cousins are coming two days from now.</i>                          |
| <i>in the future</i>                | sa hinaharap                 | Magpapatayo ang alkalde ng klinika sa kinabukasan.<br><i>The mayor will have a clinic built in the future.</i>      |
| <i>in + point or period in time</i> | sa + point or period in time | Bibisita ang presidente sa aming bayan sa susunod na buwan.<br><i>The president will visit our town next month.</i> |
| <i>when or if</i>                   | kung                         | Pupunta ako sa salusalo kung pupunta ka.<br><i>I will go to the party if you would go.</i>                          |

The adverb **sa** can be made more specific by adding a particular period or point in time. Here are some examples.

| English              | Filipino               | English                      | Filipino    |
|----------------------|------------------------|------------------------------|-------------|
| <i>next week</i>     | sa susunod na linggo   | <i>this coming Christmas</i> | sa Pasko    |
| <i>next month</i>    | sa susunod na buwan    | <i>this coming January</i>   | sa Enero    |
| <i>next year</i>     | sa susunod na taon     | <i>this coming Monday</i>    | sa Lunes    |
| <i>next summer</i>   | sa susunod na tag-init | <i>this coming vacation</i>  | sa bakasyon |
| <i>next vacation</i> | sa susunod na bakasyon | <i>in 2050</i>               | sa 2050     |

The adverb **mamaya** is often translated into English as *later*. However, it can only be a later time within the 24-hour period a particular utterance is spoken or to which it is referring. The time can be made more specific by using *kanina* as a modifier for a particular point or period in the day, like **mamayang hapon** *later this afternoon*, **mamayang alas singko ng hapon** *later today at 5:00 pm*, etc.

**9.2 Adverbs of manner** are used to describe the way in which an action is performed or the manner in which an event occurs. In Filipino, these adverbs can be grouped into two types based on their derivation and morphological structure, namely, (1) de-verbal and (2) de-adjectival.

**9.2.1 De-verbal adverbs of manner** are adverbs that are derived from verbs. These are formed by attaching the prefix /pa-/ to a verb root. Here are some common examples.

| <b>English</b>                       | <b>De-verbal adverbs</b> | <b>Source verbs</b>                 |
|--------------------------------------|--------------------------|-------------------------------------|
| <i>facing forward</i>                | paharap                  | humarap <i>to face</i>              |
| <i>with back turned</i>              | patalikod                | tumalikod <i>to turn one's back</i> |
| <i>leftward</i>                      | pakaliwa                 | kumaliwa <i>to turn left</i>        |
| <i>rightward</i>                     | pakanan                  | kumanan <i>to turn right</i>        |
| <i>upward</i>                        | pataas                   | itaas <i>to raise</i>               |
| <i>downward</i>                      | pababa                   | ibaba <i>to lower</i>               |
| <i>toward the outer part</i>         | palabas                  | ilabas <i>to bring out</i>          |
| <i>toward the inner part</i>         | papasok                  | ipasok <i>to bring inside</i>       |
| <i>toward the direction of . . .</i> | papunta                  | pumunta <i>to go</i>                |
| <i>in a kneeling manner</i>          | paluhod                  | lumuhod <i>to kneel</i>             |
| <i>secretly</i>                      | patago                   | itago <i>to hide</i>                |
| <i>in a traitorous manner</i>        | patraydor                | traydorin <i>to betray</i>          |
| <i>in a standing manner</i>          | patayo                   | tumayo <i>to stand</i>              |

9.2.2 De-adjectival adverbs of manner are adverbs that are derived from adjectives. These words are morphologically identical to their adjective counterparts. The only difference is in the way that they are used as modifiers. Adjectives modify nouns while adverbs modify verbs and sentences. Here are some common examples.

| <b>English</b>                  | <b>De-adjectival adverb</b> | <b>Source adjective</b>              |
|---------------------------------|-----------------------------|--------------------------------------|
| <i>frequently</i>               | madalas                     | madalas <i>frequent</i>              |
| <i>beautifully</i>              | maganda                     | maganda <i>beautiful</i>             |
| <i>promptly or early</i>        | maaga                       | maaga <i>early</i>                   |
| <i>quietly</i>                  | tahimik                     | tahimik <i>quiet</i>                 |
| <i>politely or respectfully</i> | magalang                    | magalang <i>respectful or polite</i> |
| <i>peacefully</i>               | mapayapa                    | mapayapa <i>peaceful</i>             |
| <i>loudly</i>                   | malakas                     | malakas <i>loud</i>                  |
| <i>quickly</i>                  | mabilis                     | mabilis <i>fast or quick</i>         |
| <i>greatly</i>                  | magaling                    | magaling <i>good</i>                 |
| <i>scarily</i>                  | nakakatakot                 | nakakatakot <i>scary</i>             |
| <i>annoyingly</i>               | nakakainis                  | nakakainis <i>annoying</i>           |
| <i>disgustingly</i>             | nakakasuka                  | nakakasuka <i>disgusting</i>         |
| <i>in an animal-like manner</i> | malahayop                   | malahayop <i>animal-like</i>         |

In a sentence, there are two ways in which adverbs can be used to describe specific actions or events. It can either come before the verb or after the verb. When it comes before the verb, a linker is used to link the word immediately preceding the verb, which must be inflected for aspect. When it comes after the verb, the word **nang** must immediately precede the adverb. The following are examples demonstrating the different sentence structures. Adverbs modifying an action or event attract clitics (enclitic adverbs and pronouns) so that these words have to immediately follow the adverb in a sentence.

Structure 1: adjective + linker + finite verb

**Paluhod na lumakad** sa simbahan si Mario.

Mario **walked** inside the church **on his knees**.

**Mabilis** siyang **nagdrayb** kanina para maiwasan niya ang trapik.

He **drove fast** earlier so he can avoid the (rush hour) traffic.

**Masayang nagluluto** si Maria habang nakikinig ng musika.

Maria **is happily cooking** while listening to music.

**Tahimik** kaming **magbabasa** sa aklatan.

We **will quietly read** in the library.

Structure 2: nang + adjective

**Lumakad nang paluhod** sa simbahan si Mario.

Mario **walked** inside the church **on his knees**.

**Nagdrayb** siya **nang mabilis** kanina para maiwasan niya ang trapik.

He **drove fast** earlier so he can avoid the (rush hour) traffic.

**Nagluluto nang masaya** si Maria habang nakikinig ng musika.

Maria **is happily cooking** while listening to music.

**Magbabasa** kami **nang tahimik** sa aklatan.

We **will quietly read** in the library.

When adverbs are used in sentences that express general statements, the adverb comes before an infinitive verb, and there is no linker required before the verb. However, some speakers prefer to add a linker, especially when the word immediately preceding the verb ends in a vowel. As in the preceding examples, adverbs modifying an action or event attract clitics (enclitic adverbs and pronouns) so that these words have to immediately follow the adverb in a sentence.

Structure: adjective + infinitive verb

**Mabilis lumakad** si Pedro.

Pedro **walks fast**. / Pedro is a fast walker.

**Mabagal** siya magdrayb.*He/she drives slowly./He/she is a slow driver.***Magaling na magluto** si Gina.*Gina cooks well./Gina is a good cook.***Tahimik** silang magtrabaho sa pabrika.*They work quietly in the factory./They are quiet workers.***9.3** Enclitic adverbs

There is a closed class of adverbs in Filipino called enclitic particles that indicate either temporality, specifying time frame or sequencing of events, or modality, indicating the attitude of the speaker about the information he/she is expressing. The meanings of these enclitic adverbs are hard to pin down because by themselves they are uninterpretable. They have to be part of a clause to have meaning, and some enclitics can have multiple meanings that are largely determined by the context. These adverbs have inherent clitic property, which attracts them to the highest predicate so that in a sentence, they have to immediately follow the predicate. Pronouns also have clitic properties, but because enclitic adverbs are stronger clitics, except for the monosyllabic pronouns **ko**, **mo**, and **ka**, enclitic adverbs come before pronouns when they occur together in a sentence or clause. If there are multiple enclitics in a sentence, monosyllabic ones come before longer ones. Generally, only a maximum of three or four enclitics can occur in the same clause. Because most of them are either mono- or disyllabic, here is the general order in which they come.

---

na pa nga lang din daw po ba muna naman yata kaya sana pala

---

**9.3.1 Na** indicates that an expected outcome has already happened. It usually translates into English as *already*. Here are some examples.

Umuwi **na** ang mga bata.

*The children have gone home (as expected).*

Kumain ka **na** ba?

*Have you already eaten?*

Nakapagluto **na** ng hapunan si Minda.

*Minda is (already) done cooking dinner.*

**9.3.2 Pa** indicates that an expected outcome has not happened yet. It usually translates into English as *still* or *yet*. It is semantically the opposite

of **na**, so **na** and **pa** cannot occur in the same clause together. Here are some examples.

Hindi **pa** natatapos ang klase.

*Class is not over **yet**.*

Nag-aaral **pa** ang mga anak niya.

*His/her children are **still** studying.*

Maglilinis **pa** ako ng banyo.

*I **still** have to clean the bathroom.*

9.3.3 **Nga** is used to emphasize or confirm the information expressed by a sentence. A close equivalent of this function in English can be expressed by the word *indeed*, *certainly*, or *surely*. Here are some examples.

Maganda **nga** ang parke sa bayan.

*The park in town is **indeed** beautiful.*

Darating **nga** sila sa Sabado.

*They are **indeed** coming on Saturday.*

Nakakatuwa **nga** ang konsiyerto.

*The concert is **certainly** enjoyable.*

9.3.4 **Lang/lamang** is used to minimize the perceived importance of a referent. A close equivalent in English is the word *only* or *just*. The longer form **lamang** is generally deemed more formal. Here are some examples.

Kakain **lang** kami sa mall.

*We are **only** going to eat at the mall.*

Maliit **lang** ang apartment namin.

*Our apartment is **rather** small.*

Napulot ko **lang** ito sa daan.

*I **just** picked this up from the road.*

9.3.5 **Din/rin** is used to indicate additional or similar information. It is roughly equivalent to the English words *also* and *too*. The variants follow the old Tagalog phonological rule on the sound /d/, which changes /d/ to /r/ in intervocalic position. Thus, **din** is used when the adverb follows a word that ends in a consonant, and **rin** is used when the adverb follows a word that ends in a vowel. Here are some examples.

Pupunta si Mario sa konsiyerto at pupunta **rin** si Ben.

*Mario is going to the concert and Ben is going **too**.*

Mahaba ang eksamen at mahirap **din** ito.  
*The exam is long and difficult **too**.*

Gusto ko **ring** magbakasyon sa Zamboanga.  
*I **also** want to go on vacation in Zamboanga.*

**9.3.6 Daw/raw** indicates that the information being provided is secondhand (i.e., the speaker is not the direct source of information but merely relaying information from someone or somewhere else). There is not one word in English that can be considered a close equivalent of the adverb. However, a few English expressions would be appropriate translations in some contexts, namely, *it is said*, *according to sources*, and *unconfirmed reports say*. The variants follow the old Tagalog phonological rule on the sound /d/, which changes /d/ to /r/ in intervocalic position. Thus, **daw** is used when the adverb follows a word that ends in a consonant, and **raw** is used when the adverb follows a word that ends in a vowel. Here are some examples.

Hindi **raw** mag-eeroplano si Mila.  
*(I **heard**) Mila is not traveling by plane.*

May dayaan **daw** na nangyari noong eleksyon.  
***Unconfirmed reports say** that there was cheating during the election.*

Nakatira **raw** ang isang mangkukulam sa bahay na iyan.  
***Some say** that a witch lives in that house.*

**9.3.7 Po/ho** indicates deference, respect, or politeness toward the addressee or interlocutor, often used when talking to an older person, a superior at work, a person of authority, or an adult stranger. The second person plural pronoun is used even when there is only one addressee. The variant /ho/ is deemed to be less formal or more intimate. Often, sentences with this adverb are translated into English with the addition of the form address *sir* or *madam/ma'am*. Here are some examples.

Saan **po** kayo pupunta?  
*Where are you going, **sir/ma'am**?*

Ipinabigay **po** ito ng aking nanay.  
*My mother asked me to give this (to you), **sir/ma'am**.*

Puwede **po** bang magtanong?  
*May I ask a question, **sir/ma'am**?*

**9.3.8 Ba** is used to ask a yes/no question. It has no English equivalent because the addition of this adverb simply turns a declarative sentence into an interrogative one. Here are some examples.

Taga-Baguio ka **ba**?  
*Are you from Baguio?*

Nagtatrabaho **ba** si Jim sa bangko?  
*Does Jim work at the bank?*

Malayo **ba** ang bahay ninyo?  
*Is your house far?*

9.3.9 **Muna** indicates that an action or event being qualified takes precedence over other actions or events. Its close English equivalents are *first of all* and *before anything else*. Here are some examples.

Magsisimba **muna** sina Jun at Lisa.  
**Before they do anything else**, Jun and Lisa will go to church **first**.

Kakain **muna** kami bago manood ng sine.  
 We will eat (**first**) before watching a movie.

Magluluto **muna** ako.  
 I am going to cook **first**.

9.3.10 **Naman** is the enclitic adverb whose semantic content is most difficult to pin down because it can mean different things in different contexts. Some of its most common uses are (1) to indicate contrast from previously stated information, (2) to indicate a turn in a sequentially ordered turn-taking situation, and (3) to express a gentle admonishment. Here are some examples.

Masipag si Mario at matalino **naman** si Maria.  
 Mario is diligent **while** Maria is intelligent.

Pagkatapos niyang maligo, ako **naman** ang gagamit ng banyo.  
 After he/she is done (with the shower), **then** I will use the bathroom.

Maglinis **naman** kayo ng kuwarto.  
**Why don't you** clean your room?

9.3.11 **Yata** indicates uncertainty about the information being expressed. There is no equivalent English word for it, but the expressions *I think but I am not sure* and *maybe/perhaps* approximate the meaning expressed by the adverb. Here are some examples.

Wala **yata** kaming klase sa Lunes.  
**I think (but I am not sure about this information)** that we do not have a class on Monday.

Magpapaparti **yata** si Josie sa bagong taon.  
**I think (but this information is unconfirmed)** that Josie will throw a party on New Year's Day.

Lilipat **yata** sa Maynila ang pamilya nila.

*I **think (but I am not certain)** that their family is moving to Manila.*

9.3.12 **Kaya** indicates curiosity and uncertainty about the information being expressed. There is no equivalent English word for it, but the expression *I wonder* can approximate the meaning expressed by the adverb. The sentence in which it occurs is always interrogative in Filipino. Here are some examples.

Hindi **kaya** masyadong matagal ang biyahe?

*I **wonder** if the trip is really long.*

Magpapakain **kaya** si Lorna sa kaarawan niya?

*I **wonder** if Lorna will treat us (to dinner) on her birthday.*

Magbabago **kaya** ang kalagayan sa aming bayan?

*I **wonder** if the situation in our town will change.*

9.3.13 **Sana** indicates a hope, wish, or desire. Semantically, it is close to the English words *hopefully*, *with hope*, and *I wish*. Unlike other enclitic adverbs, /sana/ can be used in sentence-initial position, as shown in the last example.

Magbabakasyon **sana** kami sa Sagada sa tag-init.

*We were **hoping** to go to Sagada for a vacation in the summer.*

Tahimik **sana** sa kapihan para makapag-aral ako.

*I **hope** that it is quiet at the coffee shop so I can study.*

Manalo **sana** ako sa lotto. or Sana manalo ako sa lotto.

*I **wish** to win the lottery. I **wish** to win the lottery.*

9.3.14 **Pala** indicates surprise at the unexpected turn of events. No single word in English can capture the meaning of the adverb, but there are some expressions that can carry the same meaning, such as *what a surprise* and *surprisingly*. Here are some examples.

Magbibigay **pala** ng malaking donasyon sa simbahan ang kapitbahay ko.

***It is surprising, but apparently** my neighbor is giving a large donation to the church.*

Bumili **pala** ng hapunan si Dan para sa ating lahat.

***What a surprise!** Dan bought dinner for everybody.*

Nakakatuwa **pala** ang palabas.

*The show was **surprisingly** enjoyable.*



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# Connectors or conjunctions

Conjunctions join clauses together and are generally divided into two groups, coordinating conjunctions, which connect two independent clauses, and subordinating conjunctions, which connect a subordinate or dependent clause to the main or independent clause.

**10.1** Coordinating connectors join together words, phrases, and independent clauses that are of equal syntactic weight. The most important ones and examples of their usage are provided in the following table.

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## English Filipino Sentences

---

|     |                 |   |
|-----|-----------------|---|
| and | at              | <p><u>Masipag</u> <b>at</b> <u>matalino</u> ang kaibigan ko.<br/> <i>My friend is <u>diligent</u> <b>and</b> <u>smart</u>.</i></p> <p><u>Nagluto ng tanghalian</u> si Mario <b>at</b> <u>naglinis ng banyo</u> si Lina.<br/> <i>Mario <u>cooked lunch</u> <b>and</b> <u>Lina cleaned the bathroom</u>.</i></p>                  |
| or  | o               | <p>Magdadala ako ng <u>gulay</u> <b>o</b> <u>prutas</u> sa piknik.<br/> <i>I will bring (either) <u>vegetables</u> <b>or</b> <u>fruits</u> to the picnic.</i></p> <p><u>Magluluto ba tayo ng hapunan</u> <b>o</b> <u>kakain tayo sa labas?</u><br/> <i>Are we <u>cooking dinner</u> <b>or</b> <u>are we eating out?</u></i></p> |
| but | pero/<br>ngunit | <p>Marunong <b>pero</b> <u>tamad</u> si Juan.<br/> <i>Juan is <u>smart</u> <b>but</b> <u>lazy</u>.</i></p> <p>Masakit ang ulo ni Gina <b>ngunit</b> pumasok pa rin siya sa trabaho.<br/> <i>Gina has a headache, <b>but</b> she still went to work.</i></p>   |
| for | kasi/<br>dahil  | <p><u>Mura</u> <b>kasi</b> <u>luma</u> ang kotseng nabili niya.<br/> <i>The <u>car</u> that he bought <u>was cheap</u> <b>for</b> <u>it was old</u>.</i></p>  |

so

kaya

Natapos niya agad ang eksamen dahil hindi ito mahirap.  
He/she finished the exam early for it was not difficult.

Matao kaya maingay sa salusalo.  
It was crowded, so it was loud at the party.

Darating si Linda bukas kaya lilinisin ko ang kuwarto niya.  
Linda is arriving tomorrow so I will clean her room (now).

**10.2** Subordinating conjunctions join an independent or main clause and a dependent or subordinate clause to express one of the following: cause, effect, sequence, contrast, comparison, reason, or condition.

### 10.2.1 Subordinating conjunctions indicating cause and effect

| English                  | Filipino                   | Sentences  |
|--------------------------|----------------------------|--|
| because                  | dahil/<br>sapagkat         | Maraming taong lumipat sa lungsod <b>dahil wala</b> silang mahanap na trabaho sa nayon.<br><i>Many people moved to the city <b>because they could not find jobs in the village.</b></i><br><br><b>Sapagkat</b> nakalbo na ang kabundukan, mas madalas nang bumaha sa aming bayan.<br><i><b>Because</b> highland forests have been decimated, our town has become vulnerable to more flooding.</i>  |
| that is why or therefore | kaya naman/<br>samakatuwid | Mataas ang presyo ng mga bilingin <b>kaya naman</b> humihingi ng karagdagang sahod ang mga manggagawa.<br><i>Commodity prices are high, <b>that is why</b> workers are demanding higher wages.</i><br><br>Ayaw pakinggan ng administrasyon ang hinaing ng mga manggagawa tungkol sa masamang kundisyon sa pabrika. <b>Samakatuwid</b> naghain sila ng reklamo sa Departamento ng Paggawa.<br><i>The workers' complaints about the unsafe working conditions at the factory were ignored by the administration. <b>Therefore</b>, they had to file a formal complaint at the Department of Labor.</i> |
| in order to or so that   | para/upang                 | <b>Para</b> matupad mo ang iyong pangarap, kailangan mong mag-aral nang mabuti.<br><i><b>In order to</b> achieve your goal, you need to study hard.</i>  |

Nagtrabaho siya sa ibayong dagat **upang** makatulong sa kanyang pamilya.  
*He/she worked overseas **so that** he/she can help her family.*

### 10.2.2 Subordinating conjunctions indicating sequence of events

| English     | Filipino       | Sentences   |
|-------------|----------------|---|
| (back) when | nang/<br>noong | Nagtatrabaho sa bangko ang tatay ko <b>nang</b> <u>nakatira pa siya sa Canada</u> .<br><i>My father used to work at a bank <b>(back) when</b> <u>he was still living in Canada</u>.</i><br><br><b>Noong</b> <u>nag-aaral si Ana sa unibersidad</u> , nakatira siya sa bahay ng tiya niya sa Quezon City.<br><b>(Back) when</b> <u>Ana was studying at the university</u> , she was living at her aunt's house in Quezon City. |
| before      | bago           | <b>Bago</b> <u>umuwi si Allen</u> , namili muna siya sa groseri.<br><b>Before</b> <u>Allen went home</u> , he went grocery-shopping first.<br><br>Tumira kami sa Cebu <b>bago</b> <u>kami lumipat sa Maynila</u> .<br><i>We lived in Cebu <b>before</b> <u>we moved to Manila</u>.</i>  |
| while       | habang         | Nag-uusap ang mga estudyante sa labas <b>habang</b> <u>hinihintay nilang magsimula ang klase</u> .<br><i>The students are talking outside <b>while</b> <u>(they are) waiting for the class to start</u>.</i><br><br><b>Habang</b> <u>nanonood ng telebisyon si Lito</u> , ginagawa niya ang kanyang takdang proyekto.<br><b>While</b> <u>Lito is watching television</u> , he is working on his project.                      |
| (mean)while | samantala      | Abala sa paghahanda ng pagkain para sa piyesta ang mga tiya ni Ben. <b>Samantala</b> , <u>naglalagay naman ng mga ilaw at dekorasyon sa loob at labas ng bahay ang mga kapatid niya</u> .<br><i>Ben's aunts are busy with the food preparations for the fiesta. <b>Meanwhile</b>, <u>(for their part) his siblings are installing decorations inside and outside the house</u>.</i>   |

|                   |               |   |
|-------------------|---------------|---|
| <i>after</i>      | matapos<br>na | <p><b>Samantalang</b> <u>nanonood ng palabas sa plaza ang mga matandang bisita</u>, naglalaro naman ang mga bata sa perya.</p> <p><b>While</b> <u>the grown-ups are watching the show at the plaza</u>, <u>the kids are enjoying the games at the fair</u>.</p> <p><b>Matapos na</b> <u>salantain ng bagyo ang aming bayan noong isang linggo</u>, niyanig naman ito ng lindol kahapon.</p> <p><b>After</b> <u>our town was devastated by a typhoon last week</u>, <u>it was struck by an earthquake yesterday</u>.</p> <p>Nagsimula na ang proyektong pabahay sa aming baranggay <b>matapos na</b> <u>ibigay ng pamahalaan ang badyet para dito</u>.</p> <p><i>The housing project in our neighborhood commenced</i> <b>after</b> <u>the government released the budget</u>.</p> |
| <i>when(ever)</i> | kapag         | <p><b>Kapag</b> <u>may mga kaibigan akong bumibisita mula sa ibang bansa</u>, ipinapasyal ko sila sa Fort Santiago.</p> <p><b>Whenever</b> <u>friends from abroad come to visit</u>, <u>I take them on a sightseeing tour at Fort Santiago</u>.</p> <p>Sumasakay ako ng bus <b>kapag</b> <u>nagbibiyahé ako papunta sa Pangasinan</u>.</p> <p><i>I take the bus</i> <b>whenever</b> <u>I go on a trip to Pangasinan</u>.</p>  |

### 10.2.3 Subordinating conjunctions indicating contrast, reason, or condition

| <i>English</i>               | <i>Filipino</i>        | <i>Sentences</i>   |
|------------------------------|------------------------|--|
| <i>but</i><br><i>however</i> | ngunit<br>subalit      | <p>Maagang umalis si Pina, <b>ngunit</b> <u>nahuli pa rin siya sa klase</u>.</p> <p><i>Pina left early, but she was still late for class.</i></p> <p>Maganda at tahimik ang aming baryo, <b>subalit</b> <u>madalas itong tamaan ng bagyo</u>.</p> <p><i>Our village is nice and quiet. However, it is frequently hit by a typhoon.</i></p> |
| <i>nevertheless</i>          | gayunpaman<br>gayunman | <p>Matagal nang nakatira ang pamilya ni Luisa sa Amerika. <b>Gayunpaman</b>, <u>madalas pa rin siyang bumisita sa Pilipinas</u>.</p> <p><i>Luisa's family has lived in the United States for a long time. Nevertheless, she still visits the Philippines frequently.</i></p>   |

|                       |              |  |
|-----------------------|--------------|--|
|                       |              | <p>Malaki ang kontribusyon ng turismo sa aming ekonomiya. <b>Gayunman</b>, <u>nananatiling mahirap ang maraming tao sa aming lugar.</u><br/> <i>Tourism contributes a great deal to our economy. <b>Nevertheless</b>, many people in our town remain poor.</i></p>   |
| even though           | kahit na     | <p><b>Kahit na</b> <u>malungkot ang buhay na malayo sa pamilya</u>, maraming Pilipino pa rin ang pumipiling magtrabaho sa ibang bansa.<br/> <i><b>Even though</b> life away from one's family is lonely, many Filipinos still choose to work abroad.</i></p> <p>Naglalakad pa rin ang aking lola papuntang simbahan araw-araw <b>kahit na medyo mahina</b> na ang tuhod niya.<br/> <i>My grandmother still walks to church every day <b>even though</b> her knees are now a little weak.</i></p> |
| instead of            | sa halip na  | <p>Nagpasiya siyang magbukas ng klinika sa aming baryo <b>sa halip na magtrabaho sa ibang bansa.</b><br/> <i>She decided to open a clinic in our village <b>instead of</b> working abroad.</i></p> <p><b>Sa halip na</b> <u>manood ka ng telebisyon buong araw</u>, bakit hindi ka magbasa ng libro?<br/> <i><b>Instead of</b> watching television all day, why don't you read a book?</i></p>   |
| except when or unless | maliban kung | <p>Ayaw kong pumunta sa mall <b>maliban kung may kailangan akong bilhin doon.</b><br/> <i>I do not like going to the mall <b>except when</b> I need to buy something there.</i></p> <p>Hanggat maaari, hindi ako sumasakay ng taksi <b>maliban kung walang dyip na nagbibiyaha sa lugar na gusto kong puntahan.</b><br/> <i>As much as possible, I do not take a taxi <b>unless</b> there are no jeepneys plying the route to a place where I would like to go.</i></p>                          |
| (rather) than         | kaysa        | <p>Mas gusto kong pumunta sa tabing-dagat <b>kaysa umakyat sa bundok.</b><br/> <i>I like going to the beach (more) <b>than</b> hiking up the mountain.</i></p> <p><b>Kaysa</b> <u>matulog ka diyan</u>, bakit hindi ka lumakad sa labas?<br/> <i><b>Rather than</b> (you) sleeping in, why don't you take a walk outside?</i></p>  |

if (only), counterfactual or if, conditional kung (... sana)/kung

**Kung natapos nang maaga ang pulong**, naka-panood **sana** tayo ng palabas sa teatro.  
**If (only)** the meeting had ended early, we could have watched a theater show.

Magdadala ako ng karaoke **kung mangan-gako kang kakanta ka**.  
*I will bring a karaoke machine **if you promise that you will sing**.*

as long as bastat/basta't

Hindi ako matatakot **bastat kasama kita**.  
*I will never be afraid **as long as you are with me**.*

**Basta't** magtiwala ka sa Diyos, tutulungan ka Niya.  
**As long as you have faith in God**, He will come to your aid.

furthermore gayundin

Nagpadala na ng tulong ang pambansang pamahalaan sa mga biktima ng bagyo.  
**Gayundin**, dumating kahapon ang grupo ng mga boluntaryong doktor at nars na magbibigay ng libreng serbisyo sa mga maysakit.  
*The national government sent aid to the typhoon victim. **Furthermore**, a team of volunteer doctors and nurses arrived yesterday to provide free medical services to those in need.*

just like or just as gaya ng/tulad ng

**Gaya ng napagkasunduan natin**, ako ang maghahanda ng pagkain at ikaw naman ang mag-aayos ng entablado at sayawan para sa pagdiriwang.  
**Just as we have agreed upon**, I will prepare the food and you will put together the stage and dance hall for the celebration.

**Tulad ng sinabi ng prinsipal**, suspendido ang mga klase habang inaayos pa ang mga gusali na nasira ng nagdaang bagyo.  
**Just like the principal stated**, classes are suspended while repair work is ongoing on the buildings destroyed by the recent typhoon.

**10.3** Relativizer and complementizer conjunctions connect a relative clause or a complement clause to a main clause.

**Na** is used when the clause being connected is in the declarative or non-question form. Like the linker /na/, it has three possible forms: (1) a

suffix /-ng/, which attaches to the word immediately preceding the relative or complement clause that ends in a vowel; (2) a suffix /-g/, which attaches to the word immediately preceding the relative or complement clause that ends in a consonant; and (3) a separate word /na/ following a word that ends in a consonant other than /n/ immediately preceding the relative or complement clause. Many speakers of Filipino use only the form /na/ consistently as a complementizer.

**Kung** is used when the complement clause being connected is in the interrogative or question form. The use of /kung/ as a relativizer is limited to clauses indicating location or direction. (See chapters on relative clause and complement clause for more details.) Here are some examples.

|                         |                  |  |
|-------------------------|------------------|--|
| <b>Relative clauses</b> | <b>na</b>        | Hinuli ng pulis ang lalaking <b>nagnakaw ng telepono ko</b> .<br><i>The police arrested the man <b>who</b> stole my phone.</i>             |
| who                     |                  | Ibinigay niya sa akin ang relong <b>binili niya kahapon</b> .<br><i>He/she gave me the watch <b>that</b> he/she bought yesterday.</i>      |
| where                   |                  | Iyan ang simbahang <b>binigyan namin ng donasyon</b> .<br><i>That is the church <b>to which</b> we gave a donation.</i>                    |
| whom                    |                  | Siya ang pintor <b>na ipinaghanda namin ng pagdiriwang</b> .<br><i>He/she is the painter <b>for whom</b> we organized the party.</i>       |
| which                   |                  | Kanser sa бага ang sakit <b>na ikinamatay ng lolo ko</b> .<br><i>Lung cancer is the disease <b>that</b> caused my grandfather's death.</i> |
| that                    |                  | Ito ang lupang <b>pagtatayuan ko ng aking bagong bahay</b> .<br><i>This is the land <b>where</b> I will build my new house.</i>            |
|                         | <b>kung saan</b> | Ito ang lupa <b>kung saan ko itatayo ang aking bagong bahay</b> .<br><i>This is the land <b>where</b> I will build my new house.</i>       |

**Complement na clauses**

*that*

Nakita kong kinuha ni Mike ang libro sa mesa.  
*I saw **(that)** Mike took the book from the table.*

Narinig ko **na** may pagdiriwang sa bahay mo sa Linggo.  
*I heard **that** there will be a celebration at your house on Sunday.*

*whether*

Sinabi ng reporter **na** babaguhin ang patakarang pangwika sa mga eskuwelahan sa susunod na taon.  
*The reporter said **that** the language policy in schools will be changed next year.*

Binanggit ng taga-ulat **na** sasampahan ng kaso ang mga tiwaling opisyal ng pamahalaan.  
*The reporter mentioned **that** charges will be filed against corrupt government officials.*

Gusto kong hanapin ang mga lumang talaarawan ng aking lola.  
*I want to search for my grandmother's old diaries.*

Dapat silang magdala ng kompyuter sa laboratoryo.  
*They need to bring their computers to the laboratory.*

**kung**

Sinabi ni Maria sa akin **kung saan** tayo magkikita bukas.  
*Maria told me where we will meet tomorrow.*

+ **ano**

+ **sino**

+ **saan**

+ **bakit**

+ **kailan**

+ **paano**

+ **gaano ka-**

Nalaman ko **kung bakit** hindi sasama si Kim sa atin.  
*I found out why Kim is not coming with us.*

Tinanong niya ako **kung kailan** ang aking kaarawan.  
*He/she asked me when my birthday is.*

Ikinuwento ng kapatid ko **kung paano** siya nakauwi noong bumaha sa aming lugar.  
*My brother recounted how he was able to get home back when there was a big flood in our area.*

Nagtatanong siya **kung puwede kang bumili ng tanghalian**.  
*He/she is asking **whether you can buy lunch (or not)**.*

Any noun phrase (NP) within a sentence, whether it is the focus or nominative NP or not, can be relativized or take a phrasal modifier. In the following section, illustrative sentences are provided to show relativization of the subject or focused NP of the main clause. In the following examples, the head noun or relativized noun is in bold, and the relative clause is underlined.

Relativizing the actor NP in an AF sentence:

Dumating nang maaga **ang babaeng nagtitinda ng prutas sa harap ng aming gusali**.

*The woman who sells fruits in front of our building came early.*

Nagbigay ng donasyon sa simbahan **ang matandang lalaking nakatira sa lumang bahay sa dulo ng kalyeng iyan**.

*The old man who lives at the old house at the end of that street gave a donation to the church.*

Nakakatugtog ng iba't-ibang instrumentong pangmusika **ang estudyanteng kalilipat lang sa aming eskuwelahan**.

*The student who just moved to our school can play several musical instruments.*

Relativizing the object NP in an object-focus sentence:

Nakita ko **ang mga artistang magtatanghal sa palabas mamayang gabi**.  
*I saw the actors who are performing at the show tonight.*

Binili niya **ang parol na ginawa ng kanyang kapitbahay**.  
*He/she bought the Christmas lantern that his/her neighbor made.*

Hinuhugasan ni Juan **ang mga gulay na ibinigay ng kaibigan ko**.  
*Juan is washing the vegetables that were given by my friend.*

Relativizing the locative/directional NP in a location/direction-focus sentence:

Pinuntahan nina Jun at Rudy **ang parkeng nasa ibabaw ng bundok**.  
*Jun and Rudy went to the park, which is located on top of the mountain.*

Tatawagan namin **ang ahensyang nagbibigay ng tulong sa mga batang-lansangan**.

*We will make a call to the agency that provides assistance to street children.*

Tinulungan nila **ang mga komunidad** na nasalanta ng bagyo.  
*They gave assistance/help **to communities** that were battered by the storm.*

Relativizing the benefactive NP in a benefactive-focus sentence:

Ipinaghahanda nila ng tanghalian **ang mga bisitang** dumating kaninang umaga.

*They are preparing lunch **for the guests** who arrived this morning.*

Inihanap niya ng pansamantalang tirahan **ang mga taong** nawalan ng bahay dahil sa sunog.

*He/she looked for temporary housing **for people** who lost their homes in the fire.*

Ipaglalaba ni Aling Marina ng damit **ang mga turistang** nagbabakasyon sa aming baryo.

*Mrs. Marina will do laundry **for the tourists** who are vacationing in our village.*

Relativizing the instrumental NP in an instrumental-focus sentence:

Ipinambili niya ng meryenda **ang perang** ibinigay mo.

*He/she bought snacks **with the money** that you gave (him/her).*

Ipantakip mo ng iyong ulo **ang sumbrerong** ginawa ni Pedro.

*Cover/protect your head **with the hat** that Pedro made.*

Ipanghugas mo ng iyong sugat **ang sabong** inirekomenda ng doktor.

*Wash/clean your wound **with the soap**, which the doctor recommended.*

Relativizing the experiencer NP in an experiencer-focus sentence:

Natuwa **ang mga bisitang** nanood ng palabas sa plasa.

***The guests** who watched the show at the plaza enjoyed themselves.*

Nagugutom na **ang mga boluntaryong** gumagawa ng palamuti para sa pagdiriwang.

***The volunteers** who are making decorations for the celebration are feeling hungry.*

Dahil sa sobrang init, nahilo **ang batang** nagtitinda ng bulaklak sa labas ng simbahan.

*Due to extreme heat, **the young person** who is selling flowers outside the church felt faint.*

Relativizing the reason NP in a reason-focus sentence:

Ikinalungkot niya **ang balitang** narinig niya sa radyo kanina.

***The news** that he/she heard on the radio saddened him/her.*

Ikinababahalang nila **ang bagong patakarang** inaprubahan ng lokal na pamahalaan.

*The new policy that was approved by the local government worries them.*

Ikinagalak ng aking lola **ang pagdiriwang** na inihanda ng kanyang mga apo.

*The celebration, which was organized by her grandchildren, made my grandmother happy.*

Relative clauses may also be associated with unfocused NPs in the main clause. The following examples illustrate how unfocused NPs may also be relativized.

Relativizing the actor NP in an object-focus sentence:

Kinuha **ng paring nangangalap ng abuloy** ang perang nasa mesa.

*The priest who is collecting donations took the money on the table.*

Dadalhin **ng mga batang sasama sa biyahe** ang kanilang mga baong tanghalian.

*The children who are joining the trip will bring their own packed lunch.*

Isinusuot **ng mga mananayaw na nagtatanghal sa parada** ang katutubong mga kasuotan.

*The dancers who perform in the parade wear traditional costumes.*

Relativizing the object NP in an actor-focus sentence:

Para sa salusalo, magdadala si Anna **ng mga kakaning niluto ng kanyang lola**.

*For the dinner celebration, Anna will bring rice cakes that were prepared by her grandmother.*

Sumulat siya **ng tulang babasahin ng klase namin sa aming pagtatanghal**.

*She wrote a poem that will be read by our class for our presentation.*

Bumasa kami **ng artikulong tumatalakay sa usaping panseguridad sa aming rehiyon**.

*We read an article that discusses security issues in our region.*

Relativizing the locative/directional NP in an actor-focus sentence:

Tumulong sila **sa mga taong nawalan ng bahay dahil sa lindol**.

*They gave assistance/help to the people who lost their homes because of the earthquake.*

Maglalagay siya ng bulaklak **sa mesang inilagay ko sa harap ng altar**.

*He/she is going to put some flowers on the table that I placed in front of the altar.*

Tumingin kami **sa larawang** nakasabit sa dingding.  
We looked **at the picture** that is hanging on the wall.

Relativizing the benefactive NP in an actor-focus sentence:

Kumuha ako ng bulaklak sa hardin **para sa aking kapitbahay** na nag-diriwang ng kanyang kaarawan ngayon.  
*I got some flowers from the garden **for my neighbor** who is celebrating his/her birthday today.*

Nagluluto si Mario ng pansit **para sa mga batang** naglilinis ng kanyang bakuran.  
*Mario is cooking noodles **for the kids** who are cleaning his yard.*

Bibili ako ng mga inumin **para sa aking mga kaibigang** manonood ng laro sa bahay bukas.  
*I am buying drinks **for my friends** who are watching the game at my place tomorrow.*

Relativizing the instrumental NP in an object-focus sentence:

Niluto niya ang manok **sa pamamagitan ng hurnong** inayos ko kahapon.  
*He/she cooked the chicken **using the oven** that I fixed yesterday.*

Pinutol niya ang punong mangga **sa pamamagitan ng lagaring** hini-ram niya kay Lina.  
*He/she cut down the mango tree **using the saw** that he/she borrowed from Lina.*

Nagbungkal siya ng lupa sa bukid **sa pamamagitan ng traktorang** binili niya sa kanyang tiyo.  
*He/she tilled the land on the farm **using the tractor** that he/she bought from his uncle.*

Relativizing the experiencer NP in a reason-focus sentence:

Ikinatuwa **ng mga bisitang** nanood ng palabas sa plasa ang mahusay na pagtatanghal ng mga mananayaw at mang-aawit.  
*The wonderful performance by the dancers and singers made **the guests** who watched the show at the plaza very happy.*

Ikinagalit nang husto **ng mga taong** sumakay sa bus ang pagsisiksikan ng sobrang daming pasahero.  
*The overcrowding of passengers in the overloaded vehicle made **the people** who took the bus very angry.*

Ikinagulat **ng mga empleyadong** binigyan ng parangal sa pagdiriwang ang hindi-inaasahang regalo ng natanggap nila.  
*The unexpected gift that they received surprised **the employees** who were honored at the party.*

Relativizing the reason NP in an experiencer-focus sentence:

Nalilito ang mga empleyado **dahil sa magkasalungat na mga impormasyong** natanggap nila mula sa pamunuan ng kumpanya.  
*Employees are confused **because of conflicting information** that they received from the company's management.*

Nababahala ang mga residente ng dormitoryo **dahil sa ingay na nagmula sa mga tubo ng tubig sa kanilang gusali.**  
*Dormitory residents are worried **because of the noise coming from the water pipes in their building.***

Natakot ang aking kapatid **dahil sa balitang nabasa niya sa diyaryo.**  
*My brother/sister got scared **because of the news that he/she read in the newspaper.***



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# Sentence structures

This chapter presents the structure of basic sentences or single-clause structures in Filipino. It is divided into four sections: (1) simple predicative sentence, (2) non-*ang* sentence, (3) interrogative sentence or question formation, and (4) negation.

## 11.1 Simple predicative sentences

### 11.1.1 **Predicate + subject**

The most basic sentence in Filipino is what is commonly referred to as the predicate + subject pattern. In this book, the term **predicate** refers to that part of the sentence or clause that asserts or states something about the subject. In Filipino, it need not contain a verb. The term **subject** refers to the thing (person, place, object, event, or idea) discussed or described by the predicate. In a basic sentence, it is a noun preceded by the marker *ang*, *si*, or *sina* or an *ang* pronoun. In Filipino, the subject or *ang* phrase need not be the actor or doer of the action expressed by the verb, if there is one. Here are some examples.

#### Predicate subject additional information

1. Tumakbo si Pedro sa parke.  
(*Ran subjmarker–Peter–in the park.*)  
*Peter ran in the park.*
2. Dinalaw sina Maria at Ana ng nanay nila.  
(*Visited subjmarker–Maria and Ana genmarker–mother.*)  
*Their mother visited Maria and Ana.*

3. Masaya ang mga bata sa klase kahapon.  
(*Happy subjmarker-kids in the class yesterday.*)  
*The kids in the class were happy yesterday.*
4. Doktor ang tatay ko.  
(*Doctor subjmarker-father-my.*)  
*My father is a doctor.*

In the preceding examples, sentences 1 and 2 contain a verb in the predicate, but sentences 3 and 4 do not. In sentence 1, the subject (Pedro) is the actor/doer, but in sentence 2 the subject (Maria and Ana) is not the actor/doer. In all of the examples, the subject is always preceded by a subject marker.

Filipino sentences can be classified into three basic patterns based on the predicate that they have: nominal sentences contain a noun predicate, adjectival sentences contain an adjective predicate, and verbal sentences contain a verb predicate. Two other patterns are added here because these also generally follow the predicate + topic pattern, but these are not considered to be canonical basic sentences. Existential sentences contain an existential phrase (*may* + noun) in the predicate; prepositional sentences contain a prepositional phrase. Here are some illustrative examples.

| <b>Sentence type</b> | <b>Predicate</b>                               | <b>Subject</b>                                   | <b>More information</b>                      |
|----------------------|--|--|--|
| <i>nominal</i>       | Guro<br>( <i>is a</i> ) teacher                | si Pedro<br>( <i>marker</i> ) Peter.             | sa Bato High School.<br>at Bato High School. |
|                      | <i>Pedro is a teacher at Bato High School.</i> |  |  |
| <i>adjectival</i>    | Masipag<br>( <i>is</i> ) hardworking           | ang kapatid ko.<br>( <i>marker</i> ) my sibling. |  |
|                      | <i>My brother/sister is hardworking.</i>       |  |  |
| <i>verbal</i>        | Nagtatrabaho<br>work                           | sina Liz at Ann<br>( <i>marker</i> ) Liz and Ann | sa aklatan.<br>at the library.               |
|                      | <i>Liz and Ann work at the library.</i>        |  |  |
| <i>existential</i>   | May salu-salo<br>have a party                  | kami<br>We                                       | sa Linggo.<br>on Sunday.                     |
|                      | <i>We have a party on Sunday.</i>              |  |  |
| <i>prepositional</i> | Nasa labas<br>( <i>are</i> ) outside           | ang mga aso.<br>The dogs                         |  |
|                      | <i>The dogs are outside.</i>                   |  |  |

The constituent noun phrases following a predicate may generally be rearranged without changing the meaning of the sentence. In this

sense, Tagalog does not have a strict word order rule. Generally, the subject comes last but not when it is a pronoun. Pronouns, unless they are used to express possession, must immediately follow the predicate.

### 11.1.2 Ay sentence

*Ay* sentences are often referred to as *inverted sentences*, and the word *ay* is called a sentence inversion marker. The word order of this sentence type (subject + *ay* + predicate) is the reverse of the *simple predicative sentence* (predicate + subject). This sentence pattern is often employed in more formal or less familiar or intimate speech event settings, such as when giving a formal presentation or a speech at a gathering, or speaking to a stranger or a person of authority. Here is a comparative chart of simple predicative sentences and *ay* sentences.

| <b>Sentence type</b> | <b>Predicate + subject</b>   | <b>Subject + <i>ay</i> + predicate</b>  |
|----------------------|--|---|
| nominal              | <b>Abogado si Liza.</b><br>(is a) Lawyer–Liza.   | <b>Si Liza ay abogado.</b><br>Liza is a lawyer.   |
|                      | <b>Empleyado siya sa bangko.</b><br>(is an) Employee–He/she–at the bank.                     | <b>Siya ay empleyado sa bangko.</b><br>He/she is an employee at the bank.                     |
| adjectival           | <b>Mabait si Jose.</b><br>(is) Kind–(submarker) Jose.  | <b>Si Jose ay mabait.</b><br>Jose is kind.  |
|                      | <b>Madaldal ang bata.</b><br>(is) Talkative–the kid.   | <b>Ang bata ay madaldal.</b><br>The kid is talkative.   |
| verbal               | <b>Nag-aaral ang estudyante sa kapihan.</b><br>(is) studying–the student–at the coffee shop. | <b>Ang estudyante ay nag-aaral sa kapihan.</b><br>The student is studying at the coffee shop. |
|                      | <b>Bumili ako ng bagong telepono.</b><br>Bought–I–a new phone.                               | <b>Ako ay bumili ng bagong telepono.</b><br>I bought a new phone.                             |
| existential          | <b>May konsyerto sila sa CCP sa Mayo.</b><br>Have a concert–they–at the CCP–in May.          | <b>Sila ay may konsyerto sa CCP sa Mayo.</b><br>They have a concert at the CCP in May.        |
|                      | <b>May trabaho si Rosa tuwing Sabado.</b><br>Has work–Rosa–every Saturday.                   | <b>Si Rosa ay may trabaho tuwing Sabado.</b><br>Rosa has work every Saturday.                 |

*prepositional* **Sa Biyernes ang kaarawan ko.**  
(is) *On Friday—my birthday.*

**Nasa Maynila sina Kim at Doris.**  
(are) *In Manila—Kim and Doris.*

**Ang kaarawan ko ay sa Biyernes.**  
*My birthday is on Friday.*

**Sina Kim at Doris ay nasa Maynila.**  
*Kim and Doris are in Manila.*

### 11.1.3 Equational sentence

Equational sentences are sometimes referred to as *ang-ang sentences*, because both the predicate and subject are preceded by the noun marker *ang*. Like the *ay* sentence, the word order of this sentence type (*ang* subject + *ang* predicate) is the reverse of the *simple predicative sentence* (predicate + subject). This sentence pattern is often used to emphasize the subject or in response to the questions *alin which* and *sino who*. Here is a comparative chart of simple predicative sentences and *ay* sentences.

| <i>Sentence type</i> | <i>Predicate + subject</i>  | <i>Ang subject + ang predicate</i>  |
|----------------------|---|---|
| <i>nominal</i>       | <b>Abogado si Liza.</b><br>(is a) <i>Lawyer—Liza.</i><br><i>Liza is a lawyer.</i>   | <b>Si Liza ang abogado.</b><br><i>Liza is the lawyer.</i>   |
|                      | <b>Empleyado siya sa bangko.</b><br>(is an) <i>Employee—He/she—at the bank.</i><br><i>He/she is an employee at the bank.</i>                    | <b>Siya ang empleyado sa bangko.</b><br><i>He/she is the employee at the bank.</i>                  |
| <i>adjectival</i>    | <b>Mabait si Jose.</b><br>(is) <i>Kind—(submarker) Jose.</i><br><i>Jose is kind.</i>  | <b>Si Jose ang mabait.</b><br><i>Jose is the one who is kind.</i>                                   |
|                      | <b>Madaldal ang tindero.</b><br>(is) <i>Talkative—the salesclerk.</i><br><i>The salesclerk is talkative.</i>                                    | <b>Ang tindero ang madaldal.</b><br><i>The salesclerk is the one who is talkative.</i>              |
| <i>verbal</i>        | <b>Nag-aaral ang bata sa klasrum.</b><br>(is) <i>studying—the student—in the classroom.</i><br><i>The student is studying in the classroom.</i> | <b>Ang bata ang nag-aaral sa klasrum.</b><br><i>The child is the one studying in the classroom.</i> |
|                      | <b>Bumili ako ng bagong telepono.</b><br><i>Bought—I—a new telephone.</i><br><i>I bought a new telephone.</i>                                   | <b>Ako ang bumili ng bagong telepono.</b><br><i>I am the one who bought a new telephone.</i>        |

existential **May konsyerto sila sa CCP.**  
*Have a concert—they—at the CCP.*  
*They have a concert at the CCP.*

**May trabaho si Rosa araw-araw.**  
*Has work—Rosa—every day.*  
*Rosa has work every day.*

prepositional **Sa Biyernes ang kaarawan ko.**  
*(is)On Friday—my birthday.*  
*My birthday is on Friday.*

**Nasa Maynila sina Kim at Doris.**  
*(are)In Manila—Kim and Doris.*  
*Kim and Doris are in Manila.*

**Sila ang may konsyerto sa CCP sa Mayo.**  
*They are the ones with a concert at the CCP.*

**Si Rosa ang may trabaho araw-araw.**  
*Rosa is the one who has work every day.*

**Ang kaarawan ko ang sa Biyernes.**  
*My birthday is the one (happening) on Friday.*

**Sina Kim at Doris ang nasa Maynila.**  
*Kim and Doris are the ones in Manila.*

## 11.2 Non-ang sentence

Some sentences in Filipino do not contain an *ang* phrase but are complete or full clauses nonetheless. Because of their structure, these sentences are sometimes referred to as ‘subjectless’ sentences or non-predicative sentences. This section outlines five commonly used sentence patterns of this type.

11.2.1 Existential or *may* sentences may or may not contain an *ang* phrase. They are used to indicate the existence of some noun modified by either /*may*/ or /*mayroon*/. Without an *ang* phrase, they are roughly equivalent to the English existential pattern containing the phrase *there is/there are*. Their negative counterpart /*wala*/, indicating absence of some noun, will be discussed in detail in the chapter on negation. There is a slight difference in the sentence structures of sentences that use /*may*/ and sentences that use the full form /*mayroon*/. The latter requires a linker immediately before the noun referent. Here are some examples.

### May sentences

**May mga tao sa labas.**  
*There are people outside.*

**May mga batang naglalaro sa salas.**  
*There are kids (who are) playing in the living room.*

### Mayroon sentences

**Mayroong mga tao sa labas.**  
*There are people outside.*

**Mayroong mga batang** naglalaro sa salas.

***There are kids** (who are) playing in the living room.*

11.2.2 Sentences with the pseudo-verbs /gusto, ayaw, kailangan/ always have the actor and object marked for genitive case regardless of the focus inflection of the main verb. When the main verb is an actor-focus (AF) verb, the sentence cannot contain an *ang* phrase. In the following examples, the genitive case marking on the actor is highlighted.

Gusto sentences

Gusto **ni Bob** na bumili ng bagong kotse.

*Want-genmark.Bob -AF.buy-genmark.car*

*Bob wants to buy a new car.*

Gusto **ng batang** kumain ng sorbetes.

*Want-genmark.child -AF.eat-genmark.ice cream*

*The child wants to eat ice cream.*

Ayaw sentences

Ayaw **ng estudyanteng** magdala ng mabigat na kompyuter.

*The student does not like bringing a heavy computer.*

Ayaw **ng nanay kong** sumakay sa eroplano.

*My mother does not like traveling by plane.*

Kailangan sentences

Kailangan **mong** kumuha ng bagong pasaporte.

*You need to get a new passport.*

Kailangan **ng kapatid kong** magpaluto ng pagkain para sa salusalò.

*My sister needs to have a caterer cook for her party.*

11.2.3 Sentences with verbs indicating recently completed action, such as the *pagka-* upon completion of the action verbs and *ka-* recent perfective verbs always have the actor marked for genitive case. In the following examples, the verb and the actor in these clauses are highlighted.

Pagka- upon completion of action verbs in a clause

**Pagkakain natin**, maglalakad tayo sa parke.

*After we eat, we will walk in the park.*

**Pagkagradweyt ni Lina**, nagturo na siya sa aming hayskul.

*(Soon) After Lina graduated, she started teaching at our high school.*

Ka + CV recent perfective verbs in a clause

**Kaaalis lang ni Grace** nang tumawag ang nanay niya.  
*Grace just left* when her mother called.

**Kagagaling lang niya** sa trabaho kaya pagod pa si Lito.  
*He just came from* work so Lito is still tired.

11.2.4 Sentences with certain superlative adjectival forms, such as those that take the prefix /napaka-, and constructions of the form /ang + adj. root/ always have genitive case marking on the noun being described (see chapter on adjectives for a more detailed discussion of adjective forms). The adjective and noun referents are highlighted in the following examples.

Napaka- superlative adjective forms in a sentence

**Napakahusay ng mang-aawit** sa palabas na pinanood namin kagabi.  
*The singer* in the show that we watched last night **was very good**.

**Napakamahal ng gasolina** ngayon.  
*Fuel is very expensive* these days.

Ang + adjective root superlative forms in a sentence

**Ang galing ng direktor** ng pelikula.  
*The director* of the movie **is very good**.

**Ang mura ng tiket** na nabili ko.  
*The ticket* that I bought **is very cheap**.

11.2.5 Impersonal sentences containing weather-related verbs do not contain *ang* phrases, and often the verb by itself forms a complete sentence. Generally, these are either verbal or adjectival sentences.

Verbal sentences

**Umuulan.**  
*It is raining.*

**Lumindol** kahapon.  
*It quaked* yesterday. (There was an earthquake yesterday.)

Adjectival sentences

**Mainit** ngayon.  
*It is hot* today.

**Napakahangin.**  
*It is very windy.*

### 11.3 Questions

Questions in Filipino are either information questions or yes/no questions. Yes/no questions are formed either simply by using a rising intonation on a simple declarative phrase or with the insertion of the enclitic adverb /*ba*/. Information questions, on the other hand, consist of an interrogative pronoun in initial position.

**11.3.1 Polar or yes/no questions** are interrogative sentences answerable by *yes* or *no*. The question is formed by simply inserting the enclitic adverb /*ba*/ immediately after the predicate in a sentence. In the following examples, the declarative sentence counterparts are provided for comparison.

| <i>Declarative sentences</i>  | <i>Yes/no interrogative sentences</i>   |
|---|---|
| Guro ang nanay ni Jose.<br><i>Jose's mother is a teacher.</i>       | Guro <b>ba</b> ang nanay ni Jose?<br><i>Is Jose's mother a teacher?</i>       |
| Masipag ang estudyante.<br><i>The student is hardworking.</i>       | Masipag <b>ba</b> ang estudyante?<br><i>Is the student hardworking?</i>       |
| Bibili siya ng bagong sapatos.<br><i>He/she will buy new shoes.</i> | Bibili <b>ba</b> siya ng bagong sapatos?<br><i>Will he/she buy new shoes?</i> |
| Mayroong tao sa kusina.<br><i>There is someone in the kitchen.</i>  | Mayroon <b>bang</b> tao sa kusina?<br><i>Is there anybody in the kitchen?</i> |
| Nasa Laguna sina Lucy at Jim.<br><i>Lucy and Jim are in Laguna.</i> | Nasa Laguna <b>ba</b> sina Lucy at Jim?<br><i>Are Lucy and Jim in Laguna?</i> |

**11.3.2 Information questions** ask for specific information by using an interrogative pronoun as a substitute for the missing information in the sentence initial position and marking the rest of the sentences with /*ang*/. Here some examples using some of the most commonly used interrogative pronouns. To provide some context, sample responses are also included. In conversational Filipino, the part of the response that does not directly address the question is often elided.

| <i>English</i> | <i>Filipino</i> | <i>Sentences</i>   |
|----------------|-----------------|--|
| who            | sino            | <b>Sino</b> ang propesor mo sa Kasaysayan?<br><i>Who is your History professor?</i><br>– <b>Si Dr. Santos</b> ang propesor ko.<br>– <b>Dr. Santos</b> is my professor. |
|                |                 | <b>Sino</b> ang nagluto ng hapunan?<br><i>Who cooked dinner?</i>   |

what

ano

- **Si Linda** ang nagluto ng hapunan.
- **It was Linda** who cooked dinner.

**Ano** ang iyong kurso?

**What** is your course?

- **Antropolohiya** ang kurso ko.
- My course is **Anthropology**.

**Ano** ang gagawin mo mamaya?

**What** are you doing later?

- **Magsisine** ako mamaya.
- I am **watching a movie** later.

**Anong oras** magsisimula ang sine?

**What time** will the movie start?

- **Alas dos** magsisimula ang sine.
- The movie will start **at 2:00**.

where

where – location

where – from

saan

nasaan

tagasaan

**Saan** ka pupunta pagkatapos ng klase?

**Where** are you going after class?

- Pupunta ako **sa kapeterya** pagkatapos ng klase.
- I am going **to the cafeteria** after class.

**Nasaan** ang mga inumin?

**Where** are the drinks?

- **Nasa pridyider** ang mga inumin.
- The drinks are **in the refrigerator**.

**Tagasaan** ang kaibigan mo?

**Where** is your friend **from**?

- **Taga-Bacolod** ang kaibigan ko.
- My friend is **from Bacolod**.

when

kailan

**Kailan** ang piyesta sa bayan ninyo?

**When** is your town's festival?

- **Sa Oktubre** ang piyesta sa bayan namin.
- The festival in our town is **in October**.

**Kailan** ka maglalakbay sa Mindanao?

**When** are you traveling to Mindanao?

- Maglalakbay ako sa Mindanao **sa susunod na buwan**.
- I am traveling to Mindanao **next month**.

II

Sentence structures

|                              |           |  |
|------------------------------|-----------|--|
| why                          | bakit     | <p><b>Bakit</b> nagbitiw sa kanyang trabaho sa bangko si Carla?<br/> <i><b>Why</b> did Carla resign from her job at the bank?</i></p> <p>– Nagbitiw siya sa kanyang trabaho sa bangko <b>dahil nakahanap siya ng trabahong may mas mataas na sweldo.</b><br/> <i>– She left her job at the bank <b>because she found a better-paying job.</b></i></p>  |
| how                          | paano     | <p><b>Paano</b> magluto ng kare-kare?<br/> <i>How do you cook kare-kare?</i></p> <p>– Para magluto ng kare-kare, <b>kailangan mong . . .</b><br/> <i>– To cook kare-kare, <b>you need to . . .</b></i></p>   |
| how many                     | ilan      | <p><b>Ilan</b> ang mga kapatid mo?<br/> <i><b>How many</b> siblings do you have?</i></p> <p>– <b>Tatlo</b> ang mga kapatid ko.<br/> <i>– I have <b>three</b> siblings.</i></p> <p><b>Ilang araw</b> ang bakasyon mo?<br/> <i><b>How many days</b> is your vacation?</i></p> <p>– <b>Limang araw</b> ang bakasyon ko.<br/> <i>– My vacation will last for <b>five days.</b></i></p>   |
| what position in a sequence  | pang-ilan | <p><b>Pang-ilan</b> ka sa apat na magkakapatid?<br/> <i><b>In order of birth, what is your position</b> among four siblings?</i></p> <p>– <b>Pangatlo</b> ako sa apat na magkakapatid.<br/> <i>– I am the <b>third</b> of four siblings.</i></p> <p><b>Pang-ilang klase</b> mo ito ngayong araw?<br/> <i><b>In the sequence of classes attended today, what is the position</b> of this class?</i></p> <p>– <b>Pang-apat na klase</b> ko ito ngayong araw.<br/> <i>– This is my <b>fourth class</b> today.</i></p> |
| how much – asking about cost | magkano   | <p><b>Magkano</b> ang isang kilong mangga?<br/> <i><b>How much</b> is a kilogram of mangoes?</i></p> <p>– <b>Dalawandaang piso</b> ang isang kilong mangga.<br/> <i>– <b>Two hundred pesos</b> is the price of a kilogram of mangoes.</i></p>  |

**Magkano** ito?  
***How much** is this?*

how much – asking  
about degree of  
quality

gaano /  
ka-/ +  
adjective  
root word

- **Limandaang piso** iyan.
- That is **five hundred pesos**.
- Gaano katagal** ang biyahe mula Maynila hanggang Naga?
- How long** is the trip from Manila to Naga?
- **Pitong oras** ang biyahe mula Maynila hanggang Naga.
- The trip from Manila to Naga lasts **seven hours**.
- Gaano kaanghang** ang sabaw?
- How spicy** is the soup?
- **Maanghang na maanghang** ang sabaw.
- The soup is **very spicy**.

### 11.4 Negation

The use of the negators *huwag*, *wala*, and *hindi* is presented in this section. The negative of *gusto want* or *like*, which is *ayaw not want* or *not like* is discussed in the section on pseudo-verbs. In Filipino, negative sentences are formed by simply placing a negator before the predicate. In this position, it becomes the highest predicate, and thus attracts or pulls to the position immediately following it words that have clitic properties, such as enclitic adverbs and pronouns.

**11.4.1 Huwag** is used to express a negative command or exhortation. In a negative sentence, there is a linker between the verb and the word immediately preceding it. For comparison, the following examples include positive counterparts. The negator and linker are highlighted.

| <i><b>Affirmative command</b></i>                                 | <i><b>Negative command</b></i>  |
|---|---|
| Lumabas ka.<br>(You) go outside.                                  | <b>Huwag</b> kang lumabas.<br>(You) <b>do not</b> go outside.                                 |
| Manood kayo ng telebisyon.<br>You all watch television.           | <b>Huwag</b> kayong manood ng telebisyon.<br><b>Don't</b> you all watch television.           |
| Itapon nga ninyo ang mga papel.<br>You all throw away the papers. | <b>Huwag</b> nga ninyong itapon ang mga papel.<br><b>Don't</b> you all throw away the papers. |
| Ipagluto mo sila ng almusal.<br>(You) cook breakfast for them.    | <b>Huwag</b> mo silang ipagluto ng almusal.<br><b>Don't</b> (you) cook breakfast for them.    |
| Lumakad na tayo sa parke.<br>Let us walk in the park now.         | <b>Huwag</b> na tayong lumakad sa parke.<br>Let us <b>not</b> walk in the park anymore.       |

11.4.2 **Wala** is used to negate existential or *may* sentences. It indicates absence of something or someone. In a negative sentence, there is a linker between the noun referent and the word immediately preceding it. For comparison, the following examples include positive counterparts. The negator and linker are highlighted.

| <i><b>Affirmative existential sentence</b></i>   | <i><b>Negative existential sentence</b></i>  |
|--|--|
| May pera ako.<br><i>I have money.</i>  | <b>Wala</b> akong pera.<br><i>I <b>do not have</b> money.</i>  |
| Mayroon akong klase mamaya.<br><i>I have a class later.</i>  | <b>Wala</b> akong klase mamaya.<br><i>I <b>do not have</b> a class later.</i>  |
| May bisita pala sa salas.<br><i>I was surprised to see that there are guests in the living room.</i> | <b>Wala</b> palang bisita sa salas.<br><i>I was surprised to see that <b>there are no</b> guests in the living room.</i> |
| Mayroon nang parke sa sentro ng bayan.<br><i>There is a park in the downtown area now.</i>           | <b>Wala</b> nang parke sa gitna ng bayan.<br><i><b>There is no</b> more park in the downtown area.</i>                   |
| Mayroong mga alagang hayop ang lolo ko.<br><i>My grandfather has pet animals.</i>                    | <b>Walang</b> mga alagang hayop ang lolo ko.<br><i>My grandfather <b>does not have</b> pets.</i>                         |

11.4.3 **Hindi** is used to negate all other sentences, and no linker is needed to link the negator to other parts of the sentence. For a more thorough overview of its use, negation in all basic sentence types is illustrated by the following examples here, excluding existential sentence and prepositional sentences with the marker /nasa/. Their *ay* sentence counterparts are also provided to show the difference in structures.

| <i><b>Sentence type</b></i> | <i><b>Affirmative predicate + subject and ay sentence</b></i>              | <i><b>Negative sentence</b></i>  |
|-----------------------------|--|--|
| <i>nominal</i>              | Abogado si Liza.<br><i>(is a) Lawyer–Liza.</i><br><i>Liza is a lawyer.</i> | <b>Hindi</b> abogado si Liza.<br><i>(is) not a Lawyer–Liza.</i><br><i>Liza is <b>not</b> a lawyer.</i> |
|                             | Si Liza ay abogado.<br><i>Liza is a lawyer.</i>                            | Si Liza ay <b>hindi</b> abogado.<br><i>Liza is <b>not</b> a lawyer.</i>                                |
| <i>adjectival</i>           | Mabait si Jose.<br><i>(is) Kind–Jose.</i><br><i>Jose is kind.</i>          | <b>Hindi</b> mabait si Jose.<br><i>(is) Not kind–Jose.</i><br><i>Jose is <b>not</b> kind.</i>          |
|                             | Si Jose ay mabait.<br><i>Jose is kind.</i>                                 | Si Jose ay <b>hindi</b> mabait.<br><i>Jose is <b>not</b> kind.</i>                                     |

verbal

Nag-aaral siya sa kapihan.  
*(is) studying—he/she—at the coffee shop.*  
*He/she is studying at the coffee shop.*

Siya ay nag-aaral sa kapihan.  
*He/she is studying at the coffee shop.*

**Hindi** siya nag-aaral sa kapihan.  
*(is) not—he/she—studying—at the coffee shop.*  
*He/she is **not** studying at the coffee shop.*

Siya ay **hindi** nag-aaral sa kapihan.  
*He/she is **not** studying at the coffee shop.*

prepositional

Sa Biyernes ang kaarawan ko.  
*(is) On Friday—my birthday.*  
*My birthday is on Friday.*  
Ang kaarawan ko ay sa Biyernes.  
*My birthday is on Friday.*

**Hindi** sa Biyernes ang kaarawan ko.  
*(is) Not on Friday—my birthday.*  
*My birthday is **not** on Friday.*  
Ang kaarawan ko ay **hindi** sa Biyernes.  
*My birthday is **not** on Friday.*



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## *Clauses and conjunctions*

Clauses in Filipino can comprise a word or group of words that express a complete thought. In contrast to English, clauses in Filipino do not need a verb to express a complete idea. Like many other languages of the world, Filipino distinguishes between independent or main clause and dependent or subordinate clauses. The following are examples of sentences containing a single independent clause. Only the first and last examples contain a verb (in bold).

Filipino

**Umuulan.**

Maaraw ngayon.

May tao sa labas.

Maganda ang pelikula.

Guro ang aking nanay.

**Nakapagluto** na ako ng hapunan.

English

(It is) **raining**.

(It is) **sunny** today.

There (is) **somebody** outside.

The move (is) **good**.

My mother (is) **a teacher**.

I **have cooked** dinner already.

### 12.1 Independent clause and coordinating conjunctions

An independent clause, also called main clause, expresses a complete thought and can stand alone as a sentence. The following examples are sentences containing two independent clauses connected by a coordinating conjunction.

Magluluto ka ba **o** kakain tayo sa labas?

Are you cooking, **or** are we eating out?

Naglinis kami ng garahe **at** itinapon namin ang lahat ng basura.

We cleaned the garage, **and** we tossed all the rubbish.

Masaya ang piyesta **pero** nakakapagod ang paghahanda nito.

Festivals are fun, **but** preparing for it is very tiring.

Huwag kang matakot **dahil** kasama mo ako.  
*Do not be afraid, **for** I am with you.*

Natapos ko na ang aking proyekto **kaya** puwede na akong magpahinga.  
*I finished my project already, **so** I can take a break now.*

Nanalo ang mga kandidato ng aming partido sa huling halalan. **Samakatuwid**, malaki ang posibilidad na masisimulan na ang mga programang pangkomunidad na matagal nang hinihintay ng aming bayan.

*Our party's candidates won in the last elections. **Therefore**, there is a good chance that the community programs that our town has long been waiting for will finally be initiated.*

Nagpahayag ng kanilang pagtutol sa pagtaas ng presyo ng langis ang mga tsuper ng dyip sa pamamagitan ng malawakang welga. **Gayunpaman**, mas malaki ang papel at impluwensya ng pandaigdigang merkado sa pagtatakda ng lokal na presyo nito.

*Jeepney drivers expressed their objections to the oil price increase through a general strike. **However**, world market conditions play a significant role and influence in determining local oil prices.*

## 12.2 Dependent clause and subordinating conjunctions

A dependent or subordinate clause does not express a complete thought but depends on the main clause to express a complete idea and cannot stand as a sentence by itself. Subordinate clauses can be further classified into three types: nominal clause, adjectival clause, and adverbial clause.

12.2.1 A **nominal clause** is a subordinate clause that functions as a noun. In Filipino, nominal clauses generally function as complements of classes of verbs that can take sentential subjects, such as reporting verbs and perception–cognition verbs. Like other languages, Filipino has verbs that can take an embedded clause or sentence as a verbal complement. Some embedded clauses may function as sentential subjects, while others may function as non-subject complements. When the embedded clause is in the declarative form, the complementizer immediately preceding it is the conjunction /na/. When the embedded clause is in the interrogative form, the complementizer immediately preceding it is the conjunction /kung/. With the exception of complements of pseudo-verbs, embedded clauses with the complementizer /na/ may be used consistently instead of having the phonologically conditioned forms /-ng/ after a vowel and /n/, and /na/ following a consonant. Here are some examples of complement clauses. The complementizer, /na/ or /kung/, is in bold, and the embedded clause is underlined.

### Complement clause of a pseudo-verb

Gusto **kong** manood ng sine sa susunod na Linggo.  
*I want **to watch a movie next week**.*

Dapat kayong **magdala** ng kompyuter bukas.  
*You (all) must **bring a computer tomorrow**.*

### Complement clause of actor-focus (AF) verbs

Naniniwala ako **na** magiging mabuting pangulo siya.  
*I believe **that he/she will be a good president**.*

Nagtatanong ang kapatid ko **kung** bakit hindi kayo nakarating sa kanyang kasal.  
*My brother/sister is asking **why you did not make it to his/her wedding**.*

### Complement clause of object-focus (OF) verbs

Narinig ko **na** binigyan ng parangal ng lokal na pamahalaan ang iyong tatay.  
*I heard **that the local government gave your father an award of recognition**.*

Ibinalita nila sa amin **kung** saan gagawin ang programa.  
*They told us **where the program will be held**.*

### Complement clause of location/direction-focus (LDF) verbs

Pinayuhan niya kami **na** making sa aming mga magulang.  
*He/she advised us **to listen to our parents**.*

Sinabihan ni Juan si Maria **kung** kailan mangingibang-bayan ang pamilya niya.  
*Juan told Maria **when his family is moving overseas**.*

A small set of nouns may also take nominal subordinate clause complements. The following examples show nouns in bold and the subordinate clauses underlined.

**Trabaho** ni Juan na linisin ang bakuran tuwing hapon.  
*It is Juan's **job** to clean the yard every afternoon.*

**Tungkulin** niyang bantayan ang mga bata.  
*It is his/her **responsibility** to watch over the children.*

Malaking **pagkakamali** kung ibibenta mo ang inyong lupa.  
*It would be a big **mistake** if you were to sell your land.*

Mahirap na **responsibilidad** kung mag-aampon kayo ng bata.  
*It would be a huge **responsibility** if you were to adopt (a child).*

Indefinite pronouns may also serve as or introduce nominal clauses. Some commonly used indefinite pronouns are

|           |          |              |          |
|-----------|----------|--------------|----------|
| anuman    | whatever | kahit ano    | anything |
| sinuman   | whoever  | kahit sino   | anyone   |
| saanman   | wherever | kahit saan   | anywhere |
| kailanman | whenever | kahit kailan | anytime  |

12.2.2 An **adverbial clause** is a subordinate clause that functions as an adverb. This type of dependent clause is introduced by an adverbial conjunction modifying the situation expressed in the main clause in terms of time (when), frequency (how often), intensity (to what extent), condition, contrast, and cause and effect. Adverbial subordinate clauses may come before or after the main clause. In the next few paragraphs, the most commonly used conjunctions are listed, followed by some examples of their use. (Also, see chapter on connectors.)

Some of the most frequently used conjunctions indicating time and frequency are the following:

|            |                     |
|------------|---------------------|
| noong      | back when           |
| kapag      | when or whenever    |
| tuwing     | everytime           |
| mula nang  | since or ever since |
| hanggang   | until or up to      |
| bago       | before              |
| pagkatapos | afterward           |
| habang     | While               |

Makakaalis na kayo **kapag** tumunog na ang kampana.  
*You can leave **when** the bell rings.*

Nagluluto si Lisa sa kusina **habang** naglilinis si Ben sa salas.  
*Lisa is cooking in the kitchen, **while** Ben is cleaning in the living room.*

**Mula nang** nawalan siya ng trabaho, naging masungit na si Lito.  
***Ever since** he lost his job, Lito has become short-tempered.*

**Bago** kayo pumasok sa eskuwela, mag-almusal muna kayo.  
***Before** you go to school, eat your breakfast first.*

Some frequently used conjunctions indicating cause and effect are the following:

|                |             |
|----------------|-------------|
| dahil/sapagkat | because     |
| kaya/kung kaya | and so      |
| upang/para     | in order to |
| at nang        | so that     |

Nagawa ko lamang iyon **sapagkat** mahal ko kayo.  
*I only did that **because** I love you all.*

Wala siyang mahanap na trabaho sa bansa **kaya** nagpasiya si Jun na mag-OFW.  
*He could not find a job in-country, **so** Jun decided to work abroad.*

**Upang** makatulong sa kanyang pamilya, nagtrabaho si Luis sa Dubai.  
***In order to help his family**, Luis worked in Dubai.*

To express contrast, the following conjunctions are frequently employed:

|                    |              |
|--------------------|--------------|
| kahit na           | even if      |
| subalit/subali't   | Although     |
| datapwat/datapwa't | even though  |
| gayunman           | nevertheless |
| samantala          | in spite of  |

**Kahit na** mahirap ang trabaho bilang katulong, tiniis ito ni Emily.  
***Even if** the job as a maid was hard, Emily endured it.*

Lumalakas ang ekonomiya **datapwat** hindi natin ito direktang nakikita.  
*The economy is growing **even though** we cannot directly see it.*

Mataas ang kanyang grado samantalang puro lakwatsa lang ang ginagawa ni Jim.  
*He got good grades **in spite of** Jim constantly doing nothing but going out.*

Frequently used conjunctions to specify conditional situation are the following:

|                  |              |
|------------------|--------------|
| kung             | If           |
| kundi            | if not       |
| sakali man       | in case      |
| basta/basta't    | as long as   |
| baka/kung sakali | just in case |

Pupunta ako sa salu-salo **kung** papunta rin kayo.  
*I am going to the party **if** you all are going too.*

Magbotas kayo para nakahanda kayo **sakali mang** umulan at bumaha.  
*Wear boots so you can be ready **in case** it rains and there is flooding.*

**Kung sakaling** mapadaan ka sa opisina, pakibigay mo ito kay Mr. Santos.  
***Just in case** you happen to stop by the office, please give this to Mr. Santos.*

In addition to those already mentioned, there are other conjunctive adverbials in Filipino that are commonly used in extended discourse

and more detailed narrations, presentations, and conversations. Here are some frequently used ones:

|                    |                          |
|--------------------|--------------------------|
| gayundin           | <i>furthermore</i>       |
| at saka            | <i>and also</i>          |
| sa kabilang dako   | <i>on the other hand</i> |
| bilang halimbawa   | <i>for instance</i>      |
| bilang karagdagan  | <i>in addition</i>       |
| kahit anupaman     | <i>regardless</i>        |
| ganoon man         | <i>despite the fact</i>  |
| kung anu't-ano man | <i>be that as it may</i> |
| gayunpaman         | <i>Nevertheless</i>      |
| samakatuwid        | <i>Therefore</i>         |
| sa katunayan       | <i>in fact</i>           |
| kung hindi man     | <i>if not that</i>       |

**12.2.3 Adjective clause.** A dependent clause that functions as an adjective in Filipino has the structure of a relative clause or phrasal modifier. Generally, it follows or comes after the noun that it modifies and is marked or introduced by the linker *na*.

Filipino does not use (interrogative) relative pronouns, but instead it uses the linker *na* to express relativization or phrasal modification. It must be noted that contemporary use of Filipino in some media outlets considers the relative pronoun 'kung saan' as standard usage in free variation with the form *na* + locative-focus verb (LF).

Like single-word modifiers, such as adjectives, numerals, and colors, a relative clause is connected to the noun it modifies by a linker. Technically, modifiers in Filipino can precede or follow the noun they modify. However, in practice, there is a preference for single-word modifiers to come before the noun and relative clauses to follow the noun. In fact, both single-word and phrasal modifiers can occur together modifying the same noun. The verbal inflection for focus is most relevant in relativization because the head noun of a relative clause must always be the syntactic focus (or subject) of the clause. It must be noted, however, that a fairly recent linguistic innovation is to use the complementizer /kung/ when relativizing a head noun, which functions as the location (and sometimes direction) of an action or event instead of using an LDF verb. The examples provided here show the relativization of head nouns that have different syntactic functions. The head noun is underlined, while the linker and the relative clause are in bold.

---

***Syntactic function  
of head noun***

***Examples of relative clauses***

Subject of an AF verb

Nakita ko ang lalaking **pumatay ng aso ninyo.**  
I saw the man **who killed your dog.**

|   |   |
|---|---|
| Object of an OF verb                          | Dinala niya sa salusalo <u>ang pagkaing niluto ng kanyang nanay</u> .<br>H/she brought to the party <u>the dish</u> <b>that was cooked by his/her mother</b> .  |
| Location of an LDF verb                       | Binisita namin <u>ang lugar na pinaglibingan ng aming lolo</u> .<br>We visited <u>the place</u> <b>where our grandfather was buried</b> .<br>or<br>Binisita namin <u>ang lugar</u> <b>kung saan inilibing ang aming lolo</b> .<br>We visited <u>the place</u> <b>where our grandfather was buried</b> . |
| Direction of an LDF verb                      | Kinausap ako <u>ng estudyanteng binigyan ninyo ng parangal</u> .<br><u>The student</u> <b>to whom you gave an award</b> talked to me.   |
| beneficiary of a benefactive-focus (BF) verb  | Siya <u>ang bisitang ipinagluto ng aking kaibigan ng hapunan</u> .<br>H/she is <u>the guest</u> <b>for whom my friend cooked dinner</b> .   |
| instrument of an instrumental-focus (IF) verb | Ito <u>ang gunting na ipinanggupit ko ng buhok ni Pedro</u> .<br>This is <u>the pair of scissors</u> <b>with which I cut Pedro's hair</b> .   |
| reason of a reason-focus (RF) verb            | Isusulat ko <u>ang balitang ikasasaya ng mga tao sa aming bayan</u> .<br>I will write the news <b>that which will be the cause of happiness of the people in our town</b> .   |

**12.2.4 Relativizing the subject or focused noun phrase of the main clause**

In the following examples, the head noun or relativized noun is in bold, and the relative clause is underlined.

Relativizing the actor noun phrase (NP) in an AF sentence:

- Dumating nang maaga **ang babaeng** nagtitinda ng prutas sa harap ng aming gusali.
- The woman** who sells fruits in front of our building came early.
- Nagbigay ng donasyon sa simbahan **ang matandang lalaking** nakatira sa lumang bahay sa dulo ng kalyeng iyan.
- The old man** who lives at the old house at the end of that street gave a donation to the church.
- Nakakatugtog ng iba't-ibang instrumentong pangmusika **ang estudyanteng** kalilipat lang sa aming eskuwelahan.
- The student** who just moved to our school can play several musical instruments.

Relativizing the object NP in an OF sentence:

Nakita ko **ang mga artistang** magtatanghal sa palabas mamayang gabi.  
*I saw **the actors** who are performing at the show tonight.*

Binili niya **ang parol** na ginawa ng kanyang kapitbahay.  
*He/she bought **the Christmas lantern** that his/her neighbor made.*

Hinuhugasan ni Juan **ang mga gulay** na ibinigay ng kaibigan ko.  
*Juan is washing **the vegetables** that were given by my friend.*

Relativizing the locative/directional NP in an LDF sentence:

Pinuntahan nina Jun at Rudy **ang parkeng** nasa ibabaw ng bundok.  
*Jun and Rudy went **to the park**, which is located on top of the mountain.*

Tatawagan namin **ang ahensyang** nagbibigay ng tulong sa mga batang-lansangan.  
*We will place a call **to the agency** that provides assistance to street children.*

Tinulungan nila **ang mga komunidad** na nasalanta ng bagyo.  
*They gave assistance/help **to communities** that were battered by the storm.*

Relativizing the benefactive NP in a BF sentence:

Ipinaghahanda nila ng tanghalian **ang mga bisitang** dumating kaninang umaga.  
*They are preparing lunch **for the guests** who arrived this morning.*

Inihanap niya ng pansamantalang tirahan **ang mga taong** nawalan ng bahay dahil sa sunog.  
*He/she looked for temporary housing **for people** who lost their homes in the fire.*

Ipaglalaba ni Aling Marina ng damit **ang mga turistang** nagbabakasyon sa aming baryo.  
*Mrs. Marina will do laundry **for the tourists** who are vacationing in our village.*

Relativizing the instrumental NP in an IF sentence:

Ipinambili niya ng meryenda **ang perang** ibinigay mo.  
*He/she bought snacks **with the money** that you gave (him/her).*

Ipantakip mo ng iyong ulo **ang sumbrerong** ginawa ni Pedro.  
*Cover/protect your head **with the hat** that Pedro made.*

Ipanghugas mo ng iyong sugat **ang sabong** inirekomenda ng doktor.  
*Wash/clean your wound **with the soap**, which the doctor recommended.*

Relativizing the experiencer NP in an EF sentence:

Natuwa **ang mga bisitang nanood ng palabas sa plasa.**

*The guests who watched the show at the plaza enjoyed themselves.*

Nagugutom na **ang mga boluntaryong gumagawa ng palamuti para sa pagdiriwang.**

*The volunteers who are making decorations for the celebration are feeling hungry.*

Dahil sa sobrang init, nahilo **ang batang nagtitinda ng bulaklak sa labas ng simbahan.**

*Due to extreme heat, the young person who is selling flowers outside the church felt faint.*

Relativizing the reason NP in an RF sentence:

Ikinalungkot niya **ang balitang narinig niya sa radyo kanina.**

*The news that he/she heard on the radio saddened him/her.*

Ikinababahala nila **ang bagong patakarang inaprubahan ng lokal na pamahalaan.**

*The new policy that was approved by the local government worries them.*

Ikinagalak ng aking lola **ang pagdiriwang na inihanda ng kanyang mga apo.**

*The celebration, which was organized by her grandchildren, made my grandmother happy.*

12.2.5 Relative clauses may also be associated with unfocused NPs in the main clause. The following examples illustrate how unfocused or non-subject NPs may also be relativized.

Relativizing the actor NP in an OF sentence:

Kinuha **ng paring nangangalap ng abuloy** ang perang nasa mesa.

*The priest who is collecting donations took the money on the table.*

Dadalhin **ng mga batang sasama sa biyahe** ang kanilang mga baong tanghalian.

*The children who are joining the trip will bring their own packed lunch.*

Isinusuot **ng mga mananayaw na nagtatanghal sa parada** ang katutubong mga kasuotan.

*The dancers who perform in the parade wear traditional costumes.*

Relativizing the object NP in an AF sentence:

Para sa salusalo, magdadala si Anna **ng mga kakaning niluto ng kanyang lola.**

For the dinner celebration, Anna will bring **rice cakes** that were prepared by her grandmother.

Sumulat siya **ng tulang** babasahin ng klase sa aming pagtatanghal.  
He/she wrote **a poem** that will be read by our class for our presentation.

Bumasa kami **ng artikulong** tumatalakay sa usaping panseguridad sa aming rehiyon.

We read **an article** that discusses security issues in our region.

Relativizing the locative/directional NP in an AF sentence:

Tumulong sila **sa mga taong** nawalan ng bahay dahil sa lindol.  
They gave assistance/help **to the people** who lost their homes because of the earthquake.

Maglalagay siya ng bulaklak **sa mesang** inilagay ko sa harap ng altar.  
He/she is going to put some flowers **on the table** that I placed in front of the altar.

Tumingin kami **sa larawang** nakasabit sa dingding.  
We looked **at the picture** that is hanging on the wall.

Relativizing the benefactive NP in an AF sentence:

Kumuha ako ng bulaklak sa hardin **para sa aking kapitbahay** na nag-diriwang ng kanyang kaarawan ngayon.  
I got some flowers from the garden **for my neighbor** who is celebrating his/her birthday today.

Nagluluto si Mario ng pansit **para sa mga batang** naglilinis ng kanyang bakuran.  
Mario is cooking noodles **for the kids** who are cleaning his yard.

Bibili ako ng mga inumin **para sa aking mga kaibigang** manonood ng laro sa bahay bukas.  
I am buying drinks **for my friends** who are watching the game at my place tomorrow.

Relativizing the instrumental NP in an OF sentence:

Niluto niya ang manok **sa pamamagitan ng hurnong** inayos ko kahapon.  
He/she cooked the chicken **using the oven** that I fixed yesterday.

Pinutol niya ang punong mangga **sa pamamagitan ng lagaring** hini-ram niya kay Lina.  
He/she cut down the mango tree **using the saw** that he/she borrowed from Lina.

Nagbungkal siya ng lupa sa bukid **sa pamamagitan ng traktorang binili niya sa kanyang tiyo.**  
*He/she tilled the land on the farm **using the tractor** that he/she bought from his/her uncle.*

Relativizing the experiencer NP in an RF sentence:

Ikinatuwa **ng mga bisitang nanood ng palabas sa plasa** ang mahusay na pagtatanghal ng mga mananayaw at mang-aawit.  
*The wonderful performance by the dancers and singers made **the guests who watched the show at the plaza** very happy.*

Ikinagalit nang husto **ng mga taong sumakay sa bus** ang pagsisiksikan ng sobrang daming pasahero.  
*The overcrowding of passengers in the overloaded vehicle made **the people who took the bus** very angry.*

Ikinagulat **ng mga empleyadong binigyan ng parangal sa pagdiriwang** ang hindi inaasahang regalong natanggap nila.  
*The unexpected gift that they received surprised **the employees who were honored at the party.***

Relativizing the reason NP in an EF sentence:

Nalilito ang mga empleyado **dahil sa magkasalungat na mga impormasyong natanggap nila mula sa pamunuan ng kumpanya.**  
*Employees are confused **because of conflicting information** that they received from the company's management.*

Nababahala ang mga residente ng dormitoryo **dahil sa ingay na nagmula sa mga tubo ng tubig sa kanilang gusali.**  
*Dormitory residents are worried **because of the noise** coming from the water pipes in their building.*

Natakot ang aking kapatid **dahil sa balitang nabasa niya sa diyaryo.**  
*My brother/sister got scared **because of the news** that he/she read in the newspaper.*



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# *Interjections, courtesies, and other lexical classes*

Interjections, courtesies, and other lexical classes that are necessary for talking about familiar everyday topics are provided in this chapter.

**13.1** Interjections are words or group of words that capture the sudden burst of emotion or energy on the part of the speaker as a reaction to the information being received or provided, or the situation that induced such a reaction. The following chart lists some commonly used interjections, everyday expressions, and conversation fillers.

| <i>Interjection and common expressions</i> | <i>Equivalent English expressions</i> |
|--|---------------------------------------|
| Naku!                                      | Wow!/Oh my!                           |
| Hay naku!                                  | Oh, gosh!                             |
| (Ang) galing!                              | Great!                                |
| Talaga?                                    | Really?                               |
| Talaga!                                    | Indeed!                               |
| Aba!                                       | Oh, what a surprise!                  |
| Hoy!                                       | Hey!/Hey there!                       |
| Sus!/Diyos ko!                             | Oh, my God!                           |
| Susmaryosep!                               | Jesus Christ!                         |
| Sayang!                                    | Too bad!/What a pity!                 |
| Kawawa naman!                              | How pitiful!                          |
| Aray!                                      | Ouch!                                 |
| Tumigil ka!                                | Stop it!                              |
| Grabe!                                     | Too much!                             |
| Awat na!                                   | That's enough!                        |
| Dali!                                      | Quick!                                |
| Hala!                                      | Oh, no!                               |
| Walanghiya!                                | How rude!                             |
| Sige!                                      | Okay!                                 |

|                         |                             |
|-------------------------|-----------------------------|
| Sige na!                | Come on!                    |
| Sige pa!                | More! More!                 |
| Sige nga!               | Let's see what you can do.  |
| Hindi nga!              | You're kidding!             |
| Siyempre!               | Of course!                  |
| Siguro.                 | Maybe.                      |
| Maaari.                 | It's possible.              |
| Sigurado.               | For sure!/Certainly.        |
| Tumpak!                 | Exactly!                    |
| Bahala na!              | Come what may.              |
| Bahala ka!              | It's up to you.             |
| Sayang!                 | Too bad.                    |
| Ewan ko!                | I don't know.               |
| Siyanga!                | That's right!               |
| Oo nga.                 | Indeed!                     |
| Tara na!                | Let's go!                   |
| Halikayo!/Halina kayo.  | Come on, let's go.          |
| Para!                   | Please pull over.           |
| Bilisan mo!             | Hurry up!                   |
| Saglit lang!            | Wait a second.              |
| Teka!                   | Wait!                       |
| Teka muna!              | Just wait!                  |
| Hindi ba?/'Di ba?       | Isn't that right?           |
| Hindi bale.             | It's not important.         |
| Di bale na lang!        | Never mind.                 |
| Sige na nga.            | Oh, alright.                |
| Ganoon ba?              | Is that right?              |
| Wala kang pakialam.     | It's none of your business! |
| Huwag kang makialam!    | Don't meddle!               |
| Wala akong pakialam!    | I don't care!               |
| E ano ngayon?           | So what?                    |
| Tama ka./ Tama po kayo. | You're right!               |

**13.2** Some useful expressions for **greetings and leave-taking courtesies** are provided here. For most expressions, simply adding the enclitic / po/ at the end of the sentence turns the expression into a formal or more polite courtesy appropriate when addressing someone older, of authority, or a stranger.

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*Commonly used greetings and  
leave-taking courtesies*

*Equivalent English expressions*

---

Kumusta (po)?  
Magandang umaga (po).  
Magandang tanghali (po).

Hello./How are you?  
Good morning.  
Good noontime.

|                                  |   |
|----------------------------------|---|
| Magandang hapon (po).            | <i>Good afternoon.</i>                        |
| Magandang gabi (po).             | <i>Good evening.</i>                          |
| Paalam (po).                     | <i>Goodbye.</i>                               |
| Sige (po).                       | <i>Bye.</i>                                   |
| Hanggang sa muli (po).           | <i>Until next time.</i>                       |
| Sandali lang (po).               | <i>Please wait./Just a second.</i>            |
| Maraming salamat (po).           | <i>Thank you very much.</i>                   |
| Walang anuman (po).              | <i>You're welcome (po).</i>                   |
| Mawalang-galang na po.           | <i>Please excuse me. (always formal)</i>      |
| Pasensiya ka na. (informal)      | <i>I'm sorry./Excuse me. (minor</i>           |
| Pasensiya na po kayo. (formal)   | <i>infractions)</i>                           |
| Patawarin mo ako. (familiar)     | <i>Please forgive me. (major infractions)</i> |
| Patawarin po ninyo ako. (formal) |   |
| Tuloy ka. (familiar)             | <i>(Please) come in.</i>                      |
| Tuloy po kayo. (formal)          |   |
| Ingat ka. (familiar)             | <i>Take care.</i>                             |
| Mag-ingat po kayo. (formal)      |   |

**13.3** Numerals from three source languages are used in Filipino. Tagalog-derived numbers are used for counting, indicating order, and expressing monetary value, especially for numbers smaller than 10,000. Spanish-derived numbers are generally used for telling time and, interchangeably with Tagalog-derived numbers, in expressing monetary value. In spoken Filipino, especially among young people, English numbers are used interchangeably with Tagalog- and Spanish-derived numbers for almost all contexts where numerals are necessary. The prefixes /pang-/ and /ika-/ are used to form ordinal numbers.

### 13.3.1 Tagalog-derived numbers and their logic

|   | <i>1-10</i> | <i>10 x X</i> | <i>100 x X</i>    | <i>1,000 x X</i>    |
|---|-------------|---------------|-------------------|---------------------|
| 1 | isa         | 10 sampu      | 100 sandaan       | 1,000 sanlibo       |
| 2 | dalawa      | 20 dalawampu  | 200 dalawang daan | 2,000 dalawang libo |
| 3 | tatlo       | 30 tatlumpu   | 300 tatlong daan  | 3,000 tatlong libo  |
| 4 | apat        | 40 apatnapu   | 400 apat na raan  | 4,000 apat na libo  |
| 5 | lima        | 50 limampu    | 500 limang daan   | 5,000 limang libo   |
| 6 | anim        | 60 animnapu   | 600 anim na raan  | 6,000 anim na libo  |
| 7 | pito        | 70 pitumpu    | 700 pitong daan   | 7,000 pitong libo   |
| 8 | walo        | 80 walumpu    | 800 walong daan   | 8,000 walong libo   |
| 9 | siyam       | 90 siyamnapu  | 900 siyam na raan | 9,000 siyam na libo |

|   | <i>10 + X</i>  | <i>Units of 10 + X</i> | <i>Units of 100 + X</i>                |
|---|----------------|------------------------|--|
| 1 | 11 labing-isa  | 21 dalawampu't-isa     | 111 sandaan at labing-isa              |
| 2 | 12 labindalawa | 32 tatlumpu't-dalawa   | 212 dalawang daan at labindalawa       |
| 3 | 13 labintatlo  | 43 apatnapu't-tatlo    | 313 tatlong daan at labintatlo         |
| 4 | 14 labing-apat | 54 limampu't-apat      | 414 apat na raan at labing-apat        |
| 5 | 15 labinlima   | 65 animnapu't-lima     | 565 limang daan at animnapu't-lima     |
| 6 | 16 labing-anim | 76 pitumpu't-anim      | 676 anim na raan at pitumpu't-anim     |
| 7 | 17 labimpito   | 87 walumpu't-pito      | 787 pitong daan at walumpu't-pito      |
| 8 | 18 labingwalo  | 98 siyamnapu't-walo    | 898 walong daan at siyamnapu't-walo    |
| 9 | 19 labinsiyam  | 29 dalawampu't-siyam   | 929 siyam na raan at dalawampu't-siyam |

---

*Units of 1000 + X*

---

|        |  |
|--------|--|
| 1      | 1,001 sanlibo't-isa  |
| 2      | 2,012 dalawanlibo't-labindalawa  |
| 3      | 3,134 tatlong libo, isang daan, tatlumpu't-apat  |
| 4      | 40,564 apatnapung libo, limandaan, animnapu't-apat   |
| 5      | 50,235 limampung libo, dalawandaan, tatlumpu't-lima  |
| 6      | 615,786 anim na raan, labinlimang libo, pitong daan, walumpu't-anim                          |
| 7      | 734,729 pitong daan, tatlumpu't-apat na libo, pitong daan, dalawampu't-siyam                 |
| 8      | 835,607 walong daan, tatlumpu't-limang libo, anim na raan, at pito                           |
| 9      | 910,750 siyam na raan at sampung libo, pitong daan, at limampu                               |
| milyon | 1,987,654 isang milyon, siyam na raan walumpu't pitong libo, anim na raan, at limampu't-apat |

### 13.3.2 Spanish-derived numbers for telling time

A complete answer to the question, 'Anong oras na?' (*What time is it?*), includes one of the following expressions to specify the time of day:

|                       |                   |                               |
|-----------------------|-------------------|-------------------------------|
| @ 5:00 am – 11:30 am  | _____ ng umaga    | _____ <i>in the morning</i>   |
| @ 11:30 am – 12:30 pm | _____ ng tanghali | _____ <i>at noon</i>          |
| @ 12:30 pm – 5:45 pm  | _____ ng hapon    | _____ <i>in the afternoon</i> |
| @ 5:45 pm – 11:45 pm  | _____ ng gabi     | _____ <i>in the evening</i>   |

@ 11:45 pm – 1:00 am \_\_\_\_\_ ng hatinggabi \_\_\_\_\_ at midnight  
 @ 1:00 am – 5:00 am \_\_\_\_\_ ng madaling araw \_\_\_\_\_ at dawn

| <b>Time</b> | <b>Spanish derived</b> | <b>Tagalog/Filipino</b> |
|-------------|------------------------|-------------------------|
| 1:00        | ala-una                | ikaisa                  |
| 2:00        | alas-dos               | ikalawa/ika-dalawa      |
| 3:00        | alas-tres              | ikatlo/ika-tatlo        |
| 4:00        | alas-kuwatro           | ikaapat                 |
| 5:00        | alas-singko            | ikalima                 |
| 6:00        | alas-sais              | ikaanim                 |
| 7:00        | alas-siyete            | ikapito                 |
| 8:00        | alas-otso              | ikawalo                 |
| 9:00        | alas-nuwebe            | ikasiyam                |
| 10:00       | alas-diyes             | ikasampu                |
| 11:00       | alas-onse              | ikalabing-isa           |
| 12:00       | alas-dose              | ikalabindalawa          |

| <b>Time</b> | <b>Spanish derived</b>              | <b>Tagalog/Filipino</b>   |
|-------------|-------------------------------------|---|
| 12:05       | alas-dose singko ng ...             | limang minuto makalipas ang ikalabindalawa ng ...                                       |
| 12:10       | alas-dose diyес ng ...              | sampung minuto makalipas ang ikalabindalawa ng ...                                      |
| 12:15       | alas-dose kinse ng ...              | labinlimang minuto makalipas ang ikalabindalawa ng ...                                  |
| 12:20       | alas-dose beynte ng ...             | dalawampung minuto makalipas ang ikalabindalawa ng ...                                  |
| 12:25       | alas-dose beynte singko ng ...      | dalawampu't-limang minuto makalipas ang ikalabindalawa ng ...                           |
| 12:30       | alas-dose y medya ng ...            | ikalabindalawa at kalahati ng ...<br>tatlung minuto makalipas ang ikalabindalawa ng ... |
| 12:35       | alas-dose treynta y singko ng ...   | dalawampu't-limang minuto bago mag-ikaisa ng ...  |
| 12:40       | alas dose kuwarenta ng ...          | dalawampung minuto bago mag-ikaisa ng ...   |
| 12:45       | alas dose kuwarenta y singko ng ... | labinlimang minuto bago mag-ikaisa ng ...   |

**13**

Interjections,  
courtesies,  
and  
other lexical  
classes

- 12:50    alas dose singku-      sampung minuto bago mag-ikaisa ng ...  
                  wenta ng ...
- 12:55    alas dose singku-      limang minuto bago mag-ikaisa ng ...  
                  wenta y singko  
                  ng ...

**13.4** The words for days of the week and months of the year are Spanish derived, except for the word for Sunday.

| <i>Months of the year</i>                   |                 |           |                  | <i>Days of the week</i> |                  |
|---|-----------------|-----------|------------------|-------------------------|------------------|
| Enero                                       | <i>January</i>  | Hulyo     | <i>July</i>      | Lunes                   | <i>Monday</i>    |
| Pebrero                                     | <i>February</i> | Agosto    | <i>August</i>    | Martes                  | <i>Tuesday</i>   |
| Marso                                       | <i>March</i>    | Setyembre | <i>September</i> | Miyerkoles              | <i>Wednesday</i> |
| Abril                                       | <i>April</i>    | Oktubre   | <i>October</i>   | Huwebes                 | <i>Thursday</i>  |
| Mayo  | <i>May</i>      | Nobyembre | <i>November</i>  | Biyernes                | <i>Friday</i>    |
| Hunyo                                       | <i>June</i>     | Disyembre | <i>December</i>  | Sabado                  | <i>Saturday</i>  |
| <i>Example: Lunes, ika-16 ng Enero 2019</i> |                 |           |                  | Linggo                  | <i>Sunday</i>    |

# Summary

The most salient Filipino grammatical markings, morphological forms, and syntactic structures are summarized in this section to serve as a quick reference guide for the reader or language learner.

## 14.1 Verbal inflection

### Aspect

| <i>Form</i>                | <i>Affix</i>   |
|----------------------------|--|
| Completed                  | <i>n-</i>  |
| Incompleted                | <i>n-</i> + C <sub>1</sub> V <sub>1</sub> reduplication                  |
| contemplated               | <i>m-</i> + C <sub>1</sub> V <sub>1</sub> reduplication                  |
| infinitive/neutral         |  |
| recently completed         | <i>ka-</i> + C <sub>1</sub> V <sub>1</sub> reduplication<br><i>kaka-</i> |
| immediate post-completed   | <i>pagka-</i>  |
| Intermittent               | <i>pa-</i> + C <sub>1</sub> V <sub>1</sub> reduplication                 |
| immediate pre-contemplated | <i>pa-/papa-</i>   |

### Focus (default focus forms: indicative)

|                     |   |
|---------------------|---|
| actor (agent; doer) | <i>mag-</i> ; <i>-um-</i> ; some <i>ma-</i> (optional: <i>magsi-</i> )        |
| object (patient)    | <i>-in</i> ; <i>i-</i> ; <i>-an</i> ; perception–cognition/stative <i>ma-</i> |
| location/direction  | <i>-an</i> ; <i>pag – an</i> ; <i>ka – an</i>                                 |
| Beneficiary         | <i>ipag-</i> ; <i>i-</i>  |
| Instrumental        | <i>ipang-</i>   |
| experiencer (theme) | <i>ma-</i> (some <i>-in</i> ; <i>-um-</i> )                                   |
| Reason              | <i>ika-</i>   |

Mood (mostly derivational)

|                        |   |
|------------------------|---|
| Indicative             | default verbal focus forms  |
| distributive           | actor focus: <i>mang-</i>   |
| Reciprocal             | actor focus: <i>mag – an</i> ; some <i>mag-</i>   |
| abilitative/potential  | actor focus: <i>maka-</i> ; <i>makapag-</i><br>object/locative/beneficiary/instrumental focus: <i>ma-</i>   |
| Accidental             | actor focus: <i>maka-</i><br>object/locative/beneficiary/instrumental focus: <i>ma-</i>   |
| social – participative | actor focus: <i>maki-</i>   |
| social – reciprocal    | actor focus: <i>makipag-</i> ; <i>makipag – an</i>  |
| Causative              | actor-focus 1: <i>magpa-</i><br>actor-focus 2: <i>pa – in</i> ; <i>pag – in</i><br>object focus: <i>ipa-</i> ; <i>pa – an</i><br>locative/directional focus: <i>papag – an</i> ; <i>pa-</i><br>beneficiary focus: <i>ipapag-</i><br>instrumental focus: <i>ipapang-</i> |

Pseudo-verbs (attracts/pulls enclitics, and GEN and NOM pronouns)

|                      |  |
|----------------------|--|
| <i>gusto/nais</i>    | <i>ng</i> -marked actor, regardless of the focus form of the main verb |
| <i>ayaw</i>          | verb   |
| <i>kailangan</i>     |  |
| <i>dapat</i>         | actor case marker is dependent on the focus form of the main verb      |
| <i>puwede/maaari</i> | main verb  |
| <i>bawal</i>         |  |

## 14.2 Adjective derivational forms

| <i>Simple or bare roots</i>                                  | <i>No affixes</i>  |
|--|--|
| <i>ma-</i> adjectives  | <i>ma-</i>   |
| optional noun plurality agreement                            | <i>ma-</i> + C <sub>1</sub> V <sub>1</sub> reduplication     |
| de-verbal forms: emotion/sensation inducing                  | <i>nakaka-</i><br><i>ka-</i> + C <sub>1</sub> V <sub>1</sub> |
| denominal forms: has some quality similar to                 | <i>mala-</i>   |
| denominal and de-adjectival forms: has affinity for/with     | <i>maka-</i>   |
| de-verbal forms: has the tendency/prone to do the verb       | <i>mapag-</i><br><i>mapang-</i>                              |
| de-verbal forms: habitual doer of the verb                   | <i>pala-</i>   |
| de-verbal and denominal forms: for use in/by                 | <i>pang-</i>   |
| de-verbal and denominal forms: in a position .../wearing ... | <i>naka-</i>   |

Adjective inflection for degree of quality

|                    |                                 |
|--------------------|---------------------------------|
| unequal comparison | <i>mas ... kaysa</i>            |
| equal comparison   | <i>magkasing-; kasing-</i>      |
| superlative        | <i>pinaka-</i>                  |
| intensified        | <i>napaka-</i>                  |
|                    | full stem reduplication         |
| moderate quality   | <i>ma-</i> + root reduplication |

**14.3** Adverbs

## time

|                       |                                     |
|-----------------------|-------------------------------------|
| past                  | noong+; kahapon; kanina; kamakalawa |
| present and recurring | ngayon+; tuwing; sa kasalukuyan     |
| future                | sa+; bukas; sa hinaharap            |

## manner

|                              |                         |
|------------------------------|-------------------------|
| following a verb             | <i>nang</i> + adjective |
| preceding a verb             | adjective <i>na</i>     |
| de-verbal/de-adjectival form | <i>pa-</i>              |

**14.4** Conjunctions

|  |  |
|--|--|
| coordinating   | at; o; pero/ngunit; kasi/dahil; kaya; samakatuwid; gayunman; at saka; gayundin |
| subordinating<br>adjective clause<br>(relative clause) | Na   |
| subordinating<br>noun clause<br>(verbal complement)    | na<br>kung   |
| subordinating<br>adverb clause: time                   | noong/nang; tuwing; mula; hanggang; bago; pagkatapos; habang; samantala        |
| adverb clause: cause and effect                        | dahil/sapagkat; para/upang; nang sa gayon; kung kaya                           |
| adverb clause: contrast                                | kahit na; sa halip na; gayong; samantalang                                     |
| adverb clause: condition                               | kung; kundi; kung sakali; sa oras na; basta't                                  |

**14.5** Case markers

|                        | <i>Singular</i> | <i>Plural</i> |
|------------------------|-----------------|---------------|
| subject – actor (AF)   |                 |               |
| subject – patient (OF) | Ang             | ang mga       |
| subject – theme (EF)   |                 |               |

|                         |                   |                       |
|-------------------------|-------------------|-----------------------|
| genitive – actor (OF)   | Ng                | ng mga                |
| genitive – patient (AF) | Sa                | sa mga                |
| locative/directional    | Sa                | sa mga                |
| beneficiary             | para sa           | para sa mga           |
| instrumental            | sa pamamagitan ng | sa pamamagitan ng mga |
| reason                  | dahil sa          | dahil sa mga          |

#### 14.6 Pronouns

(In a basic sentence, *GEN before SUB, except ka; ko + ka => kita*)

| <i>Personal</i>               | <i>Subject</i> | <i>Genitive</i> | <i>Oblique</i> |
|-------------------------------|----------------|-----------------|----------------|
| singular                      |                |                 |                |
| first person                  | ako            | ko              | sa akin        |
| second person                 | ikaw/ka        | mo              | sa iyo         |
| third person                  | siya           | niya            | sa kanya       |
| plural                        |                |                 |                |
| first-person exclusive        | kami           | natin           | sa amin        |
| first-person inclusive        | tayo           | namin           | sa atin        |
| second person                 | kayo           | ninyo           | sa inyo        |
| third person                  | sila           | nila            | sa kanila      |
| <i>Deictic/ demonstrative</i> | <i>Subject</i> | <i>Genitive</i> | <i>Oblique</i> |
| near speaker                  |                |                 |                |
| singular                      | ito            | nito            | dito           |
| plural                        | ang mga ito    | ng mga ito      | sa mga ito     |
| near addressee                |                |                 |                |
| singular                      | iyang          | niyang          | diyang         |
| plural                        | ang mga iyang  | ng mga iyang    | sa mga iyang   |
| far from both                 |                |                 |                |
| singular                      | iyon           | niyon/noon      | doon           |
| plural                        | ang mga iyon   | ng mga iyon     | sa mga iyon    |

#### Interrogative pronouns

|           |                   |           |                          |
|-----------|-------------------|-----------|--------------------------|
| sino      | <i>Who</i>        | bakit     | <i>why</i>               |
| ano       | <i>What</i>       | paano     | <i>how</i>               |
| kailan    | <i>when</i>       | magkano   | <i>how much</i>          |
| saan      | <i>where</i>      | gaano ka- | <i>how (re. quality)</i> |
| nasaan    | <i>where at</i>   | ilan      | <i>how many</i>          |
| taga-saan | <i>where from</i> | tig-iilan | <i>how many each</i>     |

## 14.7 Enclitics or adverbial particles

(In a sentence, *enclitics come before GEN and NOM pronouns, except ko, mo, and ka*)

na pa nga lang din daw po ba muna naman yata kaya sana pala

The following are commonly used expressions with enclitic adverbs:

| <b>Na</b>      |                                | <b>Pa</b>          |                              |
|----------------|--------------------------------|--------------------|------------------------------|
| Wala na.       | <i>no more</i>                 | Wala pa.           | <i>none yet</i>              |
| Hindi na.      | <i>not anymore</i>             | Hindi pa.          | <i>not yet</i>               |
| Sige na.       | <i>Come on.</i>                | Sige pa.           | <i>Keep going.</i>           |
| Puno na.       | <i>already full</i>            | Puno pa.           | <i>still full</i>            |
| Bukas na.      | <i>already open</i>            | Bukas pa.          | <i>still open</i>            |
| Sarado na.     | <i>already closed</i>          | Bu:kas pa.         | <i>not until tomorrow</i>    |
| Tara na.       | <i>Let's go.</i>               | Mamaya pa.         | <i>not until later</i>       |
| Tayo na.       | <i>Let's go.</i>               | Kanina pa.         | <i>already done</i>          |
| Halika na.     | <i>Let's go.</i>               |                    | <i>earlier</i>               |
| Tapos na.      | <i>already done</i>            |                    |                              |
| Mamaya na.     | <i>not now, later</i>          |                    |                              |
| <b>Nga</b>     |                                | <b>Lang/lamang</b> |                              |
| Oo nga.        | <i>Indeed!</i>                 | Isa lang.          | <i>Just one.</i>             |
| Sige nga.      | <i>Give it a try.</i>          | Ako lang.          | <i>Just me.</i>              |
| Hindi nga.     | <i>Emphatic no</i>             | Ikaw lang.         | <i>Only you.</i>             |
| Wala nga.      | <i>Emphatic none</i>           | Wala lang.         | <i>Nothing really.</i>       |
| Sige na nga.   | <i>Okay, I'll do it.</i>       | Sige lang.         | <i>Just keep going.</i>      |
| Wala na nga.   | <i>Indeed, it's gone.</i>      | Kanina lang.       | <i>Earlier today.</i>        |
| Sige pa nga.   | <i>Let me try it again.</i>    | Mamaya na lang.    | <i>Just do it later.</i>     |
| Tara na nga.   | <i>Okay, let's go.</i>         |                    |                              |
| <b>Din/rin</b> |                                | <b>Daw/raw</b>     |                              |
| Wala rin.      | <i>None also.</i>              | Wala raw.          | <i>None, people say.</i>     |
| Hindi rin.     | <i>Not either.</i>             | Hindi raw.         | <i>Not, others say.</i>      |
| Ako rin.       | <i>Me too.</i>                 | Siya raw.          | <i>He/she is doing it.</i>   |
| <b>Naman</b>   |                                | <b>Sana</b>        |                              |
| Wala naman.    | <i>None really.</i>            | Wala sana.         | <i>I hope there's none.</i>  |
| Hindi naman.   | <i>Not really.</i>             | Hindi sana.        | <i>I hope it's not true.</i> |
| Heto na naman. | <i>Here we go again.</i>       | Ito na sana.       | <i>I hope this is it.</i>    |
| Ikaw na naman. | <i>You again?</i>              | Sana nga.          | <i>I hope so.</i>            |
| Oo naman.      | <i>Yes, of course!</i>         |                    |                              |
| Oo nga naman.  | <i>Yes, they have a point.</i> |                    |                              |

| <b>Pala</b>     |  | <b>Muna</b>   |                      |
|-----------------|--|---------------|----------------------|
| Wala pala.      | <i>Surprisingly, none.</i>                                 | Wala muna.    | <i>none yet</i>      |
| Hindi pala.     | <i>Surprisingly, no.</i>                                   | Hindi muna.   | <i>not yet</i>       |
| Ikaw pala.      | <i>Oh, it's you!</i>                                       | Ikaw muna.    | <i>You first.</i>    |
| Kanina pa pala. | <i>Surprisingly, it happened earlier today.</i>            | Ikaw na muna. | <i>You go ahead.</i> |
| Mamaya pa pala. | <i>Surprisingly, it's not happening until later today.</i> |               |                      |
| Mamaya na pala. | <i>Surprisingly, it's happening later today.</i>           |               |                      |

  

| <b>Po</b> |                        | <b>Ba</b>  |                       |
|-----------|------------------------|------------|-----------------------|
| Wala po.  | <i>No, ma'am/sir.</i>  | Wala ba.   | <i>Is there none?</i> |
| Hindi po. | <i>Not, ma'am/sir.</i> | Hindi ba.  | <i>Isn't it?</i>      |
| Kayo po.  | <i>You, ma'am/sir.</i> | Talaga ba. | <i>Really?</i>        |

  

| <b>Sana</b> |                              | <b>Kaya</b> |                              |
|-------------|------------------------------|-------------|------------------------------|
| Sana nga.   | <i>I hope so.</i>            | Wala kaya?  | <i>I wonder if there's</i>   |
| Sana naman. | <i>I'm really hoping so.</i> | Hindi kaya? | <i>none.</i>                 |
| Wala sana.  | <i>I hope none.</i>          | Ano kaya?   | <i>I wonder if it isn't.</i> |
| Hindi sana. | <i>I hope not.</i>           |             | <i>I wonder what ...</i>     |

#### 14.8 Noun-forming affixes

| <b>Affixes</b>                           | <b>Examples</b>   |
|--|---|
| p- (de-verbal nouns)<br>pag-             | paglaya; pagsagot; pagsamba<br><i>liberation; answering; worshipping</i>        |
| pag- + reduplication                     | pag-uusap; pagluluto; paghahanap<br><i>conversation; cooking; search</i>        |
| pakiki-/pakikipag-                       | pakikisama; pakikipag-usap<br><i>getting along; discussion</i>                  |
| pang-                                    | pang-aapi; pandurukot; pangangaso<br><i>oppression; pickpocketing; hunting</i>  |
| ka – an (de-adjectival abstract quality) | kalayaan; kagandahan; kabutihan<br><i>freedom; beauty; goodness or kindness</i> |
| ka – an (denominal collective noun)      | kababaihan; kabataan; kapulisan<br><i>womenhood; young people; policemen</i>    |
| -an/-han (de-verbal place/location)      | languyan; paaralan; pasyalan<br><i>swimming area; school; amusement park</i>    |

*taga-* (de-verbal noun referring to worker doing the verb)  
*mang-* (de-verbal noun referring to worker doing the verb)  
*mag-* (de-verbal noun referring to worker doing the verb)

tagalinis; tagalaba; tagahugas  
*janitor; laundry person; dishwasher*  
 manggagawa; manggagamot; mang-aawit  
*worker; healer; singer*  
 maglalako; magsasaka; magtataho  
*seller; farmer; sweet-tofu seller*

Negation  
 (attracts/pulls enclitics and GEN and NOM pronouns)

**14.9** Sentence structures

Basic sentence

|                  |                  |                                 |
|------------------|------------------|---------------------------------|
| <b>Predicate</b> | <b>+ Subject</b> | <b>+ Additional information</b> |
| Noun             | +ang noun        |                                 |
| Adjective        |                  |                                 |
| Verb             |                  |                                 |
| PP               |                  |                                 |
| AdvP             |                  |                                 |

Ay sentence (formal situation; stylistic variation)

|                 |            |                    |                                 |
|-----------------|------------|--------------------|---------------------------------|
| <b>Subject</b>  | <b>+Ay</b> | <b>+ Predicate</b> | <b>+ Additional information</b> |
| <i>ang</i> noun |            | noun               |                                 |
|                 |            | adjective          |                                 |
|                 |            | verb               |                                 |
|                 |            | PP/AdvP            |                                 |

Identificational (ang – ang sentence in response to sino and alin questions; emphasis on the subject)

|                 |              |                    |                                 |
|-----------------|--------------|--------------------|---------------------------------|
| <b>Subject</b>  | <b>+ Ang</b> | <b>+ Predicate</b> | <b>+ Additional information</b> |
| <i>ang</i> noun |              | noun               |                                 |
|                 |              | adjective          |                                 |
|                 |              | verb               |                                 |
|                 |              | PP/AdvP            |                                 |

**14.10** Negation (attracts/pulls enclitics and GEN and NOM pronouns)

hindi + verb, adjective, sentence/clause  
 wala + linker + noun (opposite of *may/mayroon*)  
 huwag + infinitive verb (imperative/command)



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