

**PANGANARAN MAGBASSA**  
**(LEARNING TO READ)**  
**SINAMA PRIMER**

*by*

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## FOREWORD

This graded primer has been prepared to teach Samals to read their own language. Four books are included under one cover. Supplementary reading Materials are available for the use of pupils when they have completed the second, third and fourth books. The teaching method used is a synthesis of the phonics and syllable methods, adapted to the requirements of the Samal language. New syllables are introduced using keywords. Included with the special teacher's copy of the primer is a set of large pictures of the keywords. Teaching is most likely to succeed when the primer is used in accordance with the scientific principles on which it is based. It is therefore essential that the primer be taught only with reference to the teacher's instructions which are included in the special teacher's copy of the primer.

The letters in the Samal alphabet are:

a, b, k, d, e, h, i, j, l, m, n, ng, o, p, r, s, t, u, w, y, ' (glottal stop).

In the Samal orthography, in contrast with that used for Tausug, the glottal stop (hamsa) is always written, with a saltillo i.e. ', a symbol similar to the apostrophe. Care should be taken to include this symbol when writing Samal, even when the glottal stop occurs between vowels. The sixth vowel (the high central /ə/), which is always short and followed by a double consonant, is also represented by the saltillo.

The materials in this book have been based on the widely spoken 'Sinama Dilaut' dialect, but are suitable for teaching speakers of all Samal dialects to read. They have been prepared by Anne and Kemp Pallesen, members of the Summer Institute of Linguistics.

### Author's Note

It should be noted that native speakers of Samal prefer to refer to themselves as Sama, and to their language as Sinama.

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Nasuli, Bukidnon

# INTRODUCTION TO TEACHER'S MANUAL

To ensure success in teaching people to read Sinama from this primer it is essential for the teacher to follow the procedure set out in the lesson plans. This applies to the actual words both in English and Sinama. The Sinama has been carefully translated; only slight changes due to dialect variation should be necessary.

The teacher using this Sinama primer must be careful NEVER to use the ENGLISH names for the letters. This is important but hard to remember. ALWAYS pronounce the vowels according to their sound in Sinama. ALWAYS teach consonants together with a vowel and never refer to them on their own.

## **1. Method of Teaching**

Teaching is based on the syllable method, with keywords used in teaching the new syllables. After each new syllable is taught drills are used to develop the pupils' skills in reading the syllable in various environments. It is important to follow through all the drills. The pupils then read words made up of these syllables and finally read a few sentences containing the new words.

## **2. Content of the Lessons**

Each lesson has up to seven sections:

- A. Review of work taught in previous lessons.
- B. Teaching of new syllables using keywords.
- C. Drills.
- D. Built words. These are words made up of syllables already taught.
- E. Affixes. Pupils need to be able to read words with a variety of affixes and affix combinations. Most verbs, for instance, need an affix (e.g. mag-) in order to be used in a sentence.
- F. Story. Pupils quickly become bored with reading meaningless syllables. They are encouraged by being able to read stories which mean something.
- G. Writing. This primer is also designed to teach pupils to write.

Not all of these seven sections occur in every lesson. Lesson 9 on page 7 for instance, has Review, New Syllables, Drills and Writing, but no Built Words, Affixes or Story. Lesson 10 on page 8 has all sections but New Syllables and Drills.

### **3. Teacher's Aids**

- a) An essential part of the teacher's equipment is a blackboard, which should be about 2' by 3' in size. In the lesson plans all material to be written on the blackboard are enclosed in a box.
- b) Keywords Large pictures of the keywords are available to teachers. These should be glued to cardboard for classroom use.
- c) Flashcards See Lesson 10 A for instruction on the use and preparation of flashcards.
- d) Many exercises need to be written out for each pupil before the lesson begins. ALWAYS make sure that you have thoroughly prepared every aspect of the lesson before the lesson begins. Do not try to do preparation during class; to do so is to risk failure.
- e) There are other teaching aids mentioned in the lesson plans. These are designed to give variety to the lesson and so keep pupils and teacher interested in the lesson.

## PRE-READING

Pre-reading lessons can be held while the class is still gathering together. If one to two weeks of pre-reading classes are held any late comers to the literacy class will not miss the first and very important lessons of the primer. The skills learned in the pre-reading classes will be a big help to the new readers.

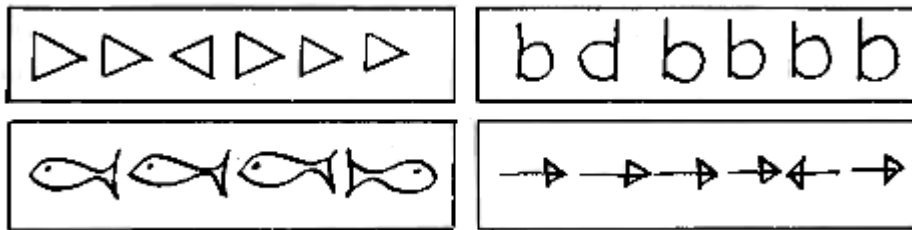
The following things need to be taught before beginning on page one of the primer:

1. Basic skills in writing
  - how to hold a pencil correctly
  - how to make circles, lines
  - where to place the paper
2. Care of book
  - how to turn pages without tearing or folding them
  - how to hold the book when reading
  - which is the beginning and end of the book
3. How to write numbers one to ten. The pupils will need to know numbers for two reasons - for numbering their work in written exercises and for finding the numbers of pages in their primers.
4. Basic skills in reading.

The following four exercises will help the pupils to gain basic skills in reading.

### a) Direction

The following exercises can be written on separate paper for the pupils to do individually, or it can be a class exercise from the blackboard. Pupils familiar with the direction of Arabic script will need special help.

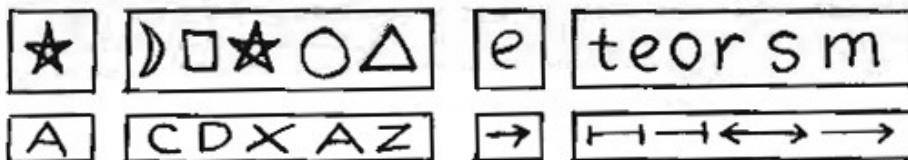


Teacher:

Subay ginudlisan buwattitu bang aniya' asunsang. (Sinama)

Write a mark like this around the one that is going in the wrong direction. (Translation)

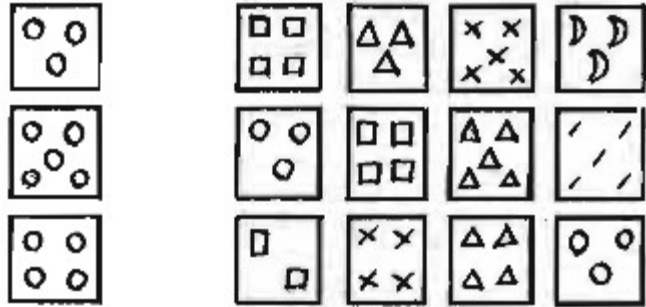
### b) Shape



Amiha kam mareyom labban aheya itu, bang aniya' sali luwana maka itu mareyom labban ariki'. Tapihabi pa'in ginudlisan buwattitu.

Find the one in the large box that is the same as the one in the small box. Then draw a line around it.

c) Number of contents



Teacher:

Labban ma gibang itu ya pamandogahanbi. Piha'unbi ma labban kasehe'an ya labban tagaisi daheka maka labban pamandogahan itu. Minsan mbal daluwa, basta sali du hekana, subay gudlisanbi labban hē-i.

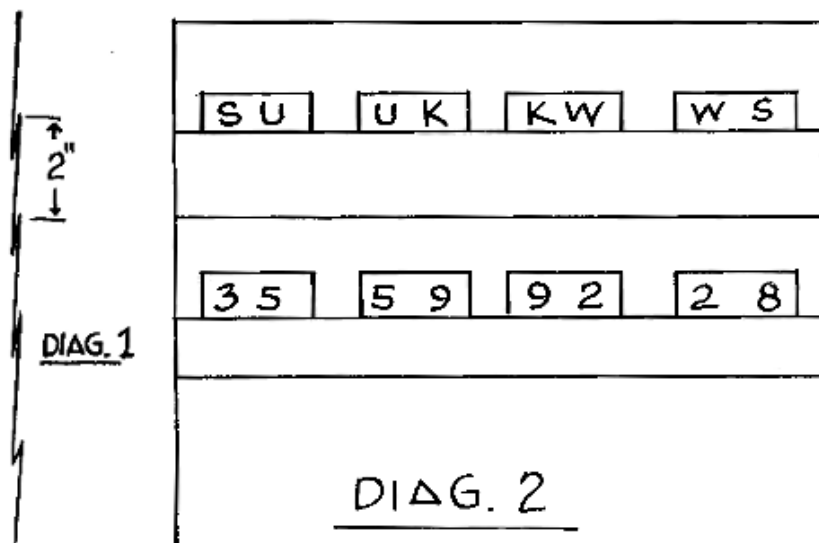
Mark the boxes that have the same number of things as are in the box on the left. It makes no difference that the things look different; it is the number that matters.

d) Sequence

Make a chart by pleating a large piece of paper and fastening it to a piece of plywood. Folds should be deep enough to hold cards without covering more than a third of them. (Diag. 1. shows the edge view of the pleated paper, with measurements for cards 1 1/2" deep.) Make several sets of cards, each with two items on it, but forming a series like a set of dominoes. Suggested sets are 1) small letters, 2) capital letter, 3) numerals, 4) geometrical symbols.

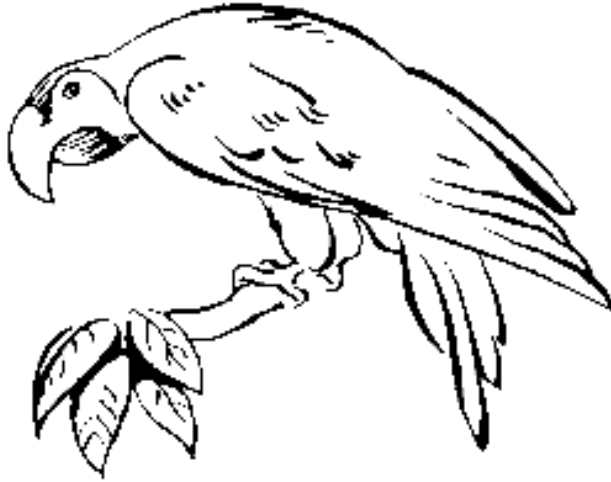
Using one set at a time the teacher distribute all cards but one to the pupils. The remaining card is placed in a pleat of the paper, and pupils are asked to find cards with one item like the one displayed.

They then place their card next to the one displayed, making sure that the identical items are together. The process goes on until all cards are used. When completed it will look like Diagram 2.



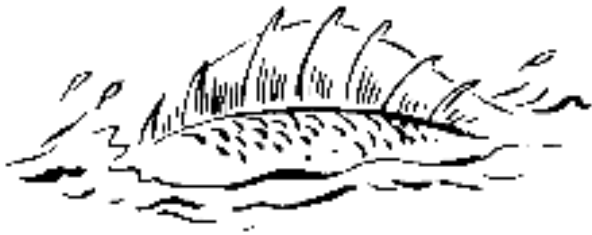
## **UNDANG-UNDANG DAKAYU**





agap

a



iting

i

a A

i I

---

a A

i I



ulan

u

a	i	u
A	I	U
i	a	U
A	u	I
a	i	u

---

u U

# Book One

## LESSON 1 Page 1

### OUTLINE

- A. Review - numerals
- B. New Syllables - a  
Keyword - agap
- C. Drills - recognition, circling words
- D. Built words - none
- E. Affixes - none
- F. Story - none
- G. Writing - a A

### A. REVIEW

Write numerals 1-10 on the blackboard and ask pupils what they are, then dictate them and get pupils to write them down.

### B. NEW SYLLABLES

#### 1. Listening and Saying

a) Teacher:

Llaw itu anganad kitabi bang ai suwala ma batang-sulat <u>a</u> itu. Kabtangunbi <u>a</u> . (Sinama)	Today we are going to learn the <u>a</u> sound. Say <u>a</u> . (Translation)
--	--

Pupils: a

Na buwattina'an amu'an aku kabtangan tagna'anna <u>a</u> . Pagkabtanguku na, subay bineya'an he'bi. Kalehunbi to'ongan suwala <u>a</u> bo' kabtangunbi.	Now I will say words that begin with the <u>a</u> sound. Repeat the word after me and listen for the <u>a</u> sound.
---	--

Say the following words: abay, abu, agad, atop, agaw, asal, api, amu'.

b)

Na, subay k'ddomunbi na matabi. Kalehunbi sadja na ya kabtanguku itu. Ingga na takalebi kabtangan tagna'anna <u>a</u> subay pariyatabi na tanganbi. Ingga na isāb takalebi kabtangan saddi min <u>a</u> , subay da'a pinariyata tanganbi.	Now close your eyes and listen. I am going to say some words. If you hear a word beginning with the a sound raise your hand. If you hear a word beginning with a sound that is not a do not raise your hand.
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Say the following words: abay, tamu, abu, agad, agung, ulan, ero', atop, aku, ilak, aniya'.

c)

Na, amikilan kam. Bang aniya' makani-pikilanbi kabtangan tagna'anna a subay pamissalabi magtuy.

Now tell me some words beginning with the a sound.

2. Teach the Keyword agap

a) Teach the picture.

Hold up the card with the picture of the parrot - agap.

Point to the picture of the parrot.

Nda'unbi ba patta' itu. Agap ko' itu. Kabtangunbi agap.

This is a picture of agap. Say agap.

Pupils: agap

Ai ba itu?

What is this? (still pointing to picture)

Pupils: agap.

Aho'. Ya na itu agap.

Yes. This is agap.

b) Teach the word agap.

Point to the word that says agap.

Ya na itu kabtanganna. Kabtangunbi agap.

This is the word agap. Say agap.

Pupils: agap.

Ukabunbi bukbi ma pej dakayu. Piha'unbi na mailu kabtangan agap. Tanda'bi pa'in subay bassabi.

Open your books to page one and look for the word agap. When you find it read it.

Watch pupils as they do this.

c) Teach the sound a.

Hold up card again and cover over the gap of agap.

Bang limbuhanta buwattitu sugpatan kabtangan, ya masi tanda', ma tagna'anna, suwala a. Kabtangunbi a.

When we cover over this part of the word agap, the part that is left at the beginning is a. Say a.

Pupils: a.

Point to the a below the word agap.

Itiya na isab <u>a</u> . Ai ba itu?	Here is <u>a</u> also. What is this?
-------------------------------------	--------------------------------------

Pupils: a.

Bang kam maka'nda batang-sulat buwattitu subay pamissalabi <u>a</u> .	Wherever you see this letter you should say <u>a</u> .
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Write a in different places on the blackboard and then point to each one in turn.

Ai ba itu? .....Na itu.....itu.	What is this?.....and this.....and this.
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Pupils: a...a...a...a.

d) Teach the capital A

Point to the small a and then the capital A on page 1.

Duwa ginis batang-sulat. Pagbidda'an sadja ma luwana, bo' pain dasuwala du. Saupama <u>a</u> . Itu <u>a</u> ariki'. Damikiyan itu <u>A</u> du isāb, bo' pa'in aheya.	There are two kinds of letters. They look different but have the same sound. For example <u>a</u> . Here is the small <u>a</u> . This is the large <u>A</u> .
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Write on blackboard small and capital a's. Get pupils to say a for each one.

C. DRILLS

1. Recognition Drill

Write the following words on the blackboard:

aku	kaki'
susa	lali
balu	Aho
bulsa	Ai

Nda'unbi ba bay tasulatku itu ma blakbold. Subay kilahunbi <u>a</u> , <u>a</u> ariki' ka, <u>a</u> aheya ka. Takilabi pa'in tudlu'unbi maka bassahunbi. Anagna' kam amassa min diyata tudju pareyo'	I have written some words on the blackboard. Look for the small <u>a</u> and the large <u>A</u> . Wherever you see <u>a</u> point to it and say <u>a</u> . Start at the top and read down.
---	--

Pupils come up to the blackboard in turn and pointing to the a in different words say a, a, a etc. Make sure they also say a for the capital A.

2. Circling Words Beginning with a

Write the following words on the blackboard:

aho'	anak	pehē'	ssa
aku	anōd	ilak	nnom
alas	etek	alu'	aniya'
amu'	api	siyam	asal

Na, kasehe'an kabtangan itu tagna'anna <u>a</u> , kasehe'an duma'in ka. Bang aniya' kabtangan tanda'bi tagna'anna <u>a</u> , subay gudlisiinbi buwattitu.	Some of these words begin with <u>a</u> , some do not. Where you see a word beginning with <u>a</u> draw a line round it like this.
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Draw a circle round aho'.

Pupils take turns to come up to the blackboard and do this.

G. WRITING

1. Teach how to write the small a
  - a) Demonstrate on blackboard



Buwattitu bang kam anulat a. Subay tinibulung tudju ni gibang, bo' tinalus tudju pariyata, bo' pareyo'.

This is how we write the letter a. We make a circle to the left, then go up and down.

Write a on blackboard saying as you write, Round, up and down. Tinibulung, bo' pariata, be pareyo'

Erase from blackboard.

- b) practice writing in the air

Turn your back to the class, and making sure your hand can be seen by all the pupils, write a letter a in the air.

Na, subay beya'anbi p'llay tanganku. Pabiyasahunbi na, bo' supaya aku kabeya'anbi.

Now we will practice making the letter a in the air. Watch me and do as I do.

Repeat the process, then turn round and watch all pupils to make sure they are making their a's correctly.

- c) practice writing with finger

Na buwattina'an anulat na kam ma katasbi maka tong tanganbi. Da'a gi' kam anulat maka pinsil. Tinibulung, bo' pariyata, bo' pareyo'.

Now you are going to write some a's on your paper with your fingers. Do not write with your pencils. Round, up, and down.

Watch pupils as they practice this way.

- d) practice writing on paper.

Na sulatunbi na a ma katasbi maka pinsil.

Now you will write a on your paper. Use your pencils.

Write an a on the blackboard.

Buwattitu baha, luwa a bay tasulatbi?

Is this what your a looks like?

Erase the a from the blackboard and get pupils to practice making more a's.

Bang kita anulat a subay buwattitu luwana.  
Bang kita amassa mareyom bük maka'nda  
isāb kita a bo pa'in saddi luwana.  
Sali' du suwalana.

When we write a we write it this way  
When we see it written in a book it  
looks like this:  
It looks different but it has the same sound.

a  
a

## 2. Teach how to write the large A

Follow the four steps set out under 1.

Bang kita anulat A aheya subay buwattitu  
luwana, ati taga-babag ma t'ngnga'anna.

When we write the large A this is how we  
do it. Then we draw a line in the middle.

As you explain demonstrate on the blackboard.

A

## 3. Exercises for testing pupils

a) Writing a at the beginning of words that begin with a.  
Write the following words on the blackboard.

Na, kasehe'an kabtangan itu tagna'anna A,  
kasehe'an duma'in ka. Bang aniya  
kabtangan tanda'bi tagna'anna a subay  
sulatbi isāb a ma atagna. Bang halam aniya  
tanda'bi a ma tagna'an kabtangan, subay  
gudlisanbi buwattitu.

Here are some words on the  
black board. Some begin with  
a and some do not. Where  
you see one beginning with a  
write an a beside it . If it  
begins with something else  
write a line like this.

\_\_ anak  
\_\_ ulan  
\_\_ anad  
\_\_ nnom  
\_\_ Aho'  
\_\_ aheya  
\_\_ bulsa  
\_\_ atop  
\_\_ Abdul  
\_\_ aku

Write a beside anak and a line beside ulan.  
Then have pupils come up in turn and do this exercise

b) Dictation  
Write numbers 1 - 6 on the blackboard.

1  
2  
3  
4  
5  
6

Anulat kam umbul buwattitu ma katasbi.

Amuwan na aku nnom kabtangan.  
 Kasehe'an kabtangan itu tagna'anna a,  
 kasehe'an duma'in ka. Bang aniya'  
 kabtangan takalebi tagna'anna a, subay  
 sulatunbi isāb a ma atag umbulna. Bang  
 halam aniya' takalebi a ma tagna'an  
 kabtangan subay sulatunbi gudlis pababag.

Ya itu dahū bassaku — anak.

Na, takalebi a ma tagna'anna?

Write numbers like this on your paper.

Now I am going to read six words to you.  
 Some of the words begin with a some do  
 not. If you hear an a at the beginning of the  
 word write a beside the number, if not  
 write a line.

This is the first word - anak.

Do you hear an a at the beginning of the  
 word?

Pupils: Aho.

Sulatun a ma umbul dakayu'.

Then write an a beside number one.

Pupils write an a beside number one. Check their work.

Ya na itu umbul duwa — ibu.

Na, takalebi a ma tagna'anna?

Here is the second word - ibu.

Can you hear an a at the beginning?

Pupils: Mbal.

Na, bang duma'in ka a ma tagna'anna  
 subay hal ginudlisan ma umbul duwa.

If there is no a at the beginning then write  
 a line beside number two.

Follow the same method for the other words.

3. agaw      4. ati      5. olen      6. asal

- 1. a
- 2. \_
- 3. a
- 4. a
- 5. \_
- 6. a

When pupils have finished, write the answers on the blackboard and check to see how many each pupil has right.

Do not ask questions like, "How many pupils had them all wrong or five wrong?" This will make them embarrassed.



## LESSON 2 Page 1

### OUTLINE

- |                  |                                       |
|------------------|---------------------------------------|
| A. Review        | - recognition drill from Lesson 1. C. |
| B. New Syllables | - <u>i</u>                            |
| Keyword          | - <u>iting</u>                        |
| C. Drills        | - recognition, circling words         |
| D. Built Words   | - none                                |
| E. Affixes       | - none                                |
| F. Story         | - none                                |
| G. Writing       | - <u>i I</u>                          |

### B. NEW SYLLABLES

Follow exactly the same method as set out in lesson 1.

#### 1. Listening and Saying

- Words to say for pupils to repeat: inum, inan, isab, ilak, inut, itia.
- Words for pupils to listen to with eyes closed: ia, abay, ilu, inum, inut, selo, isi, itia.

### C. DRILLS

#### 1. Recognition Drill

Follow the method as set out in lesson 1. C.  
Words to write on the blackboard:

kaki, siku, Isi, suli,  
Ilu, lali, lilus, kilkil,  
Ai, sisik, asaki, bilik

#### 2. Circling words beginning with a

Words to circle:

gal, ulan, Ilu, iman, pahi, ipal, tenes,  
isab, basta, Ina', mma', ilu'un, togel, ipal.

### G. WRITING

#### 1. Teach how to write the small i

a) Demonstrate on the blackboard.

Teacher:

Bang kita anulat i ariki' subay gudlis pareyo'. Ati bo' tinumbukan ma diyatana.

When we write the small i we draw down, then put a dot above it.



Follow the four steps set out in lesson 1 in teaching the small i.

#### 2. Teach how to write the large I

a) Demonstrate on the blackboard.

Bang kita anulat I aheya subay ataha' min i ariki', maka taga-babag min diyata' maka min deyo', buwattitu.

When we write the big I we draw a line down, then we put a bar on the top and a bar on the bottom like this.



Follow the four steps set out in lesson 1 in teaching the capital I.

3. Exercises for Testing Pupils

a) Writing i at the beginning of words that begin with i .

Write the following words on the blackboard and follow the method set out in Lesson 1. G. 3a).

ugat, ilak, Ina', mma', iting, isi, isab, Ilu,  
kami, inta', togel, susa, ina'an, imam

b) Dictation

Pupils write down i if the word dictated begins with an i , or a if the word begins with a.

- |          |         |         |         |
|----------|---------|---------|---------|
| 1. iting | 2. ilak | 3. ahāp | 4. igal |
| 5. amu'  | 6. anak | 7. ilu  | 8. aku  |

# LESSON 3

# Page 2

## OUTLINE

- A. Review - Syllable boxes
- B. New Syllables - u  
Keyword - ulan
- C. Drills - recognition, circling words
- D. Built Words - none
- E. Affixes - none
- F. Story - none
- G. Writing - u U

### A. REVIEW

#### Syllable Boxes

Prepare small cards about 2 inches by 1 inch and write on them the syllables learned so far. ( a A i I ) Distribute them amongst the pupils. Each pupil should have two or three. Also have prepared two boxes with a A on one and i I on the other. Remember, do not call the letters by their English names, but by their Sinama sound.

Ilu na ma ka'am katas taga-sulat. Ya sulat suma'an <u>a</u> ariki', suma'an <u>A</u> aheya, suma'an <u>i</u> ariki', suma'an <u>I</u> aheya.	You have cards with letters on them. Some have the small or the large <u>a</u> on them. The others have the small or large <u>i</u> on them.
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Point to the two boxes at the front of the classroom.

Aniya' maitu duwa labban. Labban itu pangisiyanbi katas taga-a. Maka'nda' kam sulat <u>a</u> ma luwasan?	Here are two boxes to put your cards in. This is the box to put the <u>a</u> cards in. See the two <u>a</u> 's on the outside?
Labban itu isāb pangisiyanbi katas taga- <u>i</u> . Taga- <u>i</u> isab ma luwasan.	This box with <u>i</u> on the outside is for the <u>i</u> cards.

Ask pupils in turn to come up to the boxes bringing one of their cards.

Ai ma sulatnu?	What is on your card?
----------------	-----------------------

Pupil: i (or a)

Aho'. Isihun na ni labban taga- <u>i</u> ma luwasan.	Yes. Now put it in the <u>i</u> box.
--	--------------------------------------

Continue doing this until all cards are in their correct boxes.

B. NEW SYLLABLES

Follow the same method as set out in Lesson 1, steps 1. a), b) and c); 2. a), b) and c). Use the keyword ulan.

Words for pupils to repeat: umul, ulan, utang, usuk, ugat.

Words for pupils to listen to with eyes closed: uban, baki', ukab, ero', umul, usa, samin, utuk.

C. DRILLS

1. Recognition Drill

See Lesson 1. C. 1. Words to use in the drill: Ukab, bulsa, Ulan, lubak, kuba, alūs, bulbul, ugat, utuk, laksu, sapu, kami, usuk, ilu'un.

2. Circling words beginning with u

Words to circle: kami, ubus, ulan, ilu'un, ulin, sehe', unas, utang, ugat, ukil, inum, uban, ukab, olen,

G. WRITING

1. Teach how to write the small u

Follow the four steps set out in Lesson 1 G. 1.

a) Demonstrate on the blackboard.



Bang kita anulat u ariki' subay pareyo', bo' pariyata', bo' pareyo' buwattitu.

When we write the small u we go down up and down like this.

2. Teach how to write the large U

Follow the four steps set out in Lesson 1 G. 2.

a) Demonstrate on the blackboard.



Bang kita anulat U aheya subay pareyo' bo' pariyata' buwattitu.

When we write the large U we go down and up like this.

3. Exercises for testing the pupils

a) Writing u at the beginning of words that begin with u.

Follow the method set out in Lesson 1 G. 3a).

Words to use: ugat, ukil, inum, olen, Umaw, upak, Usuk, sapu, utang, Usa, umul, daing, pelang, ukab.

b) Dictation.

Pupils write a if the word begins with a, i if the word begins with i or u if the word begins with u.

- |           |         |         |         |
|-----------|---------|---------|---------|
| 1 . utang | 2. anad | 3. asal | 4. inut |
| 5 . umul  | 6. ipal | 7. anak | 8. ugat |

## LESSON 4 Review

anom upak aniya' inum uban  
ipat arak umul atop ipal  
untang ilu ilak ubus araru

1. Write the following words on the blackboard:

- a) Pupils in turn come up to the blackboard and circle the words beginning with a, then the words beginning with i, then the words beginning with u.
- b)

Bang aniya' tanda'bi kabtangan tagna'anna a subay pin'ddahan.

When you see a word beginning with a erase it.

When all the words beginning with a are erased from the blackboard, get the pupils to erase the words beginning with i, then the words beginning with u.

2. Syllable Boxes

See Lesson 3. A for the method to follow. This time include cards with u and U on them and have a box with u U on the outside to put the u cards in.

3. Teach three uses of the capital letters.

T'llu subay pagguna batang-sulat aheya. Kaissa, ma tagna'an on a'a; karuwa, ma tagna'an on lahat; kat'llu ma tagna'an on llaw.

There are three times when we use the large letters: first, for the initial letter of the names of people; second, for the initial letter of the names of places; third, for the initial letter of the names of days.

(Other uses of capitals will be taught in later lessons in the primer.)

Write the following words on the blackboard:

As you write the words up say what they are and explain again why capitals are used. eg. Utumani, Ibnuhasi and Abdul are names of people, Ubian and Isabela are the names of places, and Ahad is the name of a day.

__asin	__Ahad	__indam
__ilu	__utang	__asaki
__Utumani	__Abdul	__Isabela
__aku	__untang	__igal
__Ubian	__Ibnuhasi	__ulan

Kamemon kabtangan itu tagna'anna a, atawa i atawa u. Aniya' on a'a, maka on lahat, maka on llaw. Angkan subay aniya' batang-sulat aheya.

These words begin with a, i or u. There are names of people, places and days. That is why there are large letters.

Bang aniya' kabtangan tanda'bi tagna'anna a subay sulatunbi a ma gudlis. Bang tagna'anna i sulatunbi i ma gudlis, bang u sulatunbi u. Ati bang batang-sulat aheya ma tagna'an kabtangan subay isāb sulatunbi batang-sulat aheya.

Where you see a word beginning with a write an a on the line beside it, if the word begins with i write i, if it begins with u write u. Write a large letter if the word begins with a large letter.

4. Writing

a) Pupils write rows of small and large letters. Write only the letters they have learned in the last three lessons.

b) Dictation

Pupils write a if the word begins with a, i if it begins with i, and u if it begins with u.

Amay-amay. Bang takalebi lling òn a'a, atawa òn lahat, atawa òn llaw sulatunbi batang-sulat aheya.

Remember. If you hear a word that is the name of a person, place or day do not forget to write a large letter.

- |          |           |             |         |
|----------|-----------|-------------|---------|
| 1. asin  | 2. ilu    | 3. Ibnuhasi | 4. Ahad |
| 5. utang | 6. Ubian  | 7. igal     | 8. ulan |
| 9. Abdul | 10. Isnin |             |         |



kaha'  
ka



kapa  
ka



kikut  
ki



kima  
ki



kuting  
ku



kuba  
ku

ku a i ki u ka

---

ka Ka ki Ki ku Ku

a	i	u
ka	ki	ku

kaki

aku

Itiya' aku.



Itiya' kakiku.



Itiya' aku amangan.



Itiya' kakiku amangan.




---

ka

ki

ku



## LESSON 5 Page 3

### OUTLINE

- |    |               |  |
|----|---------------|--|
| A. | Review        | - none   |
| B. | New Syllables | - <u>ka</u> , <u>ki</u> , <u>ku</u>  |
|    | Keywords      | - <u>kaha</u> , <u>kapa</u> ; <u>kibut</u> , <u>kima</u> ; <u>kuting</u> , <u>kuba</u> . |
| C. | Drills        | - syllable drills<br>- recognition drill   |
| D. | Built Words   | - none   |
| E. | Affixes       | - none   |
| F. | Story         | - none   |
| G. | Writing       | - <u>ka</u> , <u>Ka</u> , <u>ki</u> , <u>Ki</u> , <u>ku</u> , <u>Ku</u>                  |

### B. NEW SYLLABLES

1. Teach syllable ka
  - a) Teach keyword kaha'.
  - Hold up keyword kaha'.

Nda'unbi ba patta' itu. <u>Kaha</u> ' ko' itu. Kabtangunbi <u>kaha</u> '.
--

This is a picture of <u>kaha</u> '. Say <u>kaha</u> '
---

Pupils: Kaha'

Point to the word kaha' beside the picture.

Ya na itu kabtanganna. Kabtangunbi <u>kaha</u> '.
---

And this is the word <u>kaha</u> '. Say <u>kaha</u> '.
--

Pupils: Kaha'.

Point to the word kaha' again.

Ai ba itu?
------------

What is this?
---------------

Pupils: Kaha'.

Ukabunbi bukbi ma pej t'llu. Piha'unbi na mailu kabtangan <u>kaha</u> '. Tanda'bi pa'in subay bassabi.
--

Now open your books on page three and see if you can find a word that looks like this <u>kaha</u> '. When you find it say <u>kaha</u> '.
--

Pupils look and find kaha' and read it.

b) Teach the syllable ka

Hold up card again and covering over the ha' point to ka.

Bang limbuhanta buwattitu sugpatan kabtangan, ya masi tanda', ma tagna'anna, suwala <u>ka</u> . Kabtangunbi <u>ka</u> .
--

When we cover over this part of the word <u>kaha</u> ' the part that is left at the beginning is <u>ka</u> . Say <u>ka</u> .
---

Pupils: ka.

Now point to the ka below the kaha.

Itiya' na isāb ka. Ai ba itu?

Here is ka also. What is this?

Pupils: Ka.

Aho'. Bang kam maka'nda', sulat buwattitu subay pamissalabi ka.

Yes. Wherever you see this you say ka.

Write ka in different places on the blackboard and then point to each one in turn.

Ai ba itu? ...na itu....na itu.

What is this?.... and this.... and this.

Pupils: Ka....ka.... ka

c) Teach the keyword kapa.

Follow the same method as set out in teaching kaha'.

d) Compare the two keywords.

Hold up the two keywords kaha' and kapa.

Ang'nda' kam. Innga ya dasali' ma duwa kabtangan itu? Tagna'anna atawa katapusanna?

Look at these words. What parts are the same? The beginnings of the words or the ends?

Pupils: Tagna'anna.

Aho'. Sali' du tagna'anna.

Yes. The beginnings are the same.

Write the two words on the blackboard.

Point to the ka in kaha' and then the ka in kapa.

kaha'  
kapa

Ai ba itu, na, itu?

What is this, and this?

Pupils: Ka, ka.

(Write ka on blackboard)

Aho'. Bang kam maka'nda' itu subay pamissalabi ka.

Yes. Wherever you see this always read ka.

2. Teach syllable ki

Using the keywords kibut and kima the same way as ka was taught.

Use the four steps.

3. Teach syllable ku

Using the keywords kuting and kuba follow the same method.

C. DRILLS

1. Syllable Drills s

Write a on blackboard and get pupils to read it.

Write ka underneath it and get pupils to read it.

Then write i beside the a and pupils read it.

Then write ki below i and pupils read it.

Do the same with u and ku.

The blackboard will look like this when the drill is finished:

a
ka

a	i	u
ka	ki	ku

2. Recognition Drill

Write the following drill on the blackboard.

ka	ki	ku
kaki	Kibut	aku
kaka'	saki	siku
Kalu	kima	kusu
ukab	kitam	Kuba
kassa'	kium	kuting
maka	takila	bubuku
Kami	kilkil	kakiku
sokal	Kaki	kukku

Point to the ka list.

Subay takilā he'bi' <u>ka</u> . Takilābi pa'in tudlu'unbi abo' bassahunbi.	Here you should recognize <u>ka</u> . When you see <u>ka</u> , point to it and read it.
--	---

Pupils take turns at coming up to the blackboard and pointing to and reading the ka's, then the ki's, then the ku's.

G. WRITING

1. Teach how to write the small k

Pinandu'an kam bang buwattingga sinulat <u>ka</u> .	Now you are going to learn how to write <u>ka</u> .
---	---

Write ka on the blackboard.

Kata'uwanbi na anulat <u>a</u> . Saguwa' batang-sulat itu-i mbal gi kinata'uwan.	You know how to write <u>a</u> but this letter (point to the <u>k</u> ) you do not know how to write.
--	---

k
K

Follow the four steps in teaching the small k.

Pareyo', puwas e' nihinang buwattitu luwana.	Down, then make it look like this.
--	------------------------------------

2. Teach the capital K  
Follow the four steps set out in lesson 1 G.
  
3. Exercises for testing pupils
  - a) Pupils write rows of ka's, ki's and ku's.
  
  - b) Dictation.  
Dictate the following syllables:
    1. ki            2. u            3. a            4. ku
    5. ka            6. ku            7. i            8. ka
    9. u            10. ki

# LESSON 6

# Page 4

## OUTLINE

- A. Review - syllable drill of known syllables
- B. New Syllables - none
- C. Drills - none
- D. Built words - aku, kaki
- E. Story - yes
- F. Affixes - ku
- G. Writing - known syllables and words.

### A. REVIEW

Write the following drill on the blackboard and point to the syllables in any order.. Pupils have turns at reading.

Ku	a	I	u
I	Ki	A	ku
U	ki	ka	I
ka	a	Ka	ku

### D. BUILT WORDS

These are words made from syllables already taught.

Llaw ito anganad kitabi amassa lling taga hati.

Today we are going to learn to read sounds with meaning.

Write kaki on blackboard. Hold hand over ki and point to ka.

Ai ba itu?

What is this?

Pupils: ka.

Take hand away and point to ki.

Aho!. Na, ai ba itu?

Yes. And what is this?

Pupils: Ki.

Aho!. Na, subay nilangkus bang binassa.

Yes. Now read both parts together.

Wait!! You should give the pupils time to realize that the two parts when read together make a word with meaning. Do not tell them the word if they cannot read it immediately.

Pupils: Kaki.

Teach aku the same way.

### E. AFFIXES

Bay na bassabi kaki. Na, buwattina'an sinugpatan na.

You have just read kaki. Now we are going to add something to it.

Write kaki on the blackboard and then kakiku below it.  
Pupils read kaki and then kakiku.

kaki
kakiku

F. STORY

There are five steps in teaching and reading the story.

1. Teach new elements: itiya', amangan, and the period.

a) Teach itiya'

Write itiya' on the blackboard and cover up tiya'. Point to i.

Ai ba itu?	What is this?
------------	---------------

Pupils: i

Aho'. Na, katapusanna itu <u>tiya'</u> . Kabtangunbi <u>tiya'</u> .	Yes. Now this last part is <u>tiya'</u> . Say <u>tiya'</u> .
--	---

Pupils: tiya'.

Na, bang itu kinabtang kamemon, <u>itiya'</u> . Kabtangunbi <u>itiya'</u> .	Now this whole word is <u>itiya'</u> . Say <u>itiya'</u> .
--	---

Pupils: itiya'.

Ukabunbi bükbi ma pej mpat. Piha'unbi na mailu kabtangan <u>itiya'</u> . Tanda'bi pa'in subay bassabi.	Open your books to page four and find <u>itiya'</u> and read it.
---	--

b) Teach amangan

Follow the same method in teaching amangan, by dividing it into a and mangan.

c) Teach the period.

Buwattina'an amassa kitabi senten. Ya niōnan senten itu ajukup hatina.	Now we are going to read some sentences. A sentence has complete meaning.
---	--

Write Itiya' aku. on blackboard.

Itiya' dakayu' senten. Ma tagna'anna subay aniya' batang-sulat aheya. Ma katapusanna subay aniya' tumbukna. Ukabunbi bükbi ma pej mpat. Buwattingga kata'uanbi aniya' tagna'an senten?	Here is a sentence. At the beginning there should be a large letter. At the end there should be a period. Now open your books to page four. How do you know where a sentence begins?
---	---

Pupils: Aniya' batang-sulat aheya ma tagna'anna.

Aho'. Buwattingga kata'uanbi taga hogga'an?	Yes. How do you know where to pause for the end of a sentence?
---	--

Pupils: Aniya' tumbuk ma katapusanna.

Teacher: Aho'

2. Pupils read the story silently.

Subay bassabi mpat senten mareyom bükbi ilu. Bang aniya' kabtangan mbal kata'uanbi subay kam atilaw ni aku.

Now you read the four sentences in your books. If there are any words you do not know ask me.

3. Questions

Always have some questions to ask the pupils when they have read the story by themselves. In this way you will be able to discover whether or not they have understood what they have just read.

Piha'unbi kabtangan Itiya'. Hati bang tapihabi na, tudlu'unbi maka bassahunbi.

Find the word Itiya'. When you find it, point to it and read it.

Get the pupils to find and read the following words: amangan, kakiku, aku.

4. Teacher reads the story

Read the story aloud while pupils follow from their books. The purpose of this is for the pupils to hear the story read correctly, with proper rhythm, speed and intonation.

5. Pupils read out loud to the teacher

Now get the pupils in turn to read the story right through, or two or three sentences if the story is long. Encourage pupils to read with correct intonation, rhythm and speed. If a pupil cannot do this the first time get him to read it again and again until he does. This exercise will prevent the pupils from reading in a sing-song, meaningless fashion.

G. WRITING

1. Pupils write rows of ka, ki, ku.

Teacher walks around the room and checks to see if they are writing them correctly.

2. Exercises for testing the pupils.

a) Writing the beginning syllables.

Amuwan na aku sangpū' kabtangan. Bang aniya' kabtangan takalebi tagna'anna ka, subay sulatunbi isāb ka. Bang takalebi tagna'anna ki subay sulatunbi isāb ki, bang takalebi tagna'anna ku, subay sulatunbi isab ku.

Sulatunbi umbul dakayu'.

Ya itu dahū sulatbi: kalu.

Ai takalebi ma tagna'an kabtangan?

I am now going to say ten words. If the word begins with ka write ka, if it begins with ki write ki, if it begins with ku write ku.

Write down number one.

Here is the first word: kalu.

What did you hear at the word's beginning?

Pupils: Ka

Aho'. Na, sulatunbi ka ma umbul dakayu'.

Yes. Now write ka beside number one.

Dictate the following words:

- |          |           |           |
|----------|-----------|-----------|
| 2. kuba  | 3. kuting | 4. kima   |
| 5. kami  | 6. kitam  | 7. kusu   |
| 8. katis | 9. kaka   | 10. kiyum |

When finished write the beginning syllables on the blackboard and pupils check their answers:

- |       |       |       |       |        |
|-------|-------|-------|-------|--------|
| 1. ka | 2. ku | 3. ku | 4. ki | 5. ka  |
| 6. ki | 7. ku | 8. ka | 9. ka | 10. ki |





saging  
sa



siku  
si



suru'  
su

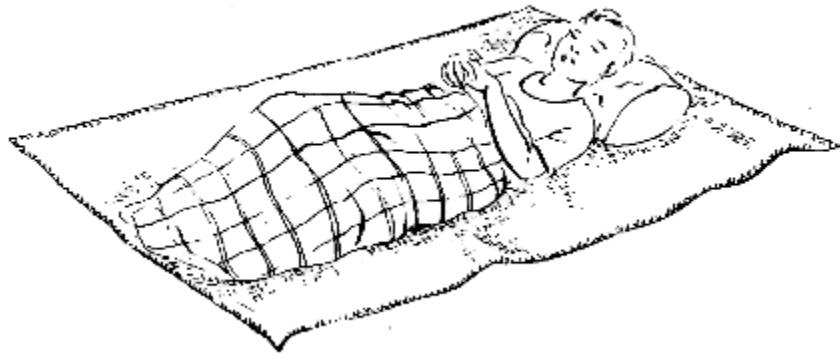
a	i	u
ka	ki	ku
sa	si	su

---

sa Sa si Si su Su

susa      saki  
siku      usa

saki      siku  
asaki      sikuku  
Asaki      Sikuku



Itiya' kakiku.

Itiya' asaki kakiku.

Asusa aku.

---

a   i   u   sa   si   su   ka   ki   ku

# LESSON 7 Page 5

## OUTLINE

- A. Review - review known words and syllables
- B. New Syllables - sa, si su
- Keywords - saging, siku, sura
- C. Drills - syllable
- recognition
- D. Built words - none
- E. Affixes - none
- F. Story - none
- G. Writing - s S

## B. NEW SYLLABLES

1. Using the keyword saging teach sa.  
Follow the method set out in Lesson 5 B 1. a) and b)
2. Using the keyword siku teach si.  
Follow Lesson 5 B 1. a), b).
3. Using the keyword sura teach su.  
Follow the same method.

## C. DRILLS

### 1. Syllable Drills

Write the following drills on the blackboard and get pupils to read from the top down. See Lesson 5 C 1.

a) 

a	i	u
sa	si	su

b) 

sa
si
su

c) 

sa	si	su
ka	ki	ku

d) 

a	ka	su
ki	u	i
su	si	ku
a	ka	sa

### 2. Recognition drill

See Lesson 5 C 2. for method to follow.

sa	si	su
usa	Siga	subul
asusa	isi	kusu
sasak	sisik	asusa
Sabab	masi	Sukul
asaki	siyali	abisu
bulsa	sini	suli

G. WRITING

1. Teach how to write the small s.

Follow the four steps set out in Lesson 1 G.

2. Teach how to write the large S.

3. Exercises for testing pupils.

a) Pupils write rows of sa, si, su, Sa, Si, Su.

b) Dictation. Pupils write the beginning syllable.

Watch for capitals for the names of people, places and days.

- |            |           |           |               |
|------------|-----------|-----------|---------------|
| 1. sapi'   | 2. kuting | 3. Salasa | 4. kibus      |
| 5. suru'   | 6. Sitang | 7. siku   | 8. Kabinga'an |
| 9. suma'an | 10. Kulas |           |               |

When finished write the answers on the blackboard and pupils check them.

1. sa	2. ku	3. Sa	4. ki	5. su
6. Si	7. si	8. Ka	9. su	10. Ku

# LESSON 8

# Page 6

## OUTLINE

- A. Review - Syllable boxes
- B. New Syllables - none
- C. Drills - See Lesson 7 drill d)
- D. Built words - susa usa saki siku
- E. Affixes - a-, -ku
- F. Story - yes
- G. Writing - making words using known syllables

### A. REVIEW

Make two new boxes with ka ki ku and sa si su on the outside.

Make cards containing these syllables. See Lesson 3. A for method to follow.

### D. BUILT WORDS

See Lesson 6 D for the method to follow in teaching the new words: susa, usa, saki, siku. Then write the following words on the blackboard and get pupils to read them without any help from the teacher.

kasi	suki	sasa
kusu	kaka	saki

### E. AFFIXES

Teach the affix a- the same way as -ku was taught in Lesson 6. E.

Blackboard should look like this.

susa saki
asusa asaki
asusa
asaki

then review -ku

kaki
kakiku
siku
sikuku

Pupils then read the words on page 6.

### F. STORY

1. New Elements - none
2. Pupils read the story silently.

3. Questions-

Tudlu'unbi mareyom bükbi ya senten amahati kitabi aniya', asaki.

Point to the sentence in your book that tells that someone was sick.

Pupils point to the sentence Itiya' asaki kakiku. Ask one pupil to read it.

Tudlu'unbi mareyom bükbi ya senten amahati kitabi pasal aku itu asusa.

Point to the sentence that tells that I am sorry.

Pupils point to the sentence, Asusa aku. Get pupil to read it.

4. Teacher reads the story to the class.
5. Pupils take turns to read the story to the class.

G. WRITING

Write all known syllables on the blackboard (a i u ka ki ku sa si su) and pupils make up words using these syllables. If they have difficulty doing this they may look on pages 4 and 6 of their primers.



lahut  
la



ligu  
li



luma'  
lu

a	I	u
ka	ki	ku
sa	si	su
la	li	lu

---

la La li Li lu Lu

salu

lali

salu

saluku

lali

laliku



Itiya' aku arnangan.

Amangan aku lali.

Ilu na kakiku.

Saluku na.

---

kakiku

lali

aku



# LESSON 9 Page 7

## OUTLINE

- A. Review - review all known words
- B. New Syllables - la, li, lu  
Keywords - lahut, ligu, luma'
- C. Drills - syllable  
- recognition
- D. Built words - none
- E. Affixes - none
- F. Story - none
- G. Writing - l L

## B. NEW SYLLABLES

1. Teach la using keyword lahut.  
See Lesson 5. B. la) and b) for method to follow.
2. Teach li using keyword ligu.
3. Teach lu using keyword luma'

## C. DRILLS

### 1. Syllable Drill

Write the following drills on the blackboard and get pupils to read from the top down. [d) can be read in any order.]

a) 

a	i	u
la	li	lu

 b) 

la
li
lu

 c) 

la	li	lu
sa	si	su
ka	ki	ku

 d) 

ka	ki	si
u	su	i
sa	la	lu
li	a	ku

### 2. Recognition Drill

See Lesson 5 C 2 for method to follow in teaching this drill.

la	li	lu
alasa	suli	Luma'
Lali	Lilus	kalu
labu	lali	ilu
ilak	balik	lubak
lahut	ligu	Lutu'
bilas	siali	Sulu

G. WRITING

1. Teach the small l.  
Follow the four steps of Lesson 1. G.
2. Teach the large L.  
Follow the same method.
3. Exercises for testing pupils.
  - a) Pupils make rows of la, li, lu, La, Li, Lu.
  - b) Dictation. Pupils write down the first syllable.

1. ligu	2. samin	3. lahat	4. Sisangat
5. Lapak	6. lubak	7. kalu	8. Laminusa
9. susa	10. luma'		

## LESSON 10

## Page 8

### OUTLINE

- A. Review - Flashcards
- B. New Syllables - none
- C. Drills - none
- D. Built Words - salu lali and others
- E. Affixes - a-, -ku
- F. Story - yes
- G. Writing - yes

### A. REVIEW

Flashcards are pieces of cardboard about six inches by two inches. They have words printed clearly on them. These are words that have been taught as built words or as sight words in stories (e.g. Itiya'). Divide the class up into three or four teams depending on the size of the class. If there are fifteen pupils have three teams of five each. If there are approximately twenty four pupils have four teams of six. Do not divide the class into any more than four teams.

Point to the first team, then the second and the third.

Na, ka'am ilu dapassuk. Kesehe' ilu dapassuk. Damikian isāb ka'am ilu dapassuk. Ka'am ilu niōnan Tim Dakayu', ka'am ilu niōnan Tim Duwa, ka'am ilu Tim T'llu.	Now you are one group, you are another group and you are another group. You are team one, you are team two, and you are team three.
--	--

Point to one pupil in team one and hold up first flashcard.

Ya itu kabtangan. Bang abontol pagbassanu ta'ā'bi du ya katas bay tabassanu. Na, bang ka asa' subay isāb pinabassa he' a'a min tim saddī min timnu. Bang aniya', ata'u min passuk kasehe' subay pinariyata' tanganna.	If you can read this word correctly you keep the card. If you cannot read it correctly someone from another team will read it and it will be their card. If anyone from another team knows the word they will put up their hand.
---	--

Point to a pupil from team two and hold up the next card.

Itiya' na isāb katas saddī. Na, ka'a na subay amassa iya.	Now here is the next card. Read it.
--	--

Follow this method to teach all the flashcards containing words taught so far.

Bang akatis katas itu binassa kamemon subay itungta bang sai aheka ma reyom t'llu passuk ilu.	When you have read all the cards we will count them and see which team has the most.
---	--

Note: Every pupil in each team should have a turn at reading at least one card. (Cards can be reduplicated). Do not just ask the pupils that know the words, they will have opportunity of reading extra words when members of other teams make mistakes in reading.

D. BUILT WORDS

Teach the built words salu, lali

Write the following words on the blackboard for pupils to read without any help from the teacher.

kalu	kusu	kaka	silu
kali	laki	lasa	lisi

E. AFFIXES

Pupils read the words on page 8.

F. STORY

1. Teach new elements

Teach the function word na.

Write na on the blackboard.

Ya na itu, <u>na</u> . Kabtanganbi <u>na</u> .	This is <u>na</u> , say <u>na</u> .
--	-------------------------------------

Pupils: Na.

Write the following sentences on the blackboard. After one is written get pupils to read it, then write up the next one.

Then point to each na and get pupils to read them.

2. Pupils read the story.

3. Questions.

Amangan aku. Na, amangan aku. Amangan na aku. Itiya' aku. Itiya' na aku.
--

Tudlu'unbi mareyom bukbi ya senten amahati kitabi bang sai bay amangan dahū.	Point to the sentence that tells who was eating first.
--	--

Pupils point to the sentence, Itia aku amangan. Ask a pupil to read it.

Tudlu'unbi ya senten amahati kitabi ...bang ai bai kinakan he'na. ...bang sai lagi' pina'an.	Point to the sentence that tells ...what he was eating. ...who else came along.
--	---

4. Teacher reads story.

5. Pupils read story to class.

G. WRITING

Get pupils to close their books. Write the following words and sentences on the blackboard.

1. Itiya' _____ amangan..	
2. Amangan aku _____.	kakiku lali aku
3. Ilu na _____.	

Senten dakayu' itu halam ajukup kabtanganna. Kulang dakayu'.

This first sentence does not have all its words complete. There is one missing.

Point to the three words in the box.

Pene'unbi maitu bang ai kabtangan panganjukup senten itu.  
Subay kabtangan ai?

Choose from here the word that will make the sentence complete.  
Which is the word?

Pupils: Aku.

Point to the line in the middle of sentence one.

Aho'.  
Sulatanbi kabtangan aku ma gudlis itu.

Yes.  
Now write aku on this line.

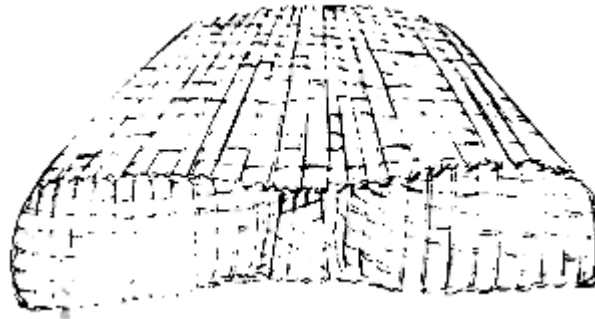
Teach the other sentences this way, then give out individual papers to the pupils. The papers should have the sentences and words set out the same way as it was on the blackboard. Erase the word from the blackboard before pupils begin their work.



banog  
ba



bitu'un  
bi



bubu  
bu

bubu

bilu

lubi

kuba

---

ba

Ba

bi

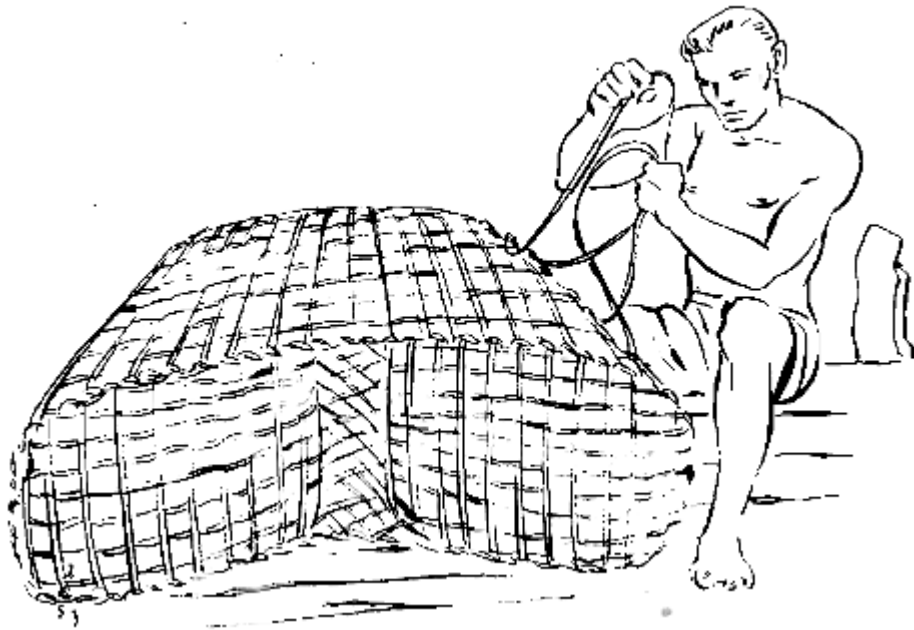
Bi

bu

Bu

bubu  
bubuku  
Bubuku

bilu  
abilu  
Abilu



Itiya' si Bibi maghinang.

Maghinang bubu.

Ahāp bubu ilu.

Magbubu si Bibi subu ilu.

---

bubu

bilu

kuba

# LESSON 11 Page 9

## OUTLINE

- A. Review - Syllable boxes. Make box and cards for la li lu
- B. New Syllables - ba, bi, bu  
 Keywords - banog, bitu'un, bubu
- C. Drills - syllable  
 - recognition
- D. Built words - bubu, bilu, lubi, kuba.
- E. Affixes - no new ones
- F. Story - none
- G. Writing - b B

## B. NEW SYLLABLES

Teach ba using keyword banog.

Teach bi using keyword bitu'un

Teach bu using keyword bubu.

## C. DRILLS

a)

a	i	u
ba	bi	bu

b)

ba
bi
bu

c)

ba	bi	bu
la	li	lu
sa	si	su
ka	ki	ku

d)

a	ka	ba	la
ki	i	li	bu
bi	si	sa	lu
la	ku	u	li

## Recognition drill

ba	bi	bu
Balu	abilu	subul
kuba	bisa	labu
lubak	bilik	Bubu
basi'	sabit	subu
Bale'	abila'	Buku
sabab	binowa	bulsa

## D. BUILT WORDS

Follow Lesson 6. D for method to follow in teaching bubu, bilu, lubi, kuba.

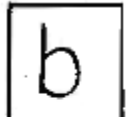


G. WRITING

1. Teach small b

Ginudlisan pareyo', bo' tinibulung ni bihingna.

Draw a line down, then make a circle round and back to this line.



2. Teach the capital B

Ginudlisan pareyo', bo' tinibulung min duwa tudju ni bihingna.

Draw a line down, then make two big circles.



3. Pupils make rows of ba, bi bu, Ba, Bi, Bu.

4. Dictation.

Dictate the following words:

1. kuba

2. susa

3. lasa

4. bilu

5. bisa

6. salu

7. kaki

8. kalu

## LESSON 12 Page 10

### OUTLINE

- A. Review
- B. New Syllables - none
- C. Drills - none
- D. Built Words - none
- E. Affixes - mag-
- F. Story - yes
- G. Writing - yes

### A. REVIEW

Ask pupils for words beginning with ba, bi or bu. Write them on the blackboard. Then pupils in turn come up and erase the part that is not ba, bi, or bu, and say the remaining part. Write the following lists of words on the blackboard. Pupils write ba if the word begins with ba, bi if it begins with bi, or bu if it begins with bu. Otherwise he writes a line.

___ balu	___ buku	___ balik
___ baba'	___ tektek	___ bitu'un
___ sabit	___ lituk	___ samin
___ binowa	___ bisu	___ bunut

### E. AFFIXES

#### 1. Teach

bubu	bilu
bubuku	abilu

#### 2. Teach mag-

Write bubu on blackboard and get pupils to read it.

Write magbubu below bubu and, covering -bubu point to mag-.

bubu
magbubu

Ya na itu, <u>mag</u> . Kabtangunbi <u>mag</u> .
--

This is <u>mag</u> . Say <u>mag</u> .
---------------------------------------

Pupils: Mag.

Remove hand and get pupils to read the whole word. Write maghinang on the blackboard, cover the hinang and ask pupils what the remaining part is.

Ai ba itu?
------------

What is this?
---------------

Pupils: Mag.

Aho. Na, katapusanna itu, <u>hinang</u> . Kabtangunbi <u>maghinang</u> .
---

Yes. And this other part is <u>hinang</u> . Say the whole word.
--

Pupils: Maghinang.

Ask pupils to find magbubu and maghinang in their primers on page 10. When they find them they are to read them.

F. STORY

Follow the five steps set out in Lesson 6.

Questions: Ask the following questions and pupils answer orally.

Sai bay maghinang bubu?	Who made a fish trap?
Akatis pain bay nianom bubu ai bay hinangna?	What did he do when he had finished the fish trap?

G. WRITING

Write the following sentences on the blackboard and teach from there first. Then give to pupils paper with the three sentences written on.

\_\_\_ Magbubu si Bibi subu ilu.  
 \_\_\_ Maghinang si Bibi bubu.  
 \_\_\_ Ahāp bubu.

Nda'unbi ma blakbold itu. Bassahunbi t'llu senten itu. Senten ingga amahati kitabi bang ai bay hinang si Bibi dahū?	Look at these three sentences. Read them. Which of the three sentences tells what Bibi did first?
---	---

Pupils: Maghinang si Bibi bubu.

Aho'. Subay sinulatan umbul dakayu' ma tagna'an senten <u>Maghinang si Bibi bubu</u> , apa ilu bay dahū. Ai pasunu'?	Yes. Now we write number one by that sentence because it comes first. Now what comes next?
---	---

Pupils: Ahāp bubu.

Aho'. Subay sinulatan umbul duwa ma tagna'an senten <u>Ahap bubu</u> . Ai hinang si Bibi damuli?	Yes. Now we write number three beside this sentence. What does Bibi do last?
---	---

Pupils: Magbubu si Bibi subu ilu.

Aho'. Subay sinulatan umbul t'llu ma tagna'an senten itu.	Yes. Now we write three beside that sentence.
---	---

Erase the sentences and numbers from the blackboard, give out papers to pupils and let them do the same work.

### Dictation

Dictate the following short sentences.

Atiya' na aku amassa t'llu senten ati bo'  
sulatbi ma katasbi.  
Entomunbi. Ma tagna'anna subay aniya'  
batang-sulat aheya. Ma katapusanna subay  
aniya' tumbukna.

I am going to read three sentences for you  
to write.

Remember that a sentence begins with a  
large letter and has a period at the end.

1. Asusa aku.
2. Bubu si Bibi.
3. Ilu kakiku.



niyug  
ni

lubi

lasa

kuba

nilubi

lasanu

kubana

lisi

saki

bulu

nilisi

sakinu

buluna

Itiya' na bubunu.

Bowahun bubu ni luma'nu.

Bowahun isab lahut ni luma'.



---

na Na ni Ni nu Nu



kalis  
lis

kalis



lilus  
lus

lilus

Itiya' kalis bilasku.

Ahāp kalis.

Bowahun kalis ni si Bilas.

las	lis	lus
kas	kis	kus
bas	bis	bus

---

Kalis si Bilas.

# LESSON 13 Page 11

## OUTLINE

- A. Review - Syllable boxes
- B. New Syllables - na, ni, nu  
Keyword - niyug
- C. Drills - Syllable  
- Recognition
- D. Built Words - none
- E. Affixes - ni-, -na, -nu.
- F. Story - yes
- G. Writing - n N

### A. REVIEW

Make two new syllable boxes with the new syllables: la, li, lu; ba bi, bu.  
Make cards for these too.

### B. NEW SYLLABLES

1. Use the keyword niyug to teach ni.
2. Teach na and nu from ni.

ni
na
nu

Write ni on blackboard and get pupils to read it. Write na below ni.

Ya na itu, <u>ni</u> . Kabtangunbi <u>ni</u> .	This is <u>ni</u> . Say <u>ni</u> .
--	-------------------------------------

Pupils: Ni.

Write nu below na and ask pupils to read it. Write the three new syllables in various places on the blackboard and get pupils to read them, then erase them.

### C. DRILLS

#### 1. Syllable Drills

a)	<table style="border-collapse: collapse; text-align: center;"> <tr><td>a</td><td>i</td><td>u</td></tr> <tr><td>na</td><td>ni</td><td>nu</td></tr> </table>	a	i	u	na	ni	nu	b)	<table style="border-collapse: collapse; text-align: center;"> <tr><td>na</td></tr> <tr><td>ni</td></tr> <tr><td>nu</td></tr> </table>	na	ni	nu	c)	<table style="border-collapse: collapse; text-align: center;"> <tr><td>na</td><td>ni</td><td>nu</td></tr> <tr><td>ba</td><td>bi</td><td>bu</td></tr> <tr><td>la</td><td>li</td><td>lu</td></tr> <tr><td>sa</td><td>si</td><td>su</td></tr> <tr><td>ka</td><td>ki</td><td>ku</td></tr> </table>	na	ni	nu	ba	bi	bu	la	li	lu	sa	si	su	ka	ki	ku	d)	<table style="border-collapse: collapse; text-align: center;"> <tr><td>ka</td><td>lu</td><td>su</td></tr> <tr><td>na</td><td>sa</td><td>bi</td></tr> <tr><td>si</td><td>li</td><td>ku</td></tr> <tr><td>la</td><td>ki</td><td>bu</td></tr> <tr><td>ni</td><td>ba</td><td>nu</td></tr> </table>	ka	lu	su	na	sa	bi	si	li	ku	la	ki	bu	ni	ba	nu
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ba	bi	bu																																												
la	li	lu																																												
sa	si	su																																												
ka	ki	ku																																												
ka	lu	su																																												
na	sa	bi																																												
si	li	ku																																												
la	ki	bu																																												
ni	ba	nu																																												

#### 2. Recognition Drill

na	ni	nu
napas	sani	Nusa
kinakan	nilubi	anu
nabi	Niyug	inum
nahut	Nipa'	manuk
tanam	sini	luma'nu
Nana'	nipis	kalisnu

E. AFFIXES

Write the following on the blackboard and teach from there.

lubi	lasa	kuba
nilubi	lasanu	kubana
lisi	saki	bulu
nilisi	sakinu	buluna

F. STORY

1. Teach sight words bowahun and isab.

Write bowahun on the blackboard.

Ya na itu, bowahun. Kabtangunbi bowahun.	This is bowahun. Say bowahun.
---	----------------------------------

Pupils: Bowahun.

Get pupils to find bowahun in their books on page 11 and read it.

Teach isab, dividing it up into i and sab.

Review the words lahut and itiya' and luma'.

Pupils read the story quietly, then the teacher then pupils read to the class.

No questions.

G. WRITING

1. Teach how to write the small n

Pareyo', bo' tinibulung diyata'na, bo' pareyo'.	Go down, then up and over.	
--	----------------------------	--

2. Teach how to write the large N

Pareyo', bo' pinah'bba', bo' pareyo'.	Go down, then down on the slant, then down again.	
---------------------------------------	--	--

3. Pupils write rows of na, ni, nu, Na, Ni, Nu.

4. Dictation

Dictate the following and pupils write the first syllable.

- |         |           |             |          |
|---------|-----------|-------------|----------|
| 1. Nusa | 2. nipsis | 3. Nudjiral | 4. Nini' |
| 5. nabi | 6. nipa'  | 7. Nasara   | 8. napas |



## LESSON 14      Review

1. Syllable boxes.  
Make cards and box for na, ni, nu.
2. Flashcards  
Use flashcards of all built words and all sight words used so far.  
See Lesson 10.A for method to follow.
3. Built Words  
Write on blackboard the words from Lessons 8.D, 10.D, 11.D,  
and add the following: sani, nusa, anu, lubu, balu, bisa, baluba, labi, bisu.  
Pupils come to the blackboard, read one word and circle it.  
When all words are circled pupils read one word and erase it.
4. Making words with syllable cards  
Put out syllable cards on one or two tables. Pupils select two cards that will  
make a word and then write the word on their paper. When they have done  
this they return the two cards and get two more to make another word.

Teacher:

Amiha kam mareyom katas ilu duwa katas  
amuwan kabtangan taga hati bang  
magsugpat.  
Bang aniya' kabtangan taga hati sulatunbi  
ma katasbi. Puwas e', ni'nde'an pabing ni  
bayna, bo' ni'a' duwa katas saddi.

Look amongst the cards for two that will  
make a word with meaning.  
When you have found two, take them and  
write the word on your paper. Then return  
those two cards and get two more that  
make a word.

Demonstrate with two cards.

5. Dictation  
Dictate the following words and sentences.
  1. susa      2. bubu      3. usa      4. kaki      5. lali
  6. ilu      7. saki      8. salu      9. bilu      10. kuba
  11. Asaki kakiku.
  12. Ilu na kuba.
  13. Abisu na si Bibi.

# LESSON 15 Page 12

## OUTLINE

- A. Review - none
- B. New Syllables - lis, lus, las, kis, kus, kas, bis, bas, bus.  
Keywords - kalis, lilus
- C. Drills - Syllable
- D. Built Words - kalis, lilus, and others
- E. Affixes - none
- F. Story - yes
- G. Writing - new syllables

## B. NEW SYLLABLES

### 1. Teach lis.

Hold up keyword kalis, and teach it as in Lesson 5 B 1 a).  
Cover over ka.

Bang limbuhanta buwattitu sugpatan kabtangan, ya masi tanda' ma katapusanna, suwala lis. Kabtangunbi lis.

When we cover over this part of the word, the part that is left at the end is lis. Say lis.

Pupils: Lis.

Now point to the lis below kalis.

Itiya' na isab lis. Ai ba itu?

Here is lis also. What is this?

Pupils: Lis.

Aho'. Bang kam maka'nda' sulat buwattitu subay pamissalabi lis.

Yes. Wherever you see this you say lis.

Write lis in different places on the blackboard and get pupils to read it.

### 2. Teach lus the same way using the keyword lilus.

## C. DRILLS

Pupils read from the top down.

- a) 

la	lu
lis	lus

 b) 

lis
lus
las

 c) 

lis	lus	las
kis	kus	kas
bis	bus	bas

 d) 

lis	kis	bis
las	kas	bas
lus	kus	bus

 e) 

bis	las	bas
kas	bus	lis
lus	kis	kus

In these drills write one syllable at a time. When the pupils have read it write the next one below it. You should note that in these four drills when the pupils read from the top down they will always be reading from the known to the unknown. In drill b) they have already learned lis and lus but las is new. They should however be able to work out that it is las. Do not force a slow pupil to read the new part if he cannot do it.

Ask a brighter pupil, then by the time you come to drill d) the slower pupil will be able to read the syllables easily. If the pupils have difficulty in any of the drills go back to the part they know and work from there. Eg. if a pupil cannot read the kis in drill c) do not tell him that it is kis but write the following on the blackboard and get him to read from the ki which he knows, to the kis. Do not tell a pupil something he can work out for himself.

D. BUILT WORDS

Teach the two words kalis and li lus. words: Then teach the following alas, alus, kabus, kuskus, kalas salas, bassa, kissa.

If the pupils have difficulty with any word write on the blackboard a drill patterned on the drill for kabus.

ki  
kis

F. STORY

Review the two sight words ahāp and bowahun.

Questions:

Point to the word bilasku.

Point to the word Bowahun.

Point to the word kalis.

bu  
bus  
kabus

G. WRITING

Write on the blackboard li with lis below it. Get pupils to read it.

Erase it and dictate the following sets of syllables. Get pupils to write one syllable and then the other one below it. After each set of syllables is dictated write them on the blackboard so that the pupils can check their work.

1. lu 2. ku 3. ba 4. ki 5. li 6. la  
lus kus bas kis lis las

Makaentom kam baha', istori bay tabassatam dinsini'? Ma sai dapū kalis?

Can you remember the story we read before? Whose kalis was it?

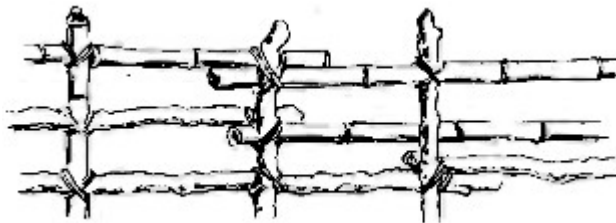
Pupils: Si Bilas.

Teacher:

Aho'.  
Na, sulatunbi Kalis si Bilas ma katasbi.

Yes.  
Now write Kalis si Bilas on your paper.

When pupils have finished they can check their work from the bottom of page 12.



sasak  
sak



laksu  
lak

la	sa
lak	sak

li	si
lik	sik

lu	su
luk	suk

balik

sisik

lubak

Itiya' ilak.

Bay sisikanku ilak.

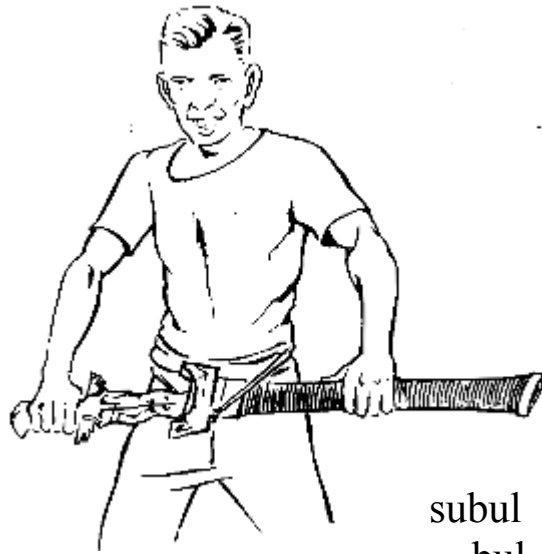
Amangan na aku ilak.

---

sasak

lubak

bilik



subul  
bul

bal	kil	lul
bas	kis	lus
bak	kik	luk

subul

sukul

Subul na si Nul.

Aniya' sīn si Nul ma bulsana.

Aniya' na kalisna.

Ahāp kalis.

Ahāp subul si Nul.

---

subul

bulsa

sukul

## LESSON 16 Page 13

### OUTLINE

- A. Review - Use the four drills of Lesson 15. C
- B. New Syllables - lak, sak and others ending in k.  
Keywords - laksu, sasak
- C. Drills - Syllable
- D. Built Words - balik, sisik, lubak
- E. Affixes - -an -ku combination
- F. Story - yes
- G. Writing - syllables ending in k

### B. NEW SYLLABLES

Teach lak using the keyword laksu.

Teach sak using the keyword sasak. See Lesson 15. B for method to follow.

### C. DRILLS

See Lesson 15. C for the method to follow. Remember, write one syllable at a time, and when the pupils have read it write the next one.

- a) 

la	sa
lak	sak
- b) 

lak	sak
lik	sik
luk	suk
- c) 

lak	sak	lik	sik	luk	suk
las	sas	lis	sis	lus	sus

- d) 

lak	lik	luk
sak	sik	suk
bak	bik	buk
kak	kik	kuk
- e) 

kik	sas	lik
bus	bik	las
luk	suk	kuk
bak	kak	sik

### D. BUILT WORDS

Teach the words balik, sisik, lubak, laksu, sasak.

See Lesson 15 D for method to follow.

### E. AFFIXES

Teach sisikanku in its parts.

sisik
sisikan
sisikanku

### F. STORY

Follow the five steps in teaching the story.

### 3. Questions

Tudlu'unbi ma reyom bŭkbi ilu ya senten ...aniya' ōn daing ma reyom. ...amahati kitabi bang ai hinangku tagna' ma daing. ...amahati kitabi bang ai bay hinangku damuli.	Point to the sentence in your books ...that has the name of a fish. ...that tells what I did to the fish first.  ...that tells what I did last.
--	---

### G. WRITING

Dictate the following syllables:

1. si, sik    2. la, lak    3. ba, bak    4. bu, buk    5. li, lik

Words for pupils to write:

1. kalas    2. bilik    3. lilus    4. laksu    5. lubak    6. alas

# LESSON 17 Page 14

## OUTLINE

- A. Review - Use drills of Lesson 16 C
- B. New Syllables - bul and others ending in l  
Keyword - subul
- C. Drills - syllable
- D. Built Words - subul, sukul and others
- E. Affixes - none
- F. Story - yes
- G. Writing - yes

## B. NEW SYLLABLES

Teach bul using keyword subul. See Lesson 15 B for method.

## C. DRILLS

a) 

bu	bi	ba
bul	bil	bal

 b) 

bul
bil
bal

 c) 

bul	bil	bal
bus	bis	bas
buk	bik	bak

 d) 

bul	bil	bal
kul	kil	kal
sul	sil	sal

e) 

bal	sak	kul	buk
kal	las	sul	kil
bik	kas	lak	lis
sal	bil	sik	sul

## D. BUILT WORDS

Teach the following words: subul, sukul.

Write the following on the blackboard and get pupils to read without breaking them up into their parts:

kilkil	kubul	bilik	bulak
sabil	bukal	bulbul	subul
kabus	kalas	bassa	lilus

## F. STORY

1. Teach the sight word aniya'. Break it up into parts so the pupils can read the parts they know first. Blackboard will look like this:

a
ani
aniya'

## 3. Questions

Have the following written on the blackboard and on paper for the pupils. See Lesson 10 G for the method to follow.

_____ na si Nul.		
Aniya' sīn ma _____.	kalisna	bulsana
Aniya' na _____.		Subul

## G. WRITING

1. Pupils copy drill from center of page 14.
2. Dictation: 1. subul 2. sabil 3. bulbul 4. sukul



kas	bas	sak
kal	bal	sal
kab	bab	sab

ukab

sabab

isab

Itiya' būkku.

Itiya' isab būk bilasku.

Ukabku na būk si Bilas

sabab magbassa aku.



untang  
un

un	an	in
----	----	----

lubak

sisik

ukab

balik

lubakun

sisikan

ukabin

balikun

Bubu'an

amangan

untang

bowahun

## LESSON 18 Page 15

### OUTLINE

- A. Review - Use drills from Lesson 17. C
- B. New Syllables - kab, sab, bab  
Keywords - no picture
- C. Drills - yes
- D. Built words - ukab, sabab, isab
- E. Affixes - none
- F. Story - none
- G. Writing - syllables ending with b

### B. NEW SYLLABLES

There is no picture to go with the keyword. Write ukab on the blackboard.

Ya na itu kabtangan ukab.  
Kabtangunbi ukab.

This is ukab.  
Say ukab.

Pupils: Ukab.

Cover over u and teach kab as in Lesson 15. B.

Teach sabab and isab the same way.

### C. DRILLS

a)

ka	sa	ba
kab	sab	bab

b)

kab
sab
bab

c)

kab	sab	bab
kas	sas	bas
kal	sal	bal
kak	sak	bak

d)

bas	las	bus	kul
kab	lab	bab	sak
sil	kik	lis	bal
bak	suk	sab	kil

### D. BUILT WORDS

Teach ukab, sabab, isab as in previous lessons. Make syllable cards including all syllables taught so far. Put them on one or two tables and pupils select two that will make up a word with meaning. See Lesson 14.4. for the method to follow. Encourage pupils to make words using syllables learned in the last four lessons.

### G. WRITING

Dictate the following;

1. ukab
2. sukul
3. balik
4. sabab
5. bilas
6. subul
7. kalis
8. bulak
9. Ilu kalis si Bilas.
10. Ukabku bük ilu.

# LESSON 19 Page 15

## OUTLINE

- A. Review - flashcards of all Book One words.
- B. New Syllables - un, an, in  
 Keyword - untang
- C. Drills - none
- D. Built words - none
- E. Affixes - -un -an -in
- F. Story - yes
- G. Writing - yes

## B. NEW SYLLABLES

Teach un using keyword untang. See Lesson 5 B for the method to follow.  
 Teach an using the keyword andom 'raincloud'. This one would be easily illustrated on the blackboard. Teach in using the word indam.

## E. AFFIXES

Teach -an, -in, -un as affixes.  
 Review the affixes -na, -ni, -nu.  
 See Lesson 13 E for drills.  
 Review the affix mag-.  
 Use bassa, hinang and bubu.

sisik	lubak	balik
sisikan	lubakun	balikin
	balik	ukab
	balikun	ukabin

bassa	hinang	bubu
magbassa	maghinang	magbubu

## F. STORY

Follow the five steps in teaching the story.

3. Questions: Ask the following questions. Pupils answer orally.

Pila bük ma sigā?	How many books were there?
Ma sai dapu bük?	Whose books were they?

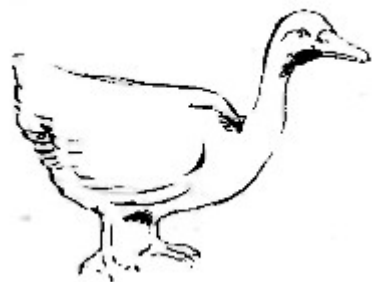
## G. WRITING

1. Get pupils to write their own story.

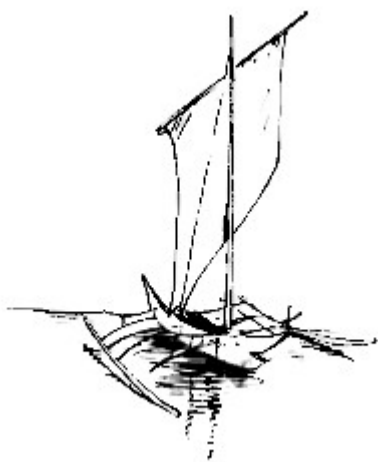
Anulatan kam di-bi istori. Subay saga t'llu ni mpat sentenna. Bang aniya' kabtangan mbal kata'uwanbi sulatanku ka'am ma blakbold.	Today I want you to write your own story. Try and write three or four sentences. Any words you do not know how to spell I will write on the blackboard for you.
---	---

2. Dictation: 1. saki 2. lubak 3. alas 4. subul 5. lasa  
 6. balik 7. ukab 8. subu 9. sani 10. nusa  
 11. Asaki si Bilas. 12. Ilu na subul.  
 13. Sisikanku ilak ilu.

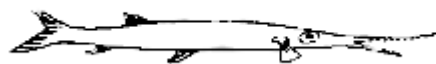
## **UNDANG-UNDANG DUWA**



etek  
e



leha  
le



selo  
se

a	i	u	e
ka	ki	ku	ke
sa	si	su	se
la	li	lu	le
ba	bi	bu	be
na	ni	nu	ne

e E e E e E e E

lele

kale

kebak

belas



Itiya' kakiku si Lilu.

Itiya' lilus maka bük.

Nilele lilus he' kakiku.

Nilele isab he'na bük.

---

ke

se

le

be

ne

## BOOK TWO

In Book One every lesson was preceded by an outline of the lesson. This outline listed the seven parts of a lesson: review, new syllables, drills, built words, affixes, story and writing, and showed what was taught under each part. If nothing was taught in a particular section this was also shown. In the following lessons the outline will not be written. The lesson parts will follow the notation of Book One, e.g. A. Review B. New Syllables C. Drills D. Built Words E. Affixes F. Story and G. Writing

### LESSON 20 Page 16

#### A. REVIEW

Use flashcards of all Book One words.

#### B. NEW SYLLABLES - e, ke, se, le, be, ne

Use the keyword etek to teach e and follow the method set out in Lesson 1. B.

Use the keywords leha and selo to teach le and se. See Lesson 5. B for the method to follow.

#### C. DRILLS

##### 1. Syllable Drills

a)	e	e	e	e	e	b)	le				
	le	se	ke	be	ne		se				
							ke				
							be				
							ne				
						c)	le	se	ke	be	ne
							li	si	ki	bi	ni
							la	sa	ka	ba	na
							lu	su	ku	bu	nu

d)	le	lu	ba	ni	na
	si	ku	su	ke	li
	ka	ni	ki	se	ne
	bu	be	la	bi	sa

##### 2. Recognition Drill

le	se	ke	be
leyang	selo	kepet	belad
Lebod	sekot	keyot	babet
kale	Serom	keket	Belle
lege	sehe'	sakket	benten

Get pupils to read the drill on page 16 of their books.

#### G. WRITING

1. Teach how to make the small e

2. Teach how to make the large E

3. Dictation:

1. be

2. le

3. na

4. ki

5. se

6. lu

7. ne

8. ke

9. si

10. nu

## LESSON 21 Page 17

### A. REVIEW

Write syllable drills from Lesson 20 C on blackboard and teach them again.

### D. BUILT WORDS

Teach the following words, dividing them into parts if necessary:  
lele, kale, kebak, belas

### E. AFFIXES

Review the affix ni- using the following words:

lele	lubi
nilele	nilubi

### F. STORY

1. Teach the following sight words: make, he, hena.
2. Pupils read the story.
3. Questions:

Amiha', kam kabtangan _____.	a) nilele b) lilus c) isab d) he'na	1. Find the word _____.	a) nilele b) lilus c) isab d) he'na
------------------------------	--	-------------------------	--

After each question get one pupil to read the word asked for.

4. Teacher reads the story to the class.
5. Pupils in turn read to the class.

### G. WRITING

Have the following sentences written out on paper for the pupils to work on. Write 1. beside the sentence that tells what happened first, 2. beside the sentence that tells what happened next etc. See Lesson 12 G for the method to follow.

_____ Nilele isab he'na bük.
_____ Itiya' kakiku si Lilu.
_____ Nilele lilus he' kakiku
_____ Itiya' lilus maka bük.

Dictation: Pupils write the first syllable of each word.

- |          |           |          |           |
|----------|-----------|----------|-----------|
| 1. keket | 2. lege   | 3. lebod | 4. beya'  |
| 5. sehe' | 6. bebang | 7. seso' | 8. kepet. |





magbaba'  
baba'  
ba'



baki'  
ki'



baka'  
ka'

ka'	ki'	ku'	ke'
sa'	si'	su'	se'
la'	li'	lu'	le'
ba'	bi'	bu'	be'

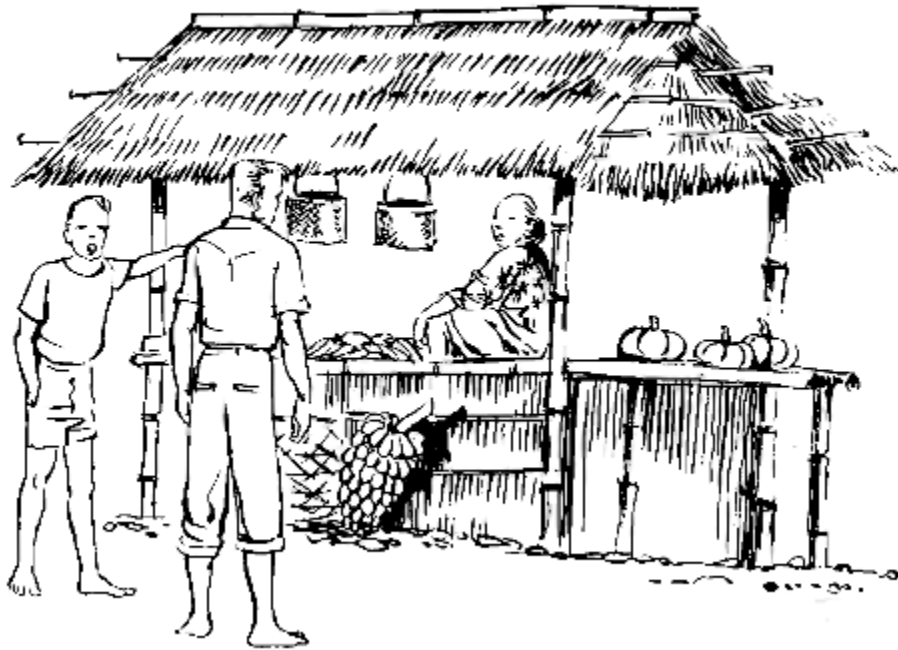
baba'  
baka'

si Kali'  
baki'

babu'  
kabasi'

base'  
bale'

Ni tabu' si Kaka'.  
Ni tabu' isab si Kali'.



Yuk si Kaka' ni si Kali'. “Kali'. Aniya' baki'.”

Yuk si Kali', “Aho'. Aniya' na isab baka' maka kabasi'.”

Am'illi si Kaka' baki'.

Na, si Kali' am'lli kabasi' maka baka'.

---

1. si Kaka'

2. si Kali'

3. baki'

4. kabasi', baka'

## LESSON 22 Page 18

### A. REVIEW

Write built words from Lesson 21 D on blackboard and get pupils to read them.

### B. NEW SYLLABLES

1. Teach ba' using keyword magbaba'

Hold up card with picture of magbaba', and point to the picture.

Teach the picture as in Lesson 5 B 1.

Point to the mag in magbaba'.

Ai ba itu?	What is this?
------------	---------------

Pupils: Mag.

Aho. Ya ma katapusanna <u>baba'</u> . Kabtangunbi <u>baba'</u> .	Yes. And this part that is left is <u>baba'</u> . Say <u>baba'</u> .
---	---

Pupils: Baba'.

Cover over the ba of baba', and point to ba'.

Bang limbuhanta buwattitu sugpatan kabtangan, ya masi tanda' ma katapusanna, suwala <u>ba'</u> . Kabtangunbi <u>ba'</u> .	When we cover over this part of the word <u>baba'</u> , the part that is left at the end is <u>ba'</u> . Say <u>ba'</u> .
---	--

Pupils: Ba'.

Point to the ba' below baba'.

Itiya' na isāb <u>ba'</u> . Ai ba itu?	Here is <u>ba'</u> also. What is this?
--	--

Pupils: Ba'.

Aho'. Bang kam maka'nda' surat buwattitu subay pamissalabi <u>ba'</u> .	Yes. Wherever you see this you say <u>ba'</u> .
---	---

2. Teach the syllable ki' using the keyword baki'.

Teach the whole word then divide it in two and teach the last syllable.

3. Teach the syllable ka' using the keyword baka'. Follow the same method.

4. Contrast ba and ba' etc. with the following drill.

ba	ka	ki
ba'	ka'	ki'

Ai pagbiddaanna?	(Point to <u>ba</u> and then <u>ba'</u> ) What is the difference between these two.
------------------	---

Pupils point out that there is a mark after the second ba.

Aho'. Na, niōnan gudlis itu <u>hamsa'</u> . Piha'unbi ma reyom būkbi pej sangpū' maka walu' kabtangan taga <u>hamsa'</u> .	Yes. This mark is called <u>hamsa'</u> . See if you can find some <u>hamsa's</u> in your book on page 18. (Pupils do so.)
--	---

C. DRILLS

1. Write drill from primer page 18 on blackboard and get pupils to read it.
2. Recognition drill

kassa'	baki'	lanu'	base'
baba'	basi'	pasu'	bale'
suka'	sali'	babu'	Nene'
tana'	insini'	ilu'	tokke'
bola'	sambi'	suku'	obe'

Point to the first column of words.

Itiya', kabtangan taga <u>hamsa'</u> ma katapusanna. Tudlu'unbi maka bassahunbi katapusan kabtangan.	Here we have words with a <u>hamsa'</u> at the end. Point to the end part with <u>hamsa'</u> and read it.
--	---

Pupils in turn read down eg. sa'...ba'...ka'...na'...la'

Then teach the next column of words and pupils say ki'...si' etc.

D. BUILT WORDS

Write the following words on the blackboard and teach them.

Divide them up into two parts if necessary:

baba'	si Kali'	babu'	base'
baka'	kabasi'	baki'	bale'

G. WRITING

Teach the pupils how to write the hamsa, always writing it above one of the vowels.

i'
e'

- Dictation:
- |        |       |        |        |         |
|--------|-------|--------|--------|---------|
| 1. ka  | 2. si | 3. le' | 4. su' | 5. nu   |
| 6. li' | 7. ka | 8. se  | 9. ni' | 10. lu' |

Amay-amay. Subay aniya' takalebi <u>hamsa'</u> bo' yampa sulatbi <u>hamsa'</u> . Bang halam aniya' takalebi da'a na sulatun.	Remember. Only write <u>hamsa'</u> when you hear it . If you do not hear a <u>hamsa'</u> do not write one.
--	--

## LESSON 23 Page 19

### A. REVIEW

Use flashcards of Book One words and words taught so far in Book Two. Do not forget to include the words taught in the stories.

### C. DRILLS

ka'	ne'	si	ba'
na	ka	su'	si'
se'	bu'	be'	le
lu'	ke'	la'	nu
ki	sa'	ne	ku'

### D. BUILT WORDS

Teach the following. Try and get pupils to read them without help i.e. do not divide the words in two.

basi'	babu'	bale'	kassa'
suka'	Nene'	ilu'	sali'

### F. STORY

1. Teach sight words: tabu', Aho', Am'lli, and yuk.
2. Pupils read through the story quietly.
3. Questions and teaching quotation marks.

Ai yuk si Kaka' ni si Kali?	What did Kaka' say to Kali?
-----------------------------	-----------------------------

Pupils: Kali'. Aniya' baki'.

Write this sentence on the blackboard making sure you write the quotation marks also.

Point to the quotation marks.

Ya itu pangangindanan lling. Bang aniya' lling a'a taga <u>yuk</u> subay ginindanan buwattitu.	These marks are called quotation marks. Whenever we have words spoken by a person with <u>say</u> or <u>said</u> , we always put these marks.
Subay ginindanan ma tagna'anna sampay ma katapusanna bang aniya' lling a'a.	The marks go on both sides of what the person said.
Na, ai yuk si Kali?	Now what did Kali say?
Piha'unbi maka bassahunbi senten.	Find the sentence and read it.

Pupils: "Aho'. Aniya' na isab baka' maka kabasi'."

Write this sentence on the blackboard and put quotation marks on it too.

Then erase the quotation marks from both sentences and get pupils in turn to come up to the blackboard and write the quotation marks in the right places. Then write the whole story on the blackboard and get pupils to do the same.

4. and 5. Teacher read the story to the class and then pupils do the same. In the succeeding lessons always follow the five steps in teaching the story unless there is a note to do otherwise.

G. WRITING

Na, aniya', panilawanku ka'am. Innga aniya', tanda'bi ma blakbold itu taluwa' sinambung subay sulatbi.

1. Sai bay ni tabu'?
2. Sai sehe'na?
3. Ai bay b'lli he' si Kaka'?
4. Ai bay b'lli he' si Kali?

I am going to ask you some questions. Here on the blackboard are the answers. Write down the word that answers the question.

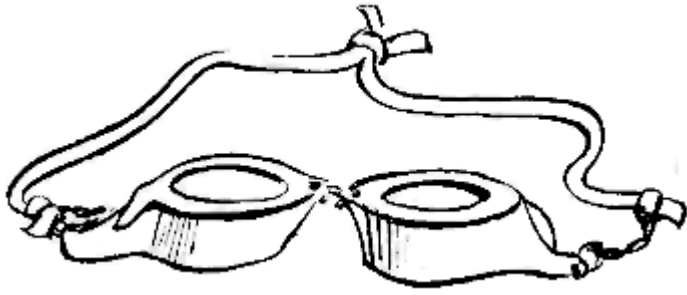
1. Who went to market?
2. Who was his companion?
3. What did Kaka' buy?
4. What did Kali buy?

si Kaka'	baki'
Kabasi'	baka'
si Kali'	

When pupils have finished they can check their answers from the bottom of page 19.

Then write the following sentences on the blackboard and get the pupils to copy them for practice in writing quotation marks.

<p>Yuk si Kaka', "Aniya' baki'."</p> <p>Yuk si Kali', "Aho'"</p>
--



tipara  
ti

tabu'  
Tita'

ati  
bati'

tuli  
lutu'

lete

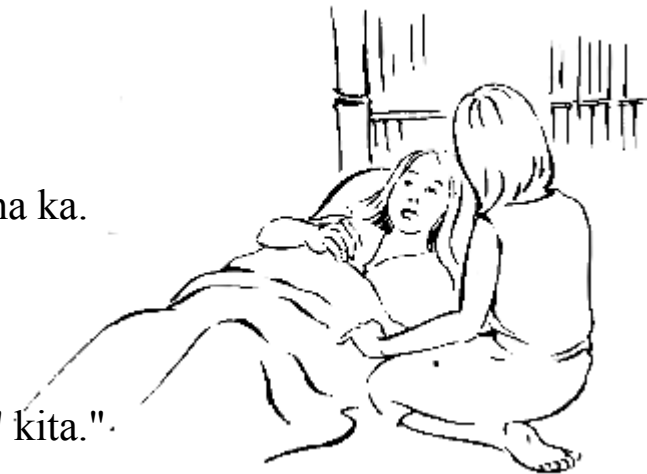
Bay na atuli si Lita.

Yuk si Tita' ni si Lita, "Abati' na ka.

Ni tabu' kita," yukna.

"Kalu aniya' tabula ma tabu'."

Ati yuk si Lita, "Aho'. Ni tabu' kita."



---

ta Ta ti Ti tu Tu te Te

las	lis	nek	sik
tas	tis	tek	tik

katas

katis

etek

sabit  
bit

abut  
but

lattik  
lat

kulit  
lit

bukut  
kut

susut  
sut

keket  
ket



Yuk si Talib ni si Sati, "Ni Buli'-lakit kita.

Itiya' lute'ta. Itiya' isab sasabit."

Ta'abut ma Buli'-lakit, yuk si Talib,

"Maitu na kita anabit, sabab, yuk si Kaka', ahap pagsabitan."

---

sabit

lutu'

susut



# LESSON 24 Page 20

## A. REVIEW

Syllables boxes:

Revise all syllables by using two syllable boxes, one for syllables containing hamsa' and one for syllables without hamsa'. Boxes will be labeled the following way: **aniya' hamsa' | hamsa'**

## B. NEW SYLLABLES

Use keyword tipara to teach the syllable ti.

## C. DRILLS

### 1. Syllable Drills

a) 

i	u	a	e
ti	tu	ta	te

b) 

ti	ti'
te	te'
ta	ta'
tu	tu'

c)

ta	ti	tu	te
ka	ki	ku	ke
sa	si	su	se
la	li	lu	le
ba	bi	bu	be
na	ni	nu	ne

d) Same as c) but with hamsa'

e) 

ba'	tu	bu'	na
ti'	le	na	li
le	nu'	ta'	bu'
nu	ka	ki'	te'

### 2. Recognition Drill

ta ta'	ti ti'	tu tu'	te te'
ta'ut	ati	lutu'	tektek
taluk	tika'	tuli	pote'
mata	bati'	tu'ut	benten
kita	timan	tuka'	tenes
mata'	titi'	lituk	pate'
ta'at	lattik	tu'ung	

In the first list of words pupils point to and read ta or ta', in the next list they point to and read ti and ti', etc.

## D. BUILT WORDS

Teach the following words: tabu', ati, tuli, lete, Tita', bati', lutu'

## F. STORY

1. Teach the sight word bay, review Aho' and yuk.
2. Teach comma.



Write the following sentence on the blackboard:

Yuk si Tita' ni si Lita, "Abati' na ka."

Bang aniya' senten amuwan pagnapasan ma t'ngnga, subay aniya' gindan buwattitu luwana.

When there is a pause in the middle of a sentence we write a comma, like this.

Write a comma on the blackboard.

Tudlu'unbi gindan ma senten itu ma blakbold.

Point to the comma in this sentence on the blackboard.

Pupils come up in turn and point to it.

Amiha kam gindan ma bükbi pej duwampū' ka siyam..

Look for some commas on page 29 of your book.

3. Questions

Have the following sentences written out for each pupil.

They write 1. beside the sentence which tells what took place first,

2. beside the next event, and so on.

- \_\_\_ Yuk si Tita "Ni tabu kita."  
\_\_\_ Yuk si Tita, "Kalu ania tabula ma tabu."  
\_\_\_ Bai na atuli si Lita.  
\_\_\_ Yuk si Lita, "Aho'). Ni tabu' kita.

G. WRITING

1. Show how to write the small t.

2. Show how to write the large T.

3. Dictation:

1. ti

2. tu'

3. te

4. ta'

5. ta

6. te'

7. ti'

8. tu

## LESSON 25 Page 21

### A. REVIEW

Use syllable boxes as in Lesson 24.

### B. NEW SYLLABLES

Teach the following syllables using words from the primer:

tas, tis, tek, tik, bit, but, lat, lit, kut sut.

See Lesson 18. B for the method to follow when teaching a new syllable without a picture.

### C. DRILLS

a) 

ta	ti	bi	bu	la	li	ke
tas	tis	bit	but	lat	lit	ket

b) 

tas	bat	lat
tis	bit	lit
tus	but	lut
tes	bet	let

c) 

tas	tis	lat	lit	ket
las	lis	kas	kis	kes
bas	bis	bak	lik	keb

d) 

tas	tis	tus	tes
tak	tik	tuk	tek
tal	til	tul	tel

e) Use drill d) but point to the syllables in any order.

bat	bit	but	bet
sat	sit	sut	set
kat	kit	kut	ket

### D. Built Words

Write the following words on the blackboard and get pupils to read them:

katas, katis, etek, sabit, abut, lattik, kulit, bukut, susut, keket, bukut, latus, susut, tektek, taksil, libat, lituk.

### F. STORY

1. Teach the sight word maitu.

Go over the different forms of sabit

sabit
sasabit
anabit
pagsabitan

3. Questions

Pupils write the correct word in the space. See Lesson 12. G.

Yuk si Talib ni si Sati, ‘Ni _____ kita. Itiya' _____. Itiya' isab _____.	Bulilakit sasabit lutu'ta
---	---------------------------------

### G. WRITING

1. Pupils practice writing by copying the syllable box at the top of primer page 21.

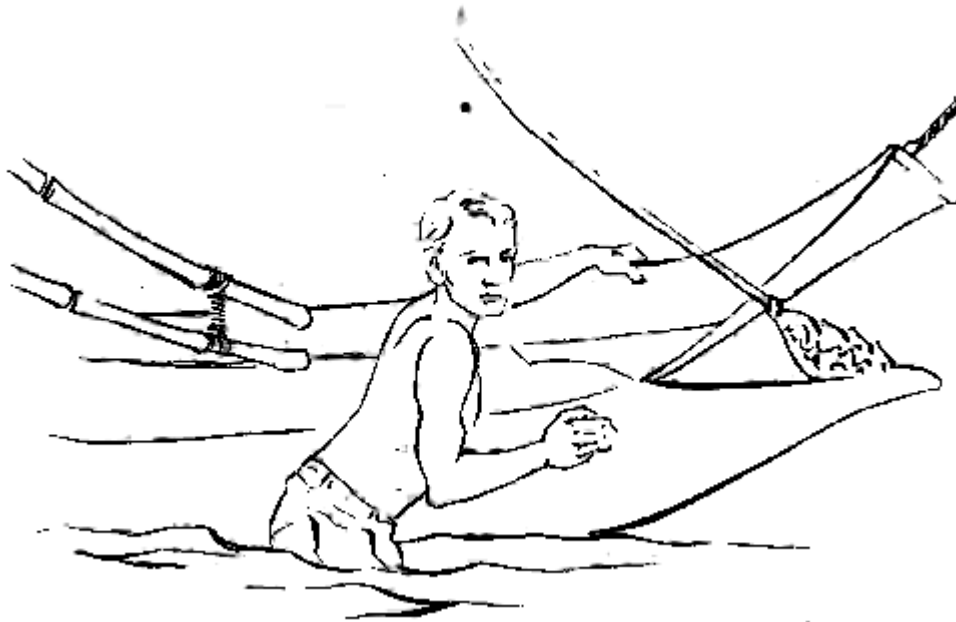
2. Dictation:

1. sabit	2. tabu'	3. bati'	4. bukut
5. katis	6. susut	7. ati	8. tektek

na	ni	nu	ne
na'	ni'	nu'	ne'

tana'      sani      anu      tenes  
 ina'      insini'      lanu'      Nene'

lanu'      tenes      na  
 alanu'      magtenes-tenes      he'na



Susutku pelang ina'ku

Alanu' na pelangna.

Pelang si Kaka' bay na susutku insini'.

---

na    na'    ni    ni'    nu    nu'    ne    ne'

bukan  
kan

asin  
sin

kakan  
kan

lansa  
lan

labban  
ban

sabun  
bun

benten  
ben



Bay ni tabu' si Ina' insini'.

Ati tapole' na.

Aniya' isab baka' binowa he'na.

Isiyan bukan, asin maka sabun.

Amangan na si Ina'.

Ya takakan he'na, bukan inān.

---

kan

sin

lan

bun

ben

## LESSON 26 Page 22

### A. REVIEW

1. Review na, ni, nu, ne
2. Use flashcards of all words taught so far.

### B. NEW SYLLABLES

Teach the syllables na', ni', nu', ne' from the known syllables na, ni, nu, ne.

### C. DRILLS

a)

na	na'	ni	ni'	nu	nu'	ne	ne'
sa	sa'	si	si'	su	su'	se	se'
ka	ka'	ki	ki'	ku	ku'	ke	ke'
ta	ta'	ti	ti'	tu	tu'	te	te'

b) Recognition drill

na	na'	ni	ni'	nu	nu'	ne	ne'
tana'		ni'inum		anu		Nene'	
tanam		nipa'		tunu'		tenes	
nabi		sani		nusa		amene'	
ina'		insini'		lanu'		anektek	
kinakan		ni'inta'		kanu'us		anenes	

See Lesson 24. C. 2 for method of teaching.

### D. BUILT WORDS

tana', sani, anu, tenes, ina', insini', lanu', Nene'

Write all built words from Lessons 25 and 26 on the blackboard and get pupils to come up and circle the ones they read. When all are circled they read a word and then erase it.

### E. Affixes

Review some of the affixes by getting the pupils to read the following words from the blackboard.

baba'	lanu'	susut	sabit	tenes
magbaba'	alanu'	anusut	anabit	magtenes-tenes

### F. STORY

1. Teach the sight word pelang. Review bay.
3. Questions: Ask the following questions and pupils answer orally.

Pelang sai sinusutan he' a'a ma patta' itu?

Whose canoe is he scrubbing in the picture?

Pelang sai bay sinusutan he'na dahū?

Whose canoe had he scrubbed earlier on?

### G. WRITING

- Dictation: 1. anu      2. lanu'      3. Nene'      4. sani      5. tenes  
6. etek      7. katas      8. bukut      9. kulit      10. insini'

# LESSON 27 Page 23

## A. REVIEW

Use drill a) from Lesson 26. C.

## B. NEW SYLLABLES

Teach syllables kan, sin, bun, ben from the words bukan, asin, sabun, benten. See Lesson 18.B for method to follow.

## C. DRILLS

a)	ka	si	bu	be	b)	kan	sin	bun	c)	kan	sin	bun	ben
	kan	sin	bun	ben		kin	san	ban		kas	sik	buk	bek
d)	kan	kin	kun	ken		kun	sun	bin		kal	sil	bul	bel
	san	sin	sun	sen		ken	sen	ben		kat	sit	but	bes
	ban	bin	bun	ben	e)	Use drill d) but point to the syllables in any order.							
	tan	tin	tun	ten									

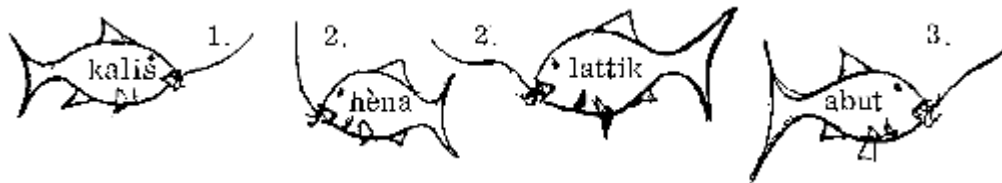
## D. BUILT WORDS

Teach bukan, asin, sabun, benten, lansa, labban, inan, kintas, buntal, senten.

Divide class into three or four teams. Number the pupils in each team. The first pupil in team one begins by reading any word on the blackboard. If he reads the word correctly draw a hook in the mouth of the fish and write the number of his team by the fish.

Have the following words written on the blackboard and draw the shape of a fish around each one: Buli'-lakit, benten, insini', tenes, magbaba', base', Am'lli, kabasi', lattik, lutu'ta, amangan, isab, bale', Itiya', kebak, kalis, he'na, bukan, sabun, lansa, kintas, senten, tana', lanu', sasabit, keket, susut, abut, libat, lituk, tuli, suka', yuk, sali', babu', belas.

<p>Bang abontol na he'bi amassa ya kabtangan mareyom daing ilu, na subay sinabitan. Bang mbal abontol subay da'a sinabitan. Hatina, bang sinabitan buwattinhan na he' dapassuk. Bang akatis binassa kamemon kabtangan subay kita angitung bang sai aheka daing bai tak'llo'.</p>	<p>When you read the word inside the fish correctly, we will hook the fish. If you do not read the word correctly we will not hook it. When a fish is hooked that means it is caught by the team. When all the words are read we will count and see which team caught the most fish.</p>
--	--



F. STORY

Follow the five steps in teaching the story.

1. Teach the sight words tapole' and binowa.
3. Questions

Tudlu'unbi mareyom bŭkbi ilu ya senten amahati kitabi bang ai bay bin'lli he' si Ina' ma tabu'.

Point to sentence that tells what mother bought at the market.

Get one pupil to read the sentence.

. . . . ai bai kinakan he si Ina'.

. . . . what mother ate.

G. WRITING

Dictate the following syllables:

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. kan | 2. sin | 3. lan | 4. bun |
| 5. ben | 6. kin | 7. sen | 8. nan |

When pupils have finished get them to add to the syllables and make words with meaning.

Paggunahunbi bahagi' kabtang lling bay tasulatbi ilu. Sugpatunbi maka sugpatan amuwanan hati.

Use these parts of words you have just written and add to them to make words with meaning.

Demonstrate on the blackboard with kan.

ka kan





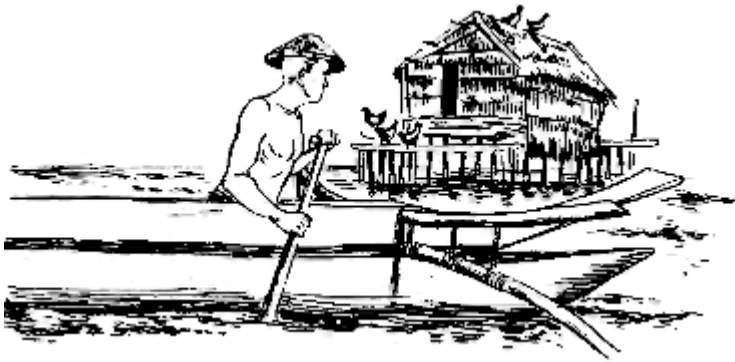
mata  
ma

lima  
luma'

kami  
mimi'

tamu  
amu'

amene'  
Eme'



Ina'an luma' si Eme'.

Pina'an si Sami' ni luma' si Eme'.

Aniya' manuk maina'an.

Lima manuk ma si Eme'.

Yuk si Sami' ni si Eme', "Aniya' amu'ku ni ka'a."

Yuk si Eme', "Na, ai amu'nu?"

Yuk si Sami', "Manuk ba."

"Na," yuk si Eme', "Amene' na ka."

---

ma Ma mi Mi mu Mu me Me



kamun  
mun

timan

minsan

kamun

Timanin kamun ilu.

Bay nilattik si Kaka'.

---

tambal

inum

Pina'an na si Lalita ni luma' Milikan angamu' tambal.

Yuk si Lalita ma Milikan he',

“Mam, tambalin aku.”

Yuk si Mam, “Ai tambalanku ma ka'a?”

Yuk si Lalita, “Sali' aku nilango he' daing tinimbak.”

Yuk si Mam, “Aho'. Aniya' du tambal ma kami.”

Sakali niukab labban he' si Mam, ni'ā' na tambal.

Yuk si Mam ni si Lalita, “Inumun na tambal itu.”

Ati ni'inum na tambal he' si Lalita.

---

tambal

kamun

daing tinimbak

## LESSON 28 Page 24

### A. REVIEW

Use drills c) and d) from Lesson 27.

### B. NEW SYLLABLES

Use the keyword mata to teach ma. Then use the words mital, maleta, and mulit to teach mi, ma, mu.

### C. DRILLS

a)

a	i	u	e	a'	i'	u'	e'
ma	mi	mu	me	ma'	mi'	mu'	me'

b)

ma	ma'	mi	mi'	mu	mu'	me	me'
ka	ka'	ki	ki'	ku	ku'	ke	ke'
sa	sa'	si	si'	su	su'	se	se'
na	na'	ni	ni'	nu	nu'	ne	ne'
ta	ta'	ti	ti'	tu	tu'	te	te'

c)

ka	se'	mu'	ti'
si	nu	be'	mi'
mu'	ta	ma	lu
mi	su	te'	me

#### Recognition drill

ma	ma'	mi	mi'	mu	mu'	me	me'
lima		kami		ilmu'		amenten	
mata		mimi'		tamu		seme'	
luma'		minsan		mula		Eme'	
mama'		mamis		amu'		amelle'	
manuk				timul		amene'	

### D. BUILT WORDS

lima, kami, tamu, amene', luma', mimi', amu', Eme'.

### F. STORY

1. Teach sight words: ina'an, pina'an

Teach the question mark.

Write the following sentence on the blackboard;

Yuk si Eme, "Na, ai amu'nu?"

Bang aniya' tinilaw mareyom sulat subay taga gindan buwattitu luwana.

When a question is asked we write a question mark like this.

Write a question mark on blackboard then point to the one in the sentence.

Ya na itu gindanna.

This is a question mark.

Ai bay tinilaw he' si Eme'?

What was it that Eme' asked?

?

Pupils: Na, ai amu'nu.

Aho'. Subay sinulatan gindan pagtilaw ma katapusan senten.

Yes. So we write a question mark at the end of the sentence.

Get pupils to find the question marks on pages 25 and 26.

### 3. Questions

Tudlu'unbi ya senten amahati kitabi bang  
... sai bay ni luma, si Eme'.  
... bang pila heka manuk ma luma' si Eme'  
... bang ai bai niamu he' si Sami.

Point to the sentence that tells  
... who went to Eme's house.  
... how many hens were at Eme's house.  
... what Sarni asked for.

### G. WRITING

1. Follow the four steps in teaching m and M.

2. Dictation:

1. tamu      2. kami      3. kima      4. mama      5. amu'      6. Erne

## LESSON 29 Page 25

### A. REVIEW

Use Book Two flashcards.

### B. NEW SYLLABLES

Use the word kamun to teach mun.

Teach man, min, from the words timan, minsan.

Teach tam, num, from the words tambal, inum.

### C. DRILLS

a) 

mu	ma	mi	ta	nu
mun	man	min	tam	num

b) 

mun	tam	num
man	tim	nim
min	tum	nam

c) 

nam	nim	num
nas	nis	nus
nak	nik	nuk

d) 

mun	man	min	tam	tim	tum
mus	mas	mis	kam	kim	kum
muk	mak	mik	sam	sim	sum
mut	mat	mit	nam	nim	num

e) Use drill d) but point to the syllables in any order.

### D. BUILT WORDS

timan, minsan, kamun, tambal, inum.

### E. AFFIXES

Write the following on the blackboard and teach:

katam	tambal	inum	timbang
kataman	tambalin	inumun	tinimbak
inum	ina'an	lattik	timan
ni'inum	maina'an	nilattik	timanin

### F. STORY

1. Teach nilango and daing and du.

3. Find the following words: timan, nilattik, tambalin, inumun, tambal, nilango.

### G. WRITING

Write the following words on the blackboard.

daing tinimbak	kamun	tambal
----------------	-------	--------

See Lesson 23 G for the method to follow.

<p>Ai bai angalattik si Kaka          Ai bay tinilaw he' si Lalita ni si Mum?          Ai bay takakan he' si Lalita angkan iya asaki?</p>
---

<p>1. What slashed Kaka?          2. What did Lalita ask from Mum?          3. What had Lalita eaten to make her sick?</p>
--

sa'am  
am

ka'am  
am

si'it  
it

ka'at  
at

ta'a  
ina'an

tibu'uk  
li'is

ilu'un  
kanu'us



Aniya' tibu'uk ma luma' si Nene'.

Kinulitan he' si Nene'.

Akatis bay kinulitan ni'ā' na li'isan he' si Nene'.

Ni'ā' isab ligu.

Angali'is na iya.

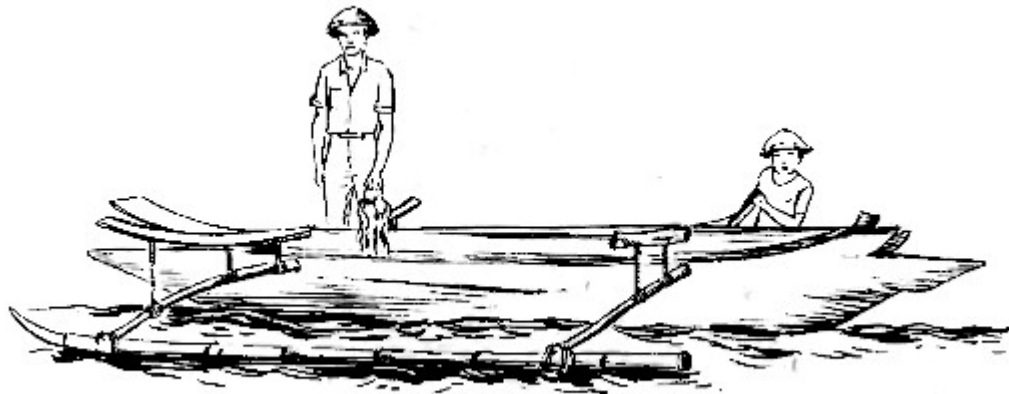
---

ligu

li'isan

tibu'uk

si Nene'



Ilu'un na si'itku.

Magka'at sa'am pelangna.

Yuk si Ina', "Ai makaka'at sa'am pelangbi ilu?"

Yuk si'itku, "Bai tagi'ikku, sakali magka'at."

Yuk si Ina', "Asal bang sa'am.

Ai bay ta'ā'bi ilu?"

Yuk si'itku, "Aniya'-niya' isab. Lima kanu'us bay ta'ā' kami."

# LESSON 30 Page 26

ta	ka'	su	an
ni	ba'	bi	tu
un	li'	se'	in
na	me	nu'	nu

A. REVIEW

Use the following drill for review:

B. NEW SYLLABLES

Use sa'am as keyword to teach am, covering over the sa' and telling the pupils that the part at the end is am.

Use ka'at, si'it, to teach at and it.

C. DRILLS

a)

am	it	us	es
an	in	un	et
as	is	uk	en
at	ik	ut	ek

b)

ma	in	bu	e'
at	ni	un	te'
a'	i'	ut	ek
ta	ki	u'	es

D. BUILT WORDS

sa'am, ka'am, si'it, ka'at, ta'ā', tibu'uk, ilu'un, ina'an, li'is, kanu'us

E. AFFIXES

sisik	kulit	sabit	li'is	li'is	amu'
sinisikan	kinulitan	sinabitan	li'isan	angali'is	angamu'

F. STORY

3. Have the following sentences written out on paper for the pupils to work with. They write 1. before the sentence that tells what happened first. See Lesson 12. G.

_____	Angali'is na iya.
_____	Kinulitan he' si Nene'.
_____	Aniya' tibu'uk ma luma' si Nene'.
_____	Akatis bay kinulitan niā' na li'isan he' si Nene'.

G. WRITING

Write the following words on the blackboard:

Ask the following questions and pupils choose the correct answer from the blackboard. See Lesson 23 G.

ligu	li'isan
tibu'uk	si Nene'

<p>Ai bay ma luma' si Nene?          Sai ya bay angulitan tibiluk?          Akatis p'ain bay kinulitan tibiluk inan ai bay ni'ā' he'na?          Puwas e', ai lagi' bay ni'ā', he'na?</p>	<p>1. What was at Nene's house?          2. Who peeled the cassava?          3. When she had finished peeling the cassava what did she get?          4. After that what else did she get?</p>
---	---



## LESSON 31      Page 27

### A. REVIEW

Use flashcards of Book One and Two words.

### C. DRILLS

Review drills from Lesson 30. C.

### D. BUILT WORDS

Use syllable cards and get pupils to make up words from them. When they have made them up they will write them down on paper. Check their work as they are doing this exercise and help where necessary to make up more difficult words and words from recent lessons. See Lesson 14.4

Review built words from Lesson 30.

### F. STORY

1. Teach sight words: bang, tagi'ik, pelangbi

3. Get pupils to point to and read the following words:

Ilu'un Magka'at, sa'am, ta'amu, kanu'us, Atilaw, si'itku.

### G. WRITING

Dictate the following sentences:

1. Itiya' aku.      2. Itiya' isab si'itku.      3. Ilu'un na lansa.

Get pupils to write a few sentences of their own.

See Lesson 19. G for method to follow.

kin  
sin  
bin  
min

kintas  
asin  
binti'  
minsan

tim  
tam  
tum

timbang  
tamban  
tumbuk

tik  
tak  
tuk

lattik  
taksil  
lituk

kan  
san  
ban  
man

kakan  
santik  
labban  
timan

lim  
lam  
lum

limbu  
lambu  
talum

bit  
bat  
but

sabit  
libat  
abut

kun  
sun  
bun  
mun

kunsi'  
suntuk  
sabun  
kamun

mis  
mas  
mus

mamis  
mastal  
tamus

tis  
tas  
tus

katis  
tatas  
latus

ben  
len  
nes  
bel

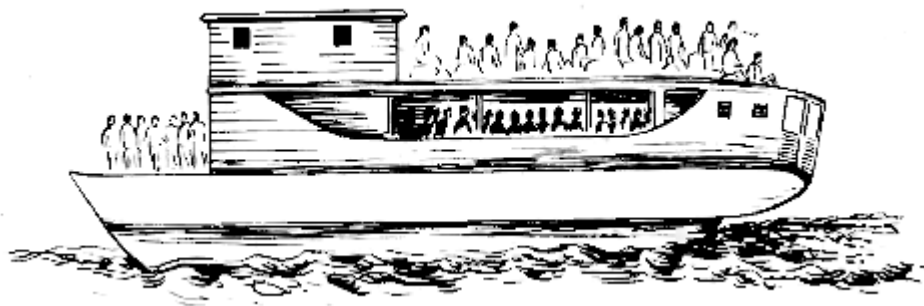
benten  
lensa  
tenes  
belle'

bet  
tek  
ket

babet  
tektek  
keket

lis  
las  
lus

kalis  
kalas  
talus



Ni Suk aku subu ilu, bang aniya' lansa.

Aniya' sīn ma bulsaku.

Ta'abut Suk, am'lli aku lilus.

Am'lli isab lahut.

Akatis pa'in aku am'lli-m'lli, atuli aku ma luma' si'itku.

He' luma'na ma Bus-bus.

Akatis pa'in kami amangan ma luma'na maglami-lami kami.

Magtenes-tenes si Sulbin.

## LESSON 32      Pages 28-29

### C.    DRILLS

Copy first set of drills from the top of page 28. Write the drills contained in the boxes on the blackboard first and get pupils to read them.

Point to kin again and ask a pupil to read it.

Min deyo' labban itu aniya', mpat kabtangan. Piha'unbi ya kabtangan taga-kin. Pagpiha'bi tudlu'unbi bo' bassahunbi.

Under this box there are four words. Find the word with kin in it, point to it and read it.

Do the same with bin, min, kan, san, etc.

Erase the drill and words and then write up the next set.

Pupils read the last set in their books.

### F.    STORY

1.    Teach the sight word pa'in, and review bang, am'lli,

3.    Questions:

Pupils number the following sentences according to what happened first.

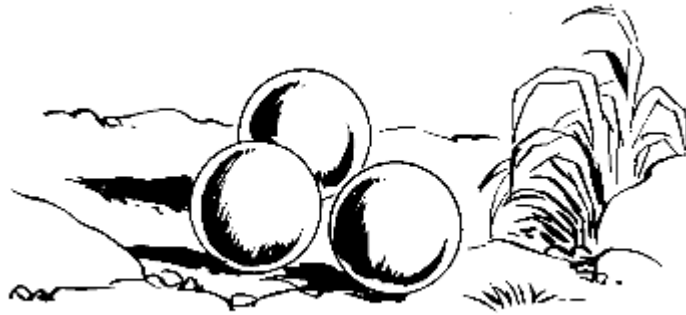
\_\_\_ Ta'abut Suk, am'lli aku lilus.  
\_\_\_ Magtenes-tenes si Sulbin.  
\_\_\_ Ni Suk aku subu ilu bang aniya' lansa.

### G.    WRITING

Spelling Test

1. ka'at      2. si'itku      3. kanu'us      4. ta'ābi      5. tibu'uk
6. li'isan      7. tambalin      8. inumun      9. kamun      10. manuk
11. ina'an      12. luma'      13. labban      14. susutku      15. bukutna
16. Yuk si Lalita, "Mam, tambalin aku."
17. Yuk si Mam, "Ai tambalanku ma ka'a."

## **UNDANG-UNDANG T'LLU**



olen  
o



selo  
lo

kose'	amole'	bola	meto
lato'	Oto'	bono'	Samo'

Akatis pa'in bay magbola, ni Siasi si Oto'.

Ni Siasi isab si Momme'.

Si Momme' bay am'lli sokal maka lima meto kakana'.

Si Oto' bay am'lli selo maka binamban.

Ta'abut pa'in amole', aniya' magbono' ma tabu'.

Yuk si Oto', "Sūng na kita amole',

bo kita mbal ta'abut he' a'a magbono'."

---

selo      si Momme'      binamban      si Samo'

# BOOK THREE

## LESSON 33 Page 30

### B. NEW SYLLABLES

Use the keyword olen to teach o.  
Use the keyword selo to teach lo.

### C. DRILLS

a)

o	o'
ko	ko'
so	so'
lo	lo'
bo	bo'
no	no'
to	to'
mo	mo'

b

ko	mu	te'
su	be	ke
to	bo	no'
no'	mu	ko
ti'	lo'	li
ka	ta	bo'

c) Recognition drill

to	to'	ko	ko'	so	so'
lato'	tokke'	kose'	ko	asso	so'on
mo	mo'	no'		bo	bo'
momos	Samo'	bono'		bola	bono'

### D. BUILT WORDS

kose', sokal, bola, meto, lato', Oto', bono', Samo'.

### E. AFFIXES

bono'	bola
magbono'	magbola

### F. STORY

- Teach sight words: amole', tapole', and review pa'in, a'a, ka'a
- Questions: Pupils give answers orally.

Sai ya bay magbola?

Sai ya bay am'lli sokal maka kakana'?

Angay al'kkas tapole'?

Who was playing ball?

Who bought sugar and cloth?

Why did they come home quickly?

### G. WRITING

1. Make rows of ko, so, lo etc.

2. Dictation: 1. kose, 2. bono' 3. lato' 4. sokal

3. Write the following words on the blackboard:

Pupils choose the correct answer from the blackboard and write it on their paper. See Lesson 23. G.

5. bola	6. meto
kakana'	sokal
selo	si Samo'
si Momme'	

Sai ya bay ni tabu'?

Sai ya bay sehe'na?

Ai ya bay tab'lli he' si Momme'?

Ai isab bay tab'lli he' si Samo'?

1. Who went to the market?

2. Who was his companion?

3. What did Momme' buy?

4. What did Samo' buy?

osol  
sol

momos  
mos

lalom  
lom

tokke'  
tok

tambol  
bol

sol	mos	lom	tok
bol	kos	kom	sok
tol	nos	som	mok

momos  
momosun

tambol  
tinambol

osol  
osolin

lalom  
alalom

momos  
magmomos

osol  
niosolan

---

lalom

tokke'

osol

momos



Alalom na.

Yuk si Lolena ni anakna,

“Bowahun soha' min luma' si'itnu ilu.

Osolin pelang maka soha' ilu.

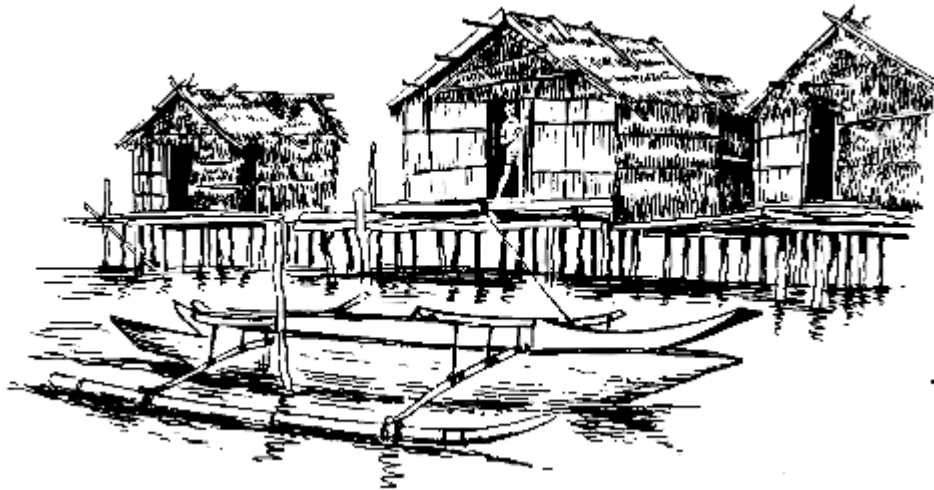
Bang ilu akatis bay osolannu, amangan kitam.”

Akatis pa'in bay amangan, yuk si Lolena ni anakna,

“Momosunbi na bay pagkakanan ilu.”

Yuk anakna, “Aho'. Kinose'an pa'in subu ilu.”

Ta'abut pa'in sangom tinambol na luma'.



## LESSON 34 Pages 31-32

### A. REVIEW

Use drills a) and b) from Lesson 33.

### B. NEW SYLLABLES

Teach sol, bol, tol, mos etc. from the words in the primer.

### C. DRILLS

a) 

so	bo	to
sol	bol	tol

b) 

sol	mok	lom	mos
sil	mik	lim	mis
sul	muk	lum	mus
sal	mak	lam	mas
sel	mek	lem	mes

c) Use drill b) but point to syllables in any order

d) Use drill on primer page 31.

Pupils read down, across and up

### D. BUILT WORDS

osol, momos, lalom, tokke', tambol

### E. AFFIXES

See primer page 31.

kakan pagkakaman
---------------------

### F. STORY

1. Teach soha', sangom,

3. Questions: Point to and read the following words:  
osolannu, Bowahun, Momosunbi, tinambol.

### G. WRITING

1. Pupils write down words containing o.

2. Dictation: 1. lalom 2. tokke' 3. osol 4. momos 5. Lolena

# 6

nnom  
nom

# 3

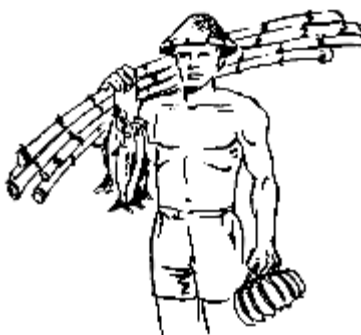
t'llu  
llu  
lu

ssa  
t'kka

mma'  
l'lla

nnom  
b'lla

bbos  
t'bbu



At'kka na si Mma', bay min tabu'.

Aniya' na ai-ai tb'llina.

B'tta maka t'bbu maka sabba.

T'bbu inān amamis, sa' sabba inān, abulak lagi'.

Yuk si Mma', “Lingantu aku.

K'llo'un na b'tta itu, b'llahun na.”

---

ssa

mma'

nnom

t'bba

b'lli

t'kka

kat  
kkat  
s'kkat

mis  
mmis  
l'mmis

mek  
mmek  
s'mmek

---

belle'  
billi  
b'lli

tabba  
t'bba  
t'bbu

kelle  
k'llos  
k'llat

talun  
t'llon  
t'llu

lallan  
lullun  
l'lla

lamma  
l'mmok  
l'mmis

kello'  
killo'  
kallo'  
k'llo'

salla'  
s'lle'

l'ssin  
l'kkas

## LESSON 35 Page 33

### A. REVIEW

#### Catching fish

Select words from Book Two and Three and write them on the blackboard.

Draw the shape of a fish around each one.

Follow Lesson 27. D for method of teaching.

### B. NEW SYLLABLES

1. Teach syllables with double consonant at the beginning.

Hold up keyword nnom and point to the figure six.

Itiya' nnom. Kabtangunbi nnom.

This is nnom. Say nnom.

Pupils: Nnom.

Point to the word nnom.

Ya na itu kabtangan nnom.  
Kabtangunbi nnom.

This is the word nnom.  
Say nnom.

Pupils: Nnom.

Bang kabtangta nnom asal niroble lling ma  
tagna'an.

When we say the word nnom we double  
the sound at the beginning.

Point to the double n at the beginning of nnom.

Bang kita anulat nnom subay asal  
buwattitu niroble batang-sulat ma  
tagna'anna.

When we write nnom we should write a  
double sound at the beginning.

Get one pupil to come and point to the double letter.

Ai ba itu?

(Point to nnom) What is this?

Pupils: Nnom.

Point to the nom below nnom.

Aho'. Na itu nom. Buwattingga  
kata'uanbi duma'in ka nnom?

Yes. Now this is nom. How do you know it  
is not nnom?

Pupils answer that there is no double letter at the beginning.

Write the following drill on the blackboard.

nnom	ssa	mma'	bbos
nom	sa	ma'	bos

Bang tanda'bi batang-sulat doble subay niroble llingna.

When you see a double letter at the beginning of a word, double the sound.

Get pupils to read the drill.

2. Teach syllables with double consonant in the middle of the word.  
Also teach the short vowel 'l.  
Hold up keyword t'llu; point to the figure three.

Ya na itu t'llu. Kabtangunbi t'llu.

This is t'llu. Say t'llu.

Point to the word t'llu.

Ya na itu kabtangan t'llu. Kabtangunbi t'llu.

This is the word t'llu. Say t'llu.

Pupils: T'llu.

Bang kabtangta t'llu asal doble lling ma t'ngngana.

When we say the word t'llu, we double the sound in the middle.

Cover over the t' and point to llu.

Bang limbuhanta buwattitu sugpatan kabtangan ya masi tanda' ma katapusanna, suwala llu. Kabtangunbi llu.

When we cover over part of the word like this, the part at the end is llu. Say llu.

Pupils: Llu

Point to the llu below t'llu.

Ya na isab llu. Ai itu?

Here is llu also. What is this?

Pupils: Llu.

Bang kabtangta t'llu asal doble lling ma t'ngngana.

When we say the word t'llu we double the sound in the middle.

Point to the short vowel 'l'.

Ya lling itu asal apu'ut, maka mbal makabuwan lling bang tunggalan.

This sound here is very short, and cannot be pronounced on its own.

Bang kita asal anulat lling apu'ut itu subay aniya' buwattitu.

When we write this short sound we write it this way.

Demonstrate on the blackboard, using words from the primer t'llu t'kka l'lla

Ukabunbi bukbi ma pej 33 ati piha'unbi ya lling apu'ut.

Now open your books to page 33 and look for the short sound.

Pupils find them in their books.

C. DRILLS

a)

sa	ma'	la	ka	bo	li	lo'	si	lu	me	ta'
ssa	mma'	lla	kka	bbo	lli	llo'	ssi	llu	mme	tta'

b)

ka	la	li	bu
kka	lla	lli	bbu
t'kka	l'lla	b'lli	t'bbu

D. BUILT WORDS

t'kka, ssa, mma', nnom, bbos, l'lla, b'lla, t'bbu, b'lli, t'tta', t'llu, t'bba.

G. WRITING

1. Pupils practice writing double consonants: mma', ssa etc.

2. Pupils practice writing words with the short vowel.

Write words on the blackboard and get pupils to copy them.

3. Dictation: 1. ma      2. mma'      3. bbos      4. t'kka      5. l'lla

## LESSON 36 Pages 33-34

### A. REVIEW

1. Use drills from Lesson 35.
2. Review built words from Lesson 35.

### B. NEW SYLLABLES

Use s'kkat to teach kkat. Follow method set out in Lesson 35  
Teach mmis, mmek using l'mmis, s'mmek.

### C. DRILLS

a)

ka	mi	me
kat	mis	mek
kkat	mmis	mmek

s'kkat l'mmis s'mmek

b)

llo'	ssin	bbos
llo'	llin	bbis
lli'	mmin	bbus
llu'	ttin	bbas

### D. BUILT WORDS

1. s'kkat, l'mmis, s'mmek, l'ssin, k'llo'
2. Use words set out in drill on page 36. Write on blackboard and help where necessary.

### F. STORY

1. Teach ai-ai, daing, lingantu, lagi',
3. Questions

Demonstrate the following exercise on the blackboard and then give individual copies to the pupils to work with. Write the following sentences on the blackboard.

1. \_\_\_ Aniya' bay b'lli he' si Mma'.
2. \_\_\_ Bay na b'llina b'tta maka t'bbu maka sabba.
3. \_\_\_ Yuk si Mma', "Lingantu aku."
4. \_\_\_ Yuk si Mma', "Bowahun daing itu ni tabu'."

Masi kita magsuli-suli ma pasal istori ya bay tabassabi ilu. Buwattina'an pagsuli-sulitabi b'nnal maka dumain.

We are still talking about the story you just read. We are going to discuss whether these sentences are true or false.

Point to the first sentence.

Nda'unbi senten itu. Bassahunbi. B'nnal atawa duma'in?

Now look at this sentence and read it. Is it true or false?

Pupils: B'nnal.

Aho'. Bang hati b'nnal subay taga-korek buwattitu.

Yes. When its meaning is true put a correct sign beside it like this.

Write a check at the beginning of the first sentence.





Point to the second sentence.

Na, senten duwa. B'nnal atawa duma'in?

Now read this sentence. Is it true or false.

Pupils: Duma'in ka b'nnal.

Aho'. Bang hati duma'in ka b'nnal subay taga-sa' buwattitu.

Yes. When its meaning is false mark it with an x like this.

Write an x at the beginning of sentence two.  
Give out papers to pupils.

**X**

Ilu na ma ka'am sulat buwat ma, blakbold. Bang hati b'nnal subay taga-korek ma tagna'anna. Bang hati duma'in b'nnal subay tag-sa' ma tagna'anna.

Your papers have the same sentences on them as the ones on the blackboard. When the meaning is true write a correct sign at the beginning of the sentence. If the meaning is false write a false sign at the beginning.

Erase the sentences from the blackboard before pupils begin their work.

G. WRITING

Dictation: 1. t'llu    2. b'lla    3. l'lla    4. s'mmek    5. l'mmis

Aniya' mareyom luma' kami lima puhu'.  
Si Mma', si Ina', siyakaku maka siyaliku.  
Kalima na aku itu.  
Ōn siyakaku, si Samo'.  
Ōn siyaliku, si Aki'.  
Ōnku itu si Sulma.  
Yuk si Mma' ni si Samo',  
“Bang baha' kita am'ssi subu ilu.”



Ta'abut pa'in dai' llaw abati' na si Ina'.  
Sōng pa'in inān atulak am'ssi,  
amati' si Ina' ni si Mma' maka ni si Samo'.  
Yuk si Mma' ni si Samo', “Oto', kita ilu? Atulak na kita am'ssi.”

Pagtulak itu makabati si Aki'.

Yuk i', "Ameya' isab aku itu am'ssi."

Yuk si Mma' ma si Aki', "Tabba na ka ma luma'."

Yuk si Aki', "Mbal aku bilahi tabba."

Yuk si Ina', "Dai' na ka atuli.

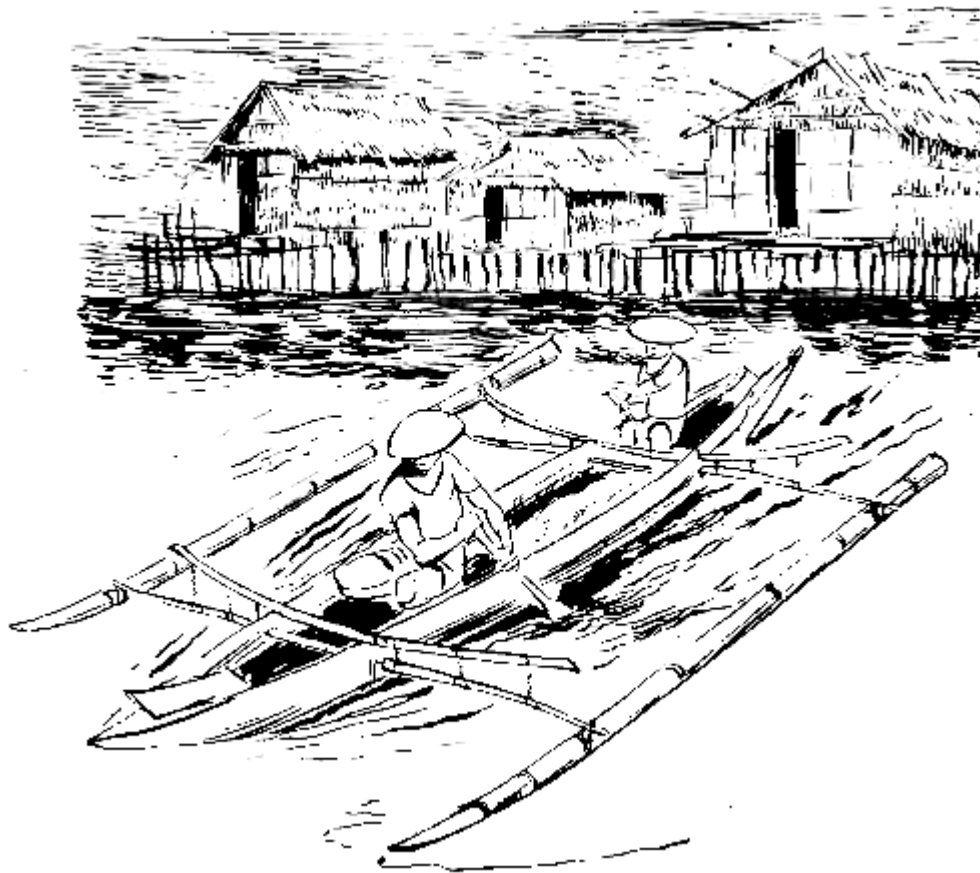
Bang," yukna, "aniya' llaw dakayu'

mbal ameya' siyakanu, tabeya' du isab ka."

Yuk si Aki', "Aho'."

Na, makatulak du si Mma' maka si Samo' am'ssi,

ati atuli na si Aki' pabalik.



## LESSONS 37 and 38

## Pages 35-38

### A. REVIEW

Flashcards of Book Two and Three words.

### C. DRILLS

Use the drills on page 34.

### D. BUILT WORDS

Pupils use syllable cards to make up words. These they then write on paper.

### E. AFFIXES

luma'	lima	abut	bati'	tulak
luma' kami	kalima	ta'abut	amati'	pagtulak
bati'	tulak	momos	kole'	susut
makabati'	makatulak	magmomos	takole'nu	anusutan
ta'ā'	b'lla	t'kka	l'kkas	t'tta'
ta'ā'bi	magb'lla	at'kka	al'kkas	t'tta'un

### F. STORY

#### 1. Pages 35-36

Teach sight words:

mareyom, puhu', bilahi, baha', sōng, dai llaw, Ameya', mbal, dakayu'.

Questions: Write the following words on the blackboard:

si Samo'    lima    si Sulma    lima    si Ina'    si Aki'

Ask the following questions. See Lesson 23 G for method of teaching.

Pila puhu' sigā ma deyom luma' sigā?

Sai ōn onde-onde d'nda?

Sai bay abati dahū?

Sai bay magbeya' maka mma'na am'ssi?

Sai bilahi ameya' bo' mbal binowa?

1. How many people were in the house?

2. What was the name of the girl?

3. Who woke up first?

4. Who went with his father fishing?

5. Who wanted to go but was not taken?

#### 2. Pages 37-38

Teach sight words: Halam, kayutam, lantay, ugtu llaw, atahak.

Questions True or false. See Lesson 36 F for method to follow.

Have the following sentences written out for\_ the pupils.

1. \_\_\_ Magmomos na si Sulma.

2. \_\_\_ Si Aki maghinang bubu.

3. \_\_\_ Si Ina anusutan lantay maka bunut.

4. \_\_\_ Song sangom at'kka si Mma maka si Samb.

5. \_\_\_ Yuk si Mma, "Ania t'llu kanaus."

6. \_\_\_ Yuk si Sarno, "Ania lima selo."

7. \_\_\_ Magb'lla na si Ina.

G. WRITING

1. Pages 35-36 Writing in the missing words. See Lesson 10. G.

1. Aniya' mareyom luma' kami _____ puhu'.	Tabba lima Mma' am'ssi Atulak Ōnku
2. _____ itu si Sulma.	
3. Yuk si mma' ni si Samo', "_____ na kita am'ssi."	
4. Yuk si Mma' ma si Aki', "_____ na ka ma luma'."	
5. Na, makatulak du si _____ maka si Samo'.	

2. Pages 37-38

Dictation:

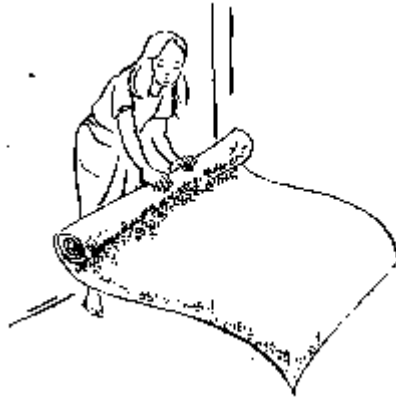
1. Alana na luma'.                      2. At'kka na si Mma'.
3. Yuk si Mma, "Aniya' nnom kanu'us."

Watch for hamsa, double consonants, the short vowel and quotation marks.

Llaw pa'in, makabati' na kami.

Yuk si Ina' ni aku, “O Sulma, magmomos na ka.”

Yukku, “Aho'.”



Yuk si Ina' ni si Aki', “Halam na aniya' kayutam.

T'tta'un kayu ilu,

bang takole'nu.”

Yuk si Aki',

“Aho', T'tta'ku pa'in.”



Si Ina' anusutan lantay. Ya panusutna lantay inān, bunut. Alanu' na luma'.

Song pa'in ugtu llaw at'kka si Mma' maka si Samo'.

Yuk si Ina', "Al'kkas kam tapole'."

Yuk si Samo', "Aho'. At'kka na kami."

Yuk si Aki', "Ai bay ta'ā'bi?"

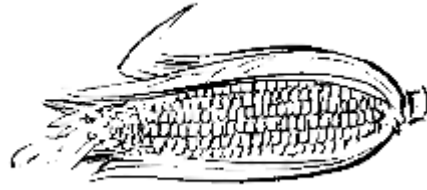
Yuk si Mma', "Aniya' nnom kanu'us.

Aniya' isab lima selo maka t'llu t'kke'."

Na, magb'lla si Ina'.

Atahak pa'in, amangan na kami.





gandum  
gan

siga

gunu'

lagi'

lege

goma

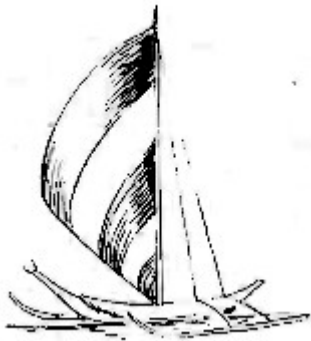
gese'

giba

igal

guntul

ogos



banog  
nog



katig  
tig

---

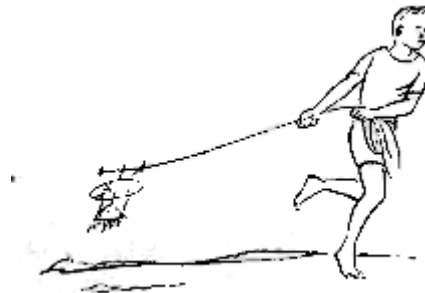
ga Ga gi Gi gu Gu ge Ge go Go



sag lisag	sig kasig	sog kosog	sug sugsug
tag tagna'	tig katig	tog totog	tug butug
lag tilag	lig sulig	log kalog	lug sulug

Baliyu timul na.

Sūng na kita magtaguri'



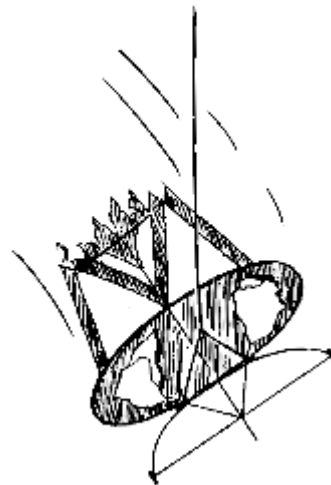
Tugutin, Oto'! Mbal atotog.

Tugutin na!

Nda'un ba.

Ina'an na maglensa.

Na, agese' na.



## LESSON 39 Page 39

### B. NEW SYLLABLES

Keyword gandum to teach ga. Note that in using this keyword the word needs to be divided twice.

gandum
gan
ga

Teach ga, gi, etc.

Teach ga, i, etc.

Teach gan, gun, gal, gos

### C. DRILLS

a) 

ga	gi	gu	ge	go
gan	gin	gun	gen	gon

b) 

gan	gin	gun	gen	gon
gal	gil	gul	gel	gol
gat	git	gut	get	got
gas	gis	gus	ges	gos
gam	gim	gum	gem	gom

c) Use drill b) but point to the syllables in any order

### D. BUILT WORDS

sigā, gunu', lagi', lege, goma, gese', giba, igal, guntul, ogos

### G. WRITING

1. Teach how to write the small g.

2. Teach how to write the large G.

3. Dictation:      1. goma      2. lege      3. sigā      4. lagi'      5. gese'

## LESSON 40      Page 40

### A. REVIEW

Use drills from Lesson 39 C.

### B. NEW SYLLABLES

Use keywords banog, and katig to teach nog, tig.

### C. DRILLS

a)	nog	tig	sag	lag	b)	nog	sig	tug	lag
	nig	tog	sig	lig		not	sit	tun	lat
	nag	tag	sug	lug		non	sin	tul	lan
	nug	tug	seg	leg		nol	sil	tub	lam
	neg	teg	sug	log		nos	sis	tus	las

c) use drills a) and b) but point to syllables in any order.

### D. BUILT WORDS

banog, katig lisag, tagna', kasig, totog, peteg and other words on page 40.

### E. AFFIXES

baba'	mama'	b'lla	momos
magbaba'	magmama'	magb'lla	magmomos

### F. STORY

1. Teach the sight words baliyu, taguri', Nda'un.

3. No questions.

### G. WRITING

Get pupils to draw four kites on their paper and write inside the kites words containing g.

Dictation:    1. banog    2. peteg    3. sulig    4 . gandum    5. tagna'  
                  6. lisag    7. igal    8. guntul    9 . ogos    10. lagi'



pelang  
pe

nipa'  
pitu'  
pi'itu

pene'  
pote'  
pu'ut

sapu  
lupi'  
pa'in

bapa'  
tape'

p'ssi  
am'ssi

pene'  
amene'

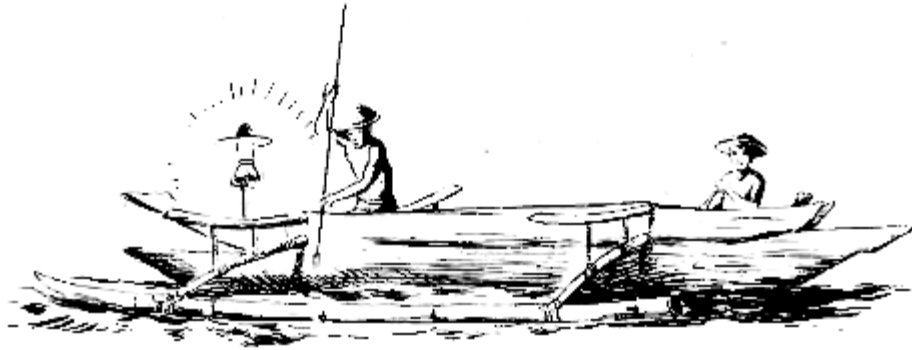
sapu  
sapuhun

lupi'  
lupi'un

pa	kapo' pakapo'	kosog pakosog	sulig pasulig	lege palege
pag	pole' pagpole'	t'kka pagt'kka	sakat pagsakat	kose' pagkose'

---

pa Pa pi Pi pu Pu pe Pe po Po



Yuk si'itku ma aku,

“Oto', sūng kita, anu' kita min pelangnu.”

“Aho',” yukku, “Kaut kita apa t'bba na.

Pakapo' kita ni pelang.”

Ta'abut pa'in pelang i', pasakat na kami.

Pagsakat kami, na, amusay-musay na pa'in kami,

anusulan na pa'in kami marilaut kaluma'an.

Anu' na pa'in kami.

Sat'ggol mbal alalom, anu' na pain.

Ya tasu' kami p'ggot na, kanu'us na, maka peteg.

Yuk si Bapa', “Aheka na. Sūng na kita amole'.”

Pagt'kka kami na ni luma'na, pasakat kami na ai-ai.

## LESSON 41 Pages 41-42

### A. REVIEW

Write on the blackboard the words from page 40. Pupils come up and circle a word they can read. Pupils then read and erase a word.

### B. NEW SYLLABLES

Use keyword pelang to teach pe.

### C. DRILLS

a)	pe	pe'	b)	pa	pi	pu	pe	po	c)	sap	tap	bap
	pa	pa'		pan	pin	pun	pen	pon		sip	tip	bip
	pi	pi'		pal	pil	pul	pel	pol		sup	tup	bup
	pu	pu'		pat	pit	put	pet	pot		sep	tep	bep
	po	po'		pas	pis	pus	pes	pos		sop	top	bop
				pag	pig	pug	peg	pog				

d) Use drills b) and c) but point to syllables in any order.

### D. BUILT WORDS

nipa', pene', sapu, bapa', pitu', pote', lupi', tape', pi'itu, pu'ut, pa'in, p'ssi, p'ggot.

### E. AFFIXES

See chart on page 41.

### F. STORY

1. Teach sight words: kaut, amusay-musay, ma rilaut, aheka.
3. Questions: True or False. See Lesson 36 F.

1. \_\_\_\_\_ Yuk si'itku ma aku, "Oto', sūng kita am'ssi."
2. \_\_\_\_\_ Pagsakatkami, na, amusay-musay na.
3. \_\_\_\_\_ Anusulan na kami ma tabu'.
4. \_\_\_\_\_ Amalit na kami.
5. \_\_\_\_\_ Ya tasu' kami kanu'us.
6. \_\_\_\_\_ Yuk si Baba', "Aheka na, sūng kita ni Suk."
7. \_\_\_\_\_ Pagt'kka kami ni luma', magb'lla na kami.

### G. WRITING

1. Teach how to write the small p.
2. Teach how to write the large P.
3. Pupils write rows of pa pa' Pa etc.
4. Dictation: 1. nipa' 2. pene' 3. pitu' 4. pa'in 5. pote' 6. sapu

## LESSON 42 Page 43

### A. REVIEW

Use flashcards of Book Three words taught so far.

### B. NEW SYLLABLES (1.)

Keyword ambak. Teach am.

### C. DRILLS

a)

am	im	um	em
an	in	un	en
as	is	us	es
al	il	ul	el

b)

ap	ip	up	ep
ag	ig	ug	eg
ak	ik	uk	ek
at	it	ut	et

### D. BUILT WORDS

ambak, antin, iskul, akkal, aslag, entom, ampas, unta', ettom, ampa, empon, alti'.

### B. NEW SYLLABLES (2.)

Syllables beginning with two different consonants.

Keyword mpat.

Hold up card with mpat on it, cover over the m and get pupils to read pat.

### C. DRILLS

b)

pa	ba	ta	lo'	bo'	sa'
pat	bal	tan	llo'	mbo'	nsa'
mpat	mbal	ntan	t'llo'		
			nt'llo'		

### D. BUILT WORDS

See drill b)

### E. AFFIXES

ntan	mpat	ntan
ntanin	kompat	nintanan

### F. STORY

1. Teach sight word d'nda.

3. No questions.

### G. WRITING

Dictation: 1. ambak 2. aslag 3. unta' 4. empon 5. iskul  
6. mbal 7. nsa' 8. mpat 9. ntan 10. nt'llo

## LESSON 43      Review

1. Use flashcards of all Book Three words.
2. Teach words like pagka, p'ssi, p'ggot, t'ttop, p'llat, gapas.
3. Pupils make words using syllable cards.
4. Select words from Book Three, write them on the blackboard and draw fish shapes around them. See Lesson 27.D.
5. Reread the stories on pages 42 and 44.
6. Spelling Test.
  1. amono'
  2. magmomos
  3. b'lla
  4. am'ssi
  5. s'kkat
  6. lagi'
  7. katig
  8. pi'itu
  9. pasulig
  10. pagpole'
  11. ampas
  12. mbo'
  13. entom
  14. mbal
  15. kaluma'an





ambak  
a'a

ambak  
aslag  
ettom

antin  
entom  
ampa

iskul  
ampas  
empon

akkal  
untang  
alti'

bal  
mbal

bo'  
mbo'

pu  
mpu

pat  
mpat

sa'  
nsa'

tan  
ntan

t'llo  
nt'llo

Yuk si Mansani ni si Mbo' Bani, "Pila mpunu?"

Yuk si Mbo' Bani, "Aniya' pitu' mpuku.

T'llu l'lla maka mpat d'nda."

mbal

mbo'

mpat

## **UNDANG-UNDANG MPAT**



ullang  
lang

salung  
utang

agung  
sangpū'

ongka'  
panggi

pelang  
ullang

pinag	ang	pang
bīng pinagbīng	igal angigal	antin pangantin
k'llo' pinagk'llo'	loko' angaloko'	iskul pangiskul
bāk pinagbāk	akkal angakkal	utang pangutang
salu pinagsalu	katis angatis	ongka' pangongka'

nggo'

ngga'i

ngibu

ong

sang

lang

gung

pang

ung  
lung  
tung  
bung  
pung  
mung

ang  
lang  
tang  
bang  
pang  
mang

ing  
ling  
ting  
bing  
ping  
ming

tu'ung  
salung  
batung  
bungsu  
punglu'  
amung

anggap  
pelang  
utang  
bangsa  
panggi'  
mangan

ingga  
lingkat  
kuting  
pabing  
sumping  
kiming

s'ggit  
t'ggol  
l'ggon  
p'ggot

t'ppa  
l'ppus  
k'ppit  
l'ppok

b'ngngis  
l'ngngan  
s'ngngot  
l'ngngat

g'llom  
g'ttos  
g'mmos  
g'llal

p'nno'  
p'llat  
p'kkol  
p'ttung

k'llat  
p'llat  
s'kkat  
b'kkat

# BOOK FOUR

## LESSON 44 Page 44

### B. NEW SYLLABLES (1.)

All those with ng in. Keyword ulang is used to teach the syllable lang.

### C. DRILLS

a) 

lang
tang
bang
sang

b) 

la	ta	ba	sa
lang	tang	bang	sang

c) 

lan	tan	ban	san
lang	tang	bang	sang

d) 

lag	tag	bag	sag
lang	tang	bang	sang

e) 

ang
ing
ung
ong
eng

f) 

lang	tang	bang	sang
ling	ting	bing	sing
lung	tung	bung	sung
leng	teng	beng	seng
long	tong	bong	song

g) 

king	gang	beng	kang
seng	ming	gung	pung
nung	long	mang	ning
tong	pang	ting	gong

### D. BUILT WORDS

salung, agung, onka', pelang, utang, sangpū', panggi', ulang.

### E. AFFIXES

Write on the blackboard the drill from page 44 of the primer and get pupils to read it.

### B. NEW SYLLABLES (2.)

Those beginning with L. Teach the new syllables from the drill h).

### C. DRILLS

h) 

go'	ga'i
nggo'	ngga'i

ibu	ibu
sangpū' ngibu	t'llu ngibu
ibu	ibu
lima ngibu	mpat ngibu

### G. WRITING

Dictate the following syllables then get pupils to add a syllable to them to make a word:

1. ong      2. sang      3. lang      4. gung      5. pang

Dictation:

1. sangpū'    2. utang    3. panggi'    4. bīng    5. salung

6. nggo'      7. ngga'i

## LESSON 45 Pages 45-47

### A. REVIEW

1. Book Three flashcards.
2. Reteach words from Lesson 44.

### D. BUILT WORDS

1. t'ngnga', b'ngngis, s'ngngot.
2. Teach the drills on page 45. See Lesson 32. C for the method to follow.

### F. STORY

1. Teach the sight words: tapeyad, pehē', buhatna, buwattē', pamayaran, angay.
3. Questions: Have the questions during the writing period.

### G. WRITING

<p>Na buwattina'an aniya', panilawanku ka'am. Amuwan isab aku duwa panambung pamene'anbi; ya sinulat he'ku itu ma blakbold. Subay pene'bi bang ya ingga panambung b'nnal. Pagpene'bi na, sulatunbi ya mab'nnal.</p>	<p>Today I am going to ask questions and give two answers. These two answers I will write on the blackboard. You are to choose the correct answer and write it down.</p>
---	--

Write the first two answers on the blackboard then ask the first question. When the pupils have written down the correct answer erase them and write up the two answers for question two.

<p>Itiya' pagtilawan dakayu'. Ilu ma blakbold duwa pamene'an. Amene' kam ma duwa senten itu bang ya ingga b'nnal. Pagpene'bi senten ya b'nnal sulatunbi ma katasbi ma umbul dakayu'.</p>	<p>Here is the first question. On the blackboard are the two answers. Choose the correct answer and write it beside number 1.</p>
--	---

<p>Bay maingga pam'ssiyan sigā?</p>	<p>Where did the men go fishing?</p>	<p>ma Bubuan atawa ma Buli'lakit</p>
-------------------------------------	--------------------------------------	--

<p>Na itiya' pasunu.</p>	<p>Here is the next question.</p>
--------------------------	-----------------------------------

<p>Wa'i bay pi'ingga pamowahan peyad?</p>	<p>Where did they take their dried fish?</p>	<p>ni tabu' atawa ni tinda</p>
---	--	--

Pila kilu daing sigā ya bay tinimbang?

How many kilos of fish were weighed?

pitumpū' maka lima  
atawa  
mpatpū' maka nnom

How much money did they have left after they had paid their debt?

Pila ya sīn sigā takapin min bay pamayaran utang?

sangpū' maka nnom  
atawa  
halam aniya'

Bay na kami am'ssi ma Bubuan.

Aheka daing bay tapeyad kami.

Pagt'kka kami ni Siasi, yuk si Bapa',

“Gom ba bowata na daing ilu  
ni tinda bay pangutanganta he',  
abo' kita pinautangan pabalik.”

Yuk si Mma', “Aho'. Bowata na ni tinda.”

Pagt'kka kami ni tinda inān,

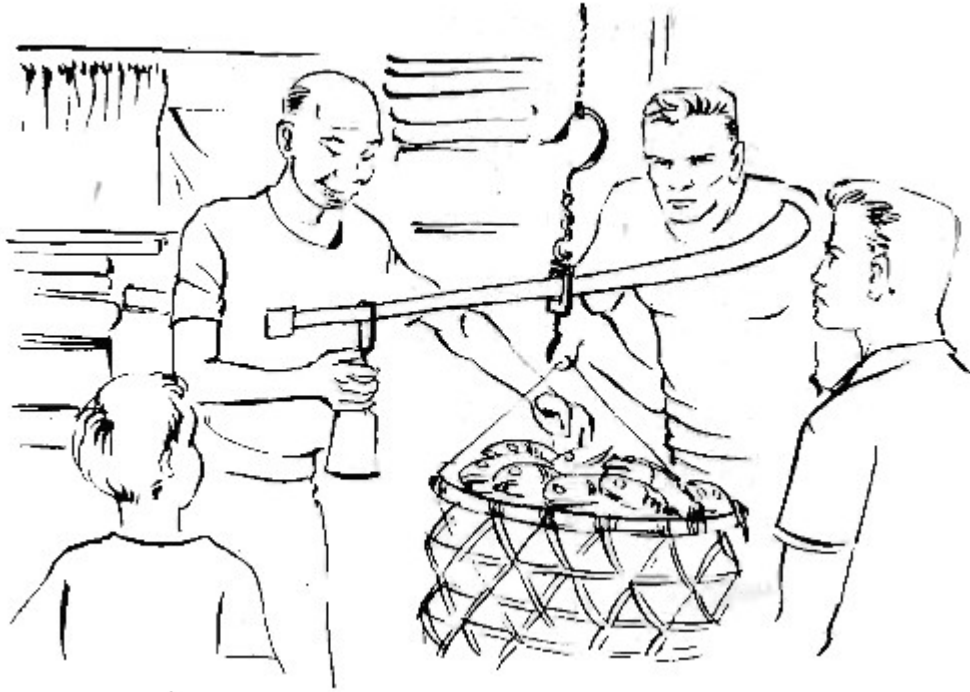
yuk Lannang inān, “Ai bowabi?”

Yuk si Bapa' inān, “Aniya' ba bowa kami

pinatimbang pi'ilu, datiklis daing niasin.”







Yuk Lannang, “Aho'. Bowahun pi'itu timbangta.”

Na, tinimbang na pehē' he' Lannang.

Yuk si Bapa' ma Lannang inān,

“Pila kilu buhatna ilu?”

Yuk Lannang, “Mpatpū' maka nnom kilu buhatna.

Pila sīn,” yukna, “bay tautangbi?”

Yuk si Mma', “Bay t'llumpū' pilak.”

Yuk Lannang, “Bang buwattē' kakapinan sīnbi sangpū' maka nnom.”

Yuk si Mma', “Ahāp du pa'in, aniya' takapin min pamayaran utang.”

au	ai	ua	ea
kaut tau' saupama	lai' sai-sai kulait (sp? kulaet)	buwan luwas kuwal	keyat leyang kaleya
oa	ia	iu	eo
bowa sowa kawat lowang	siyam aniya' tabiya' biyaning	liyu siyum baliyu kiyum	keyot keyol ui tuwi



Nda'un ba tepo bay nianom he' si Nulbia.

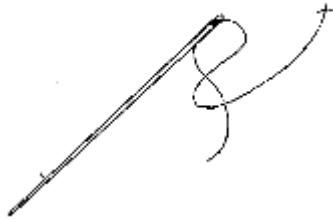
B'ttikna he', kaginisan luwana.

Aniya' keyat, aniya' taluk maka aniya' biyaning.

Ana. Pandan si Nulbia tabowa paleyang he' baliyu.

Angay mbal anganom ma t'ngnga'? Sangom na.

Pakeyatunbi na kulaet abo' ka maka'anom ma t'ngnga'.



jalum  
ja

ja ji ju je jo

jati'  
sadja

jaga  
gadji

jukup  
jambatan

juwalan  
jog-jog

Ōn a'a

si Lillaji  
si Malanji  
si Jabaina

si Nulhajim  
si Jalilan  
si Jampe'e

si Ullaji  
si Jailani  
si Nuljila

Ōn Lahat

Jambangan

T'bba-Bas

Jambatan Basi'

---

ja Ja ji Ji ju Ju je Je jo Jo

## LESSON 46 Page 48

### B. NEW SYLLABLES

Double vowels: au, ai, uwa, eya, owa, iya, uwi, iyu, eyo.

Make large cards with the single vowels on them: a i u o e

Hold a in right hand and u in left hand.

Ai ba itu?	(Holding up <u>a</u> first). What is this?
------------	--

Pupils: a.

Aho'. Na, ai ba itu?	Yes. (Hold up <u>u</u> ) And what is this ?
----------------------	---

Pupils: u.

Hold up a and u next to each other.

Bang aniya', <u>a</u> maka <u>u</u> magsugpat buwattitu, llingna subay <u>au</u> . Kabtangunbi <u>au</u> .	When a is followed by u like this the two make the sound <u>au</u> . Say <u>au</u> .	sauk kaut tau' lauk saupama
--	--	---

Pupils: Au

Make sure there is no break between the a and the u. There is no hamsa' unless it is marked. Write the following words on the blackboard.

Itiya' kabtangan taga- <u>au</u> . Tudlu'unbi <u>au</u> maka bassahunbi.	Here are some words with the <u>au</u> sound in them. Point to the <u>au</u> sound and read it.
--	---

Pupils have turns at coming up to the blackboard and doing this.

Na, bassahunbi kabtangan itu. Itiya' kabtangan <u>sauk</u> .	Now read the whole word. (Point to <u>sauk</u> ), This is <u>sauk</u> .
---	---

Pupils take turns at reading the words.

Teach ai, ua, ea, oa, ia, iu, eo, ui the same way.

See primer page•for words containing these double vowels.

### C. DRILLS

a)

ai	iya	uwa	eya	owa
ai'	iya'	uwa'	eya'	owa'
au	iyu	uwi	eyo	
au'	iyu'	uwi'	eyo'	

b)

kai	tiya	luwa	seya	bowa
kai'	tiya'	luwa'	seya'	bowa'
kau	tiyu	luwi	seyo	
kau'	tiyu'	luwi'	seyo'	

F. STORY

1. Teach sight word: angay. Review: Nda'un, b'ttikna, he', t'ngnga'.
3. Questions: Pupils answer orally.

Sai iya bay anganom? Ai ya makaleyang tepo? Ginisan ai na pa'in ya anjibi tepona? Subay maingga ya panganomanna?	Who was weaving? What blew the mat? What colors were in the mat? Where should she go and weave?
---	--

G. WRITING

1. Dictate the following syllables: 1. sau    2. lai'    3. tuwi  
 4. bay    5. bowa'    6. peya'
2. Have the following exercises written out on paper for the pupils.  
 See Lesson 10. G for method to follow.

1. Tepo bay nianom he' _____. 2. Aniya' keyat, aniya' _____ maka aniya' _____ 3. Pandan tabowa _____ he' _____. 4. Pakeyatunbi na _____.	paleyang si Nulbia taluk kulaet baliyu biyaning
---	--

## LESSON 47 Page 49

### A. REVIEW

Use drills from Lesson 46.

### B. NEW SYLLABLES

All syllables with j in it. Keyword jalum.

### C. DRILLS

a)	ja    ja' ji    ji' ju    ju' je    je' jo    jo'	b)	ja    ji    ju    je    jo jam   jim   jum   jem   jom	d)	saj	e)	tij    paj    jam    jit loj    puj    jik    jel kaj    tuj    jul    jog tej    kej    jeg    jal nuj    saj    jom    jut
		c)	jam   jim   jum   jem   jom jak   jik   juk   jek   jok jal   jil   jul   jel   jol jag   jig   jug   jeg   jog		laj naj gaj baj		

### D. BUILT WORDS

1. jati', jaga, jukup, juwalan, sadja, gadji, jambatan, jogjog
2. Contrast single j and dj syllable.

laji	ja
gadji	sadja

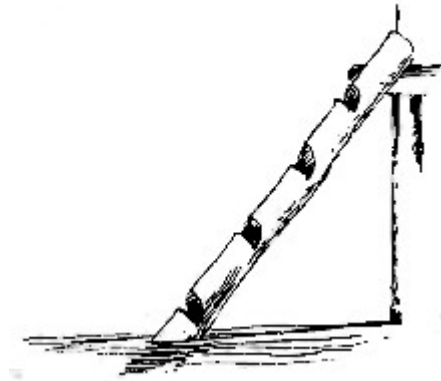
3. Get pupils to read the names of people (Ōn a'a) and the names of place (Ōn lahat) from their primer.

### F. STORY

Pupils reread the story on page 48.

### G. WRITING

1. Follow the steps in teaching j and J.
2. Dictation: 1. jati'    2. jukup    3. sadja    4. gadji    5. Lillaji  
6. Jabaina    7. juwalan    8. Ajogjog luma' si Jaji.  
9. Bay na kami amangan juwalan ma Jambangan llaw Juma'at.



haron  
ha

ha	hi	hu	he	ho
----	----	----	----	----

hati  
hogot  
h'lla

hinang  
luhu  
h'bba'

hunit  
pahi

heya  
pehē'

bowa  
bowahun

sapu  
sapuhun

sau  
sauhin

habagat  
hinansong  
anganjallat

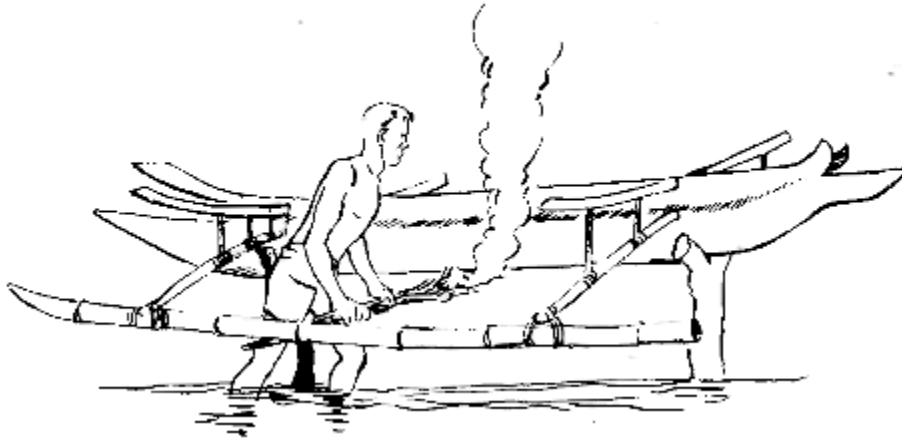
halimpunus  
saupamahun

pahilala'  
niudjul

---

ha Ha hi Hi hu Hu he He ho Ho

Tangonku pelangku subu ilu.  
Ta'abut pa'in kohap,  
soho'ku anak-anakku angā' langkay kaleya.



Pagkautna na min panga'an langkay,  
ya ampa aku angaluhu.  
Akatis pa'in aku bay angaluhu, l'bbosku na.  
Sangom pa'in lahat inān atulak na aku  
maka sehe'ku ni Halo.  
Sehe'ku inān si Nulhajim, h'lla si Hambilan.



## LESSON 48 Pages 50-51

### A. REVIEW

Use drill e) from Lesson 47.

### B. NEW SYLLABLES

All syllables with h in it. Use keyword haron to teach ha.

### C. DRILLS

a)

ha	ha'
hi	hi'
hu	hu'
he	he'
ho	ho'

b)

ha	hi	hu	he	ho
han	hin	hun	hen	hon

c)

han	hin	hun	hen	hon
ham	him	hum	hem	hom
hak	hik	huk	hek	hok
haj	hij	huj	hej	hoj
hap	hip	hup	hep	hop
hat	hit	hut	het	hot

d) Use drill c) but point to syllables in any order.

### D. BUILT WORDS

hati, hinang, hupi', heya, hogot, luhu, pahi, pehē', h'lla, h'bba.

habal, halimpunus, hilala', hinansong, saupamahun, anganjallat, niudju'.

These words will give the pupils practice in reading long words.

### E. AFFIXES

bowa	sapu	sau	saupama
bowahun	sapuhun	sahun	saupamahun

### F. STORY

1. Teach langkay.

3. Questions: see writing.

### G. WRITING

1. Teach pupils how to write h and H.

2. What happened first. See Lesson 12. G for method.

\_\_\_\_\_ Sangom pa'in lahat inān atulak na aku maka sehe'ku ni Halo.

\_\_\_\_\_ Akatis pa'in aku bay angaluhu l'bbosku na.

\_\_\_\_\_ Tangonku pelangku subu ilu.

\_\_\_\_\_ Ta'abut pa'in kohap, sohoku anak-anakku angā' langkay kaleya.

# 2

duwa  
du

dahū      diyata'      da'a      d'nda      diki'-diki'  
Ahad      onde'-onde'      t'dda      indam      a'adil

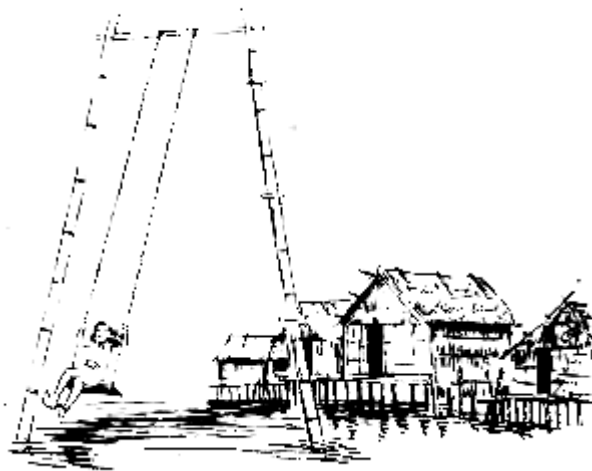
Aniya' dakayu' dundangan ma lahat kami.

Alangkaw dundangan he'.

Ya langkawna nnom d'ppa.

Aniya' isab onde'-onde' d'nda bilahi angindam.

Na, yuk tagdapu inān, “Bang kam bilahi angandag na kam pehe'.”



Pagdag itu, na kaengotan na

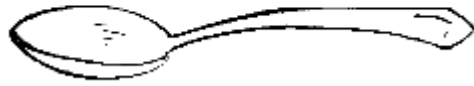
k'llat he' onde'-onde' bay

mangandag inān.

Apuwas pa'in bay niengkotan

he' sigām, magdundang na

saga onde'-onde' he'.



suru'

ru'

suru'

jari

ero'

araru

arak

baran

laring

saruk

lagad

sagad

duwa'

dag

lagarin

sagarin

niruwa'

parag

dakdak

diki'

dai'-dai'

nirakdakan

ariki'

tarai'-dai'

pinagjaga-jagahan

magp'p'ssi

pinagpong-pong

tapangisihan

pinapagbontol

kinab'nsihan

kapagbeya'an

angalappet-ngalappet

pamomono'

angongka'-ngongka'

pinanangisan

anganjagahan

sugpat-manugpat

lling-mang'lling

# LESSON 49 Page 52

## A. REVIEW

Flashcards of Book Three and Four words.

## B. NEW SYLLABLES

All those containing d. Keyword duwa.

had	dam
kad	dak
sad	das
tad	dat
pad	dap

had	sud	pod
hid	tad	lid
sed	ked	pad
tud	mid	hud
lod	kid	sud

## C. DRILLS

a) du du'  
di di'  
da da'  
de de'  
do do'

b) da di du de do  
dam dim dum dem dom

d) had dam  
kad dak  
sad das  
tad dat  
pad dap

e) had sud pod  
hid tad lid  
sed ked pad  
tud mid hud  
lod kid sud

c) ha hi hu he ho  
had hid hud hed hod

f) dam dop  
did dut  
dok dat  
dek duk  
dus dem

## D. BUILT WORDS

dahū, diyata', da'a, d'nda, diki'-diki', t'dda, indam, Ahad, onde'-onde', a'sdil.

## E. AFFIXES

dundang	indam	dag	engkot
dundangan	angindam	mangandag	niengkotan
magdundang			kaengkotan

## F. STORY

1. Teach dakayu', alangkaw
3. Questions: True or False.  
See Lesson 36 F.

1. \_\_\_ Aniya' dakayu' dundangan ma lahat kami.
2. \_\_\_ Ya langkawna duwand'ppa.
3. \_\_\_ Aniya' matto'a bilahi angindam.
4. \_\_\_ Yuk tagdapu, "Angandag na kam pehē"
5. \_\_\_ Magdundang na saga onde'-onde'.

## G. WRITING

1. Teach pupils how to write d and D.
2. Teacher gives questions orally and pupils choose the correct answer from the blackboard. See Lesson 45. G.

Buwattingga langkaw dundangan he'?	How high was the swing?	nnom d'ppa atawa dand'ppa
Sai bilahi magdundang?	Who wanted to swing?	onde'-onde' d'nda atawa onde'-onde' l'lla
Ai yuk tagdapuna?	What did the owner of the swing say?	"Kaleya na kam angā' k'llat." atawa "Angandāg na kam pehē'."
Bay magay onde'-onde' d'nda angandāg?	Why did the girls climb up?	Bai ang'kkahan k'llat. Bai angengkotan k'llat.

## LESSON 50 Page 53

### A. REVIEW

Choose words from Book Four, write them on the blackboard and get pupils to read them and then circle them. When they are all circled pupils read and erase them.

### B. NEW SYLLABLES

All those containing r. Keyword suru'.

### C. DRILLS

a) 

ru	ru'
ri	ri'
ra	ra'
re	re'
ro	ro'

 b) 

ra	ri	ru	re	ro
ran	rin	run	ren	ron

 c) 

ran	rin	run	ren	ron
rag	rig	rug	reg	rog
rap	rip	rup	rep	rop
rat	rit	rut	ret	rot
ras	ris	rus	res	ros

d) Use drill c) but point to the syllables in any order.

### D. BUILT WORDS

suru', jari, ero', araru, arak, baran, laring, saruk, dusa, arai', d'lla, belad, ariki', luruk.

### E. AFFIXES

This drill shows how the d changes to r when a vowel comes before or after it.

lagad	sagad	duwa'	dāg
lagarin	sagarin	niruwa'	parāg
dakdak	diki'	dai'-dai'	
nirakdakan	ariki'	tarai'-dai	

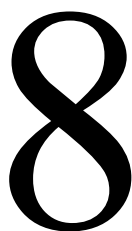
Write on the blackboard the long words on page 53 and get pupils to read them. This exercise gives the pupils practice in reading complicated affixes.

### F. STORY

Reread the story on page 52.

### G. WRITING

- Teach how to write r and R.
- Dictation:
  - ariki',
  - niruwa'
  - d'lla
  - dahū
  - araru
  - baran
- Get pupils to make up words containing j or h or d or r



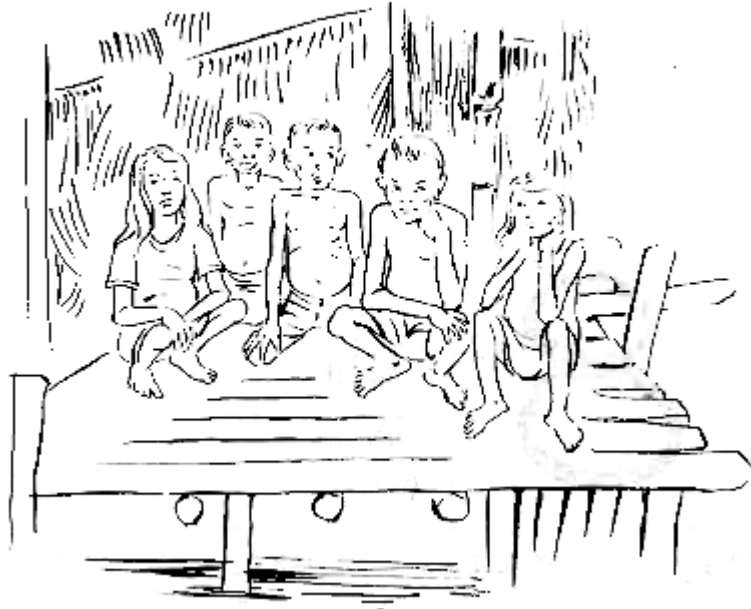
walu'  
wa

wanni		wapat		wakil		wajib
bawis		bawang		pawas		tawag
dulaw		pugaw		tadjaw		sapaw
	law	kaw	wis	was		
	gaw	baw	wing	wang		
	paw	saw	wig	wag		

Ma kalahat-lahatan maumu aheka a'a p'ddi'an b'ttong.  
 Bang onde'-onde' aheya b'ttong sigām, bo' isi baran sigām  
 niagaw he' saki. Paligay bang sangom, bo' bay na tatuli,  
 tabati' sigām he' saki, ya mareyom b'ttong sigām.

---

wa Wa wi Wi wu Wu we We wo Wo



Saki ai baha'? Bang buwattē', yukta, siguru kinalog. Ya niōnan kalog itu b'nnal makap'ddi' b'ttong, sampay anangkaw kinakanta. Angkan bang onde'-onde' kinalog mbal pasulig, mbal pal'mmok.

Subay da'a sigām pinasagaran sabab katambalan du. Ma lahat dakayu' maka dakayu' aniya' tamabl kalog. Mbal sakit ahunit, saguwā' minsan ahunit mbal kita alugi' bang pa'in ala'an sakita i'.

Bang mbal kata'uwanta bang buwattingga ni'inum, pinandu'an du kita he' a'a amab'lli inān.

# LESSON 51 Pages 54-55

A. REVIEW

Flashcards of Book Four words taught so far.

B. NEW SYLLABLES

All those containing w. Keyword walu'.

C. DRILLS

a) 

wa	wa'
wi	wi'
we	we'

b) 

wa	wa	wa	wa	wa
wang	was	wag	wap	wan

d) 

la	ga	pa	ka	ja
law	gaw	paw	kaw	jaw

wang	wing
wag	wig
wan	win
was	wis
wap	wip
waj	wij

c)

e)

law
gaw
paw
kaw
jaw

D. BUILT WORDS

wanni, wapat, wakil, wajib, bawis, bawang, pawas, tawag, kulaw, pugaw, tadjaw, sapaw.

F. STORY

Talk about the sickness of worms. Asked pupils to look at the picture on page 55.

Nda'unbi patta'. Buwattingga kata'uwanbi taga-saki onde'-onde' inān?
--

How do you know that those children are sick?
---

1. Teach the sight words paligay, sampay, subay.
2. Pupils read pages 54 and 55.
3. Questions:

Buwattingga kata'uwanta kinalog kita?
---------------------------------------

How do we know when we have the sickness of worms?
--

Tudlu'unbi saga senten amahati kitabi.
--

Point to the sentences that tell us this.
---

Get the pupils to read the various sentences.

Buwattingga kita anambal bang aniya', a'a kinalog?
--

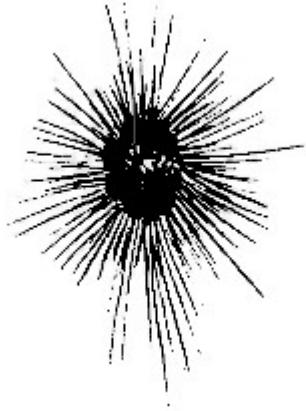
What do we do to medicine worms?
----------------------------------

Again get pupils to read the sentences.

G. WRITING

1. Teach how to write w and W.
2. Dictation: 1. wanni 2. wakil 3. sapaw 4. bawang 5. tawag





tayum  
yum

yuk  
sayul  
busay

yangkon  
layam  
simay

Yakub  
luyal  
gamay

tayum  
langkay

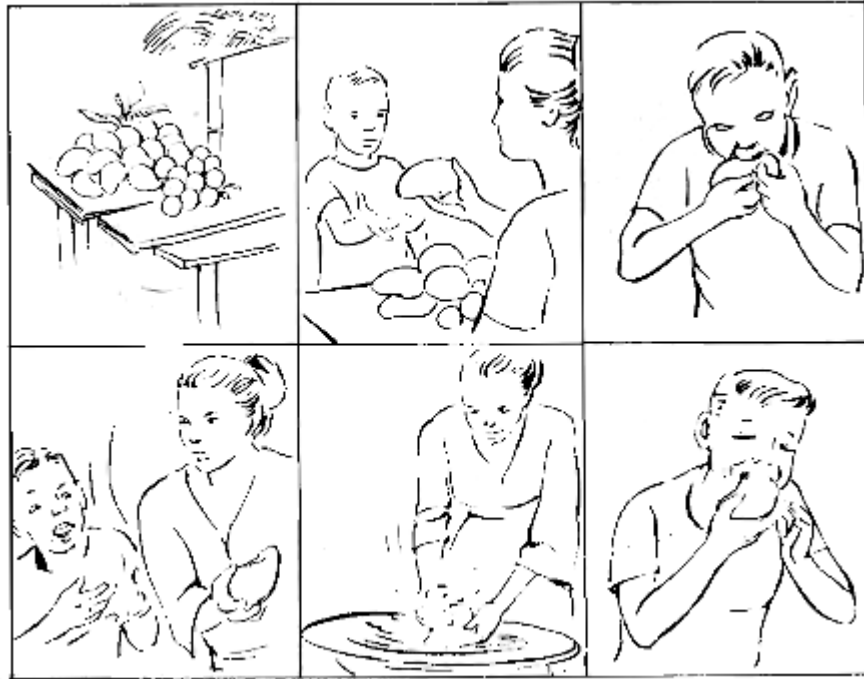
Na, pa'asip kam. Minsan kita bay katambalan, bo' bay na ala'an bay kalog i', subay kita pahalli' bo' kita mbal kinalog pabīng.

### **Kaissa**

Bang kita bay makajamban subay ahāp he'ta angose'an tanganta maka sabun.

### **Karuwa**

Pagjambanan subay atala min pagadjalan. Sababna bang aniya' langaw bay makat'ppak ma pagjambanan i', bo' pat'ppak pabīng ma kinakanta, binowa he' langaw i' pehak kalog. Manjari bang takakanta ya bay pat'ppakan langaw he', na, kinalog du kita pabīng.



### **Kat'llu**

Bang kita anginta' kinakan ai-ai, suma'an bay b'lli, suma'an bay tapuwa'ta, subay kita pahalli'. Da'a na pehē'ta kulitna ni bowa'ta, sabab kulitna ya po'onan l'mmis, po'onan saki. Da'a pasagaranta anakta an'ssop kulit buwahan, kulit mampallam saga.

Na, bo' kata'uwanta, minsan kita ahalli' to'ongan kinalog du kita. Angkan du kita subay anginum tambal kalog min t'dda damusim, minsan halam aniya' tananamta. Ya lagi'na onde'-onde', sababna mbal kajagahan bang ai bai tapuwa' he'na.

## LESSON 52 Pages 56-57

### A. REVIEW

Write on blackboard words from pages 49, 50, 52, 53, 54; and have pupils read them and circle them, and read them and erase them.

### B. NEW SYLLABLES

All syllables containing y. Keyword tayum.

### C. DRILLS

a) 

ya	ya'
yu	yu'
yo	yo'

 b) 

yu	yu	yu	yu	yu
yum	yuk	yul	yup	yung

 c) 

ya	ya	ya	ya	ya
yam	yak	yal	yap	yang

d) 

yum	yam
yuk	yak
yul	yal
yup	yap
yung	yang

 e) 

sa	ma	ka	ba	pa	ga
say	may	kay	bay	pay	gay

 f) 

say
may
kay
bay
pay
gay

### D. BUILT WORDS

yuk, yangkan, Yakub, sayul, layam, luyal, tayum, busay, simay, gamay, langkay.

### F. STORY

Talk about the sickness of worms.

Ask pupils about the things learned from pages 54-55.

Buwattingga he'ta angayaran baranta  
supaya kita mbal kinalog?

What can we do to prevent us getting  
worms?

Pupils: Wash hands after bowel motion.  
Wash or skin fruit before eating it.

Wash hands before eating.  
Have toilet away from kitchen.

### G. WRITING

1. Teach how to write y and Y.
2. Have the following questions and answers written out on paper (in Sinama) for the pupils. (Translation into English on the right)

1. Angay onde'-onde' angkan angagkag  
bang kinalog?

Sabab kalog itu anangkaw kinakanta bang  
ma reyom b'ttongta.

Sabab taluwa' alu'.

2. Angay onde'-onde' araran magbati'-bati'  
bang sangom?

Sabab tabati' he' kalog ya ma reyom baran.  
Sabab asawa bulan.

1. Why are children thin when they have  
worms?

Because the worms steal the food that is in  
our stomach.

Because dew fell on them.

2. Why do children wake up often in the  
night?

The worms in their bodies wake them up.

Because the moon is bright.

<p>3. Bang kata'uwanta kinalog anak-anakta subay ni'inay? Subay nihinangan tambang. Subay b'lli'an tambal kalog pama'inum iya.</p> <p>4. Angay buwa' kayu kulitan subay kinose'an dahū bo' yampa kinakan? Sabab kalu aniya' pehak kalog amikit ma kulitna he'. Abo' ahāp ninda'.</p> <p>5. Min pila dantahun subay pina'inum anak-anakta maka tambal kalog? Min pitu' dantahun. Min duwa dantahun.</p>	<p>3. When we know our children have worms what should we do? We should make a charm to protect them. We would buy worm medicine for them.</p> <p>4. Why should we skin or wash fruit before we eat it? Because there may be some worm eggs sticking to the skin. So that they will look nice.</p> <p>5. How many times a year should we give our children worm medicine? Seven times a year. Two times a year.</p>
<p>Ilu ma katasbi lima bissala panilawan ka'am. Duwa-ruwa panambung. Bang hati b'nnal subay taga-korek ma tagna'anna. Bang hati duma'in b'nnal subay taga-sā' ma tagna'anna.</p>	<p>On your papers there are five questions. For each question there are two answers. Put a check beside the correct answer and an x beside the wrong answer.</p>

Demonstrate with the first question. Get pupils to read it first then ask them which is the correct answer and which is the wrong answer.

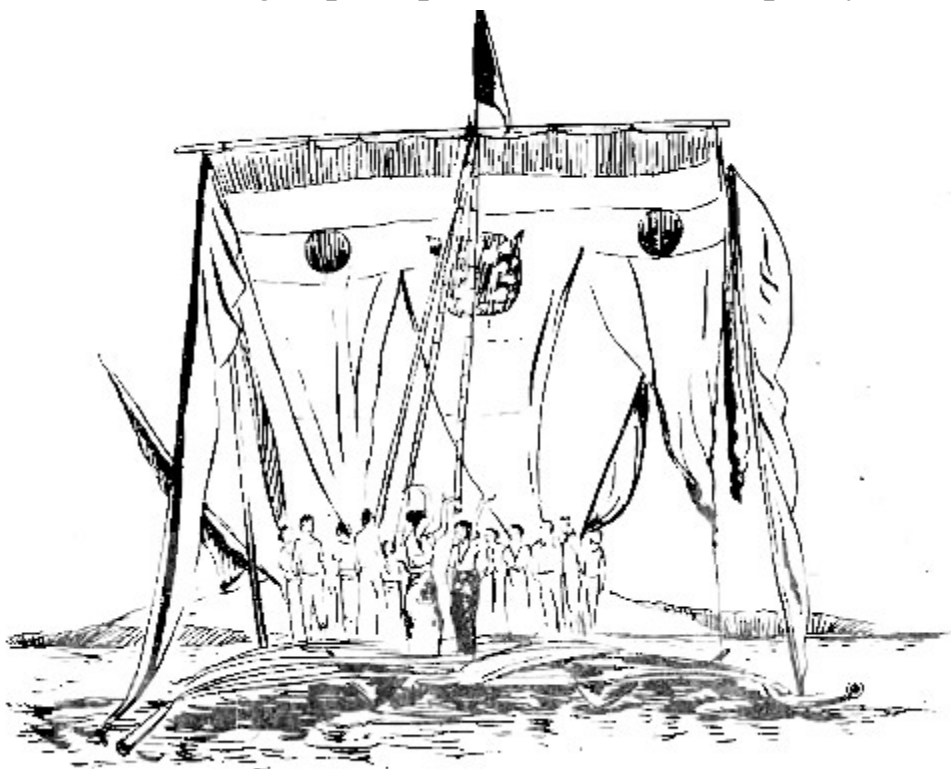
Bay na kami ni pagkawinan Sabtu' inān. Bang bay takalenu tagunggu'an inān, kulintangan, agung, tambul!

Sababna aniya' a'a Siganggang bay kinawin maka a'a Sisangat. Bang bay tanda'nu heka manusiya' inān; saga a'a inān magpangigal na, maglami-lami na. Makakogkog na ba.



Aho'. Aheka a'a, Suk, Sama bay pina'an ang'nda.

Pagka pa'in patumbuk sōn inān, pabeya' na sigam min Sisangat.

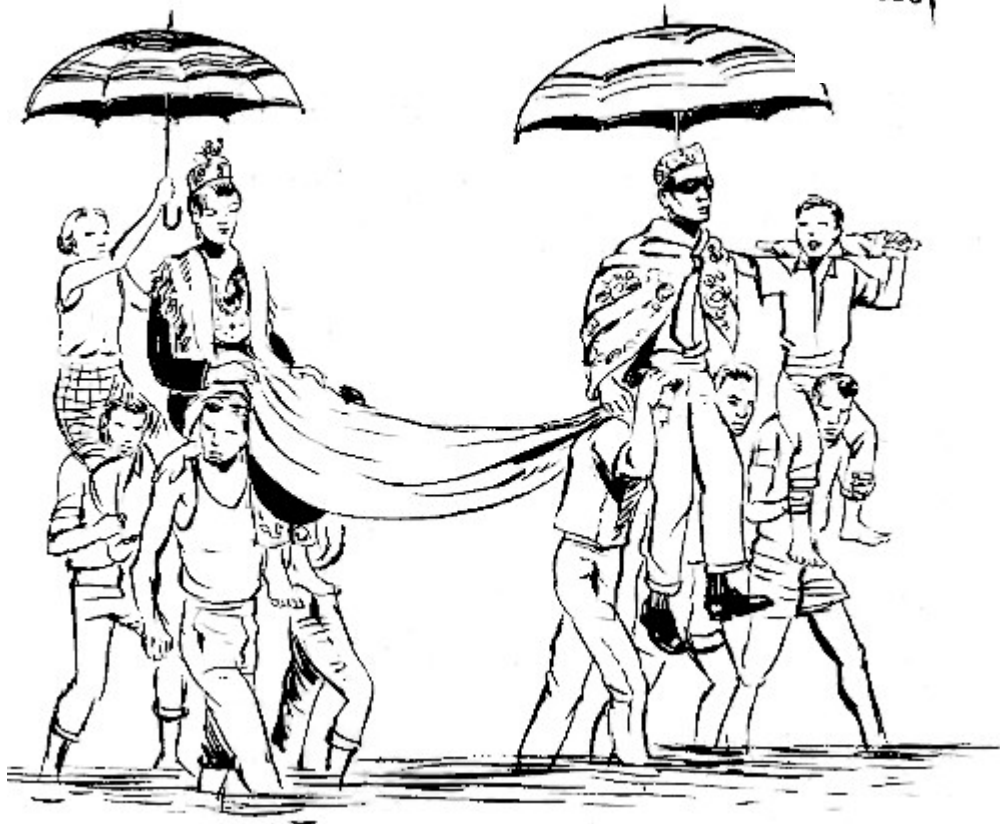


Ina'an na sigām magagung; ina'an na sigām magmama'. Bo' na magtimbang-timbak na; bo' na magpangigal kar'ndahan min munda' pelang. Aheka kulitis na. Amasi na pa'in magtambul na, magagung na sampay at'kka na ni Siganggang.

Pagt'kka sigām ni luma' d'nda he', na binalung na pangantin l'lla, apa mbal gi' alalom.

Aho'. Pinasugsug na he' imam, kinawin na. Pagluwas sigām min deyom luma' d'nda i', ya ampa tanda' pangluwahan d'nda inān. Alingkat ba. Bay na sinoso'an kilayna abo' ya pina'alti. Pinat'nna'an tumanggal ma kōkna. Alingkat to'ongan d'nda inān.

Akatis pa'in bay pinasugsug binowa na sigā amole' ni Sisangat. Kinōgan na min kal'llahan, sabab binowa na d'nda pangantin pehē' ni lahat sigām.



Puwas pa'in duwang'llaw binowa ni Siganggang pabing tiningkuwang. Tinimbakan kulitis na. Magkulintangan na; makakōgkōg na. T'llu pelang amowa sigām pehē.

B'nnal-b'nnal, kinōgan na kamemon sabab kinawin na sigā.

## LESSONS 53 and 54

## Pages 58-59

### A. REVIEW

1. Use flashcards of Book Three and Four words.
2. Select some of the more difficult words, write them on the blackboard and draw fish round them. See Lesson 27. D.
3. Review the drills from Lessons 51 and 52.

### F. STORY

Get pupils to read the story to themselves. This can be done over two lessons if it takes too long.

The following are two tests to be given to the pupils.

1. Pages 58-59 What happened first.

The correct numbers are written in brackets at the end. This is for the teacher's use only. Do not include these numbers on the pupils' copies.

- \_\_\_ Aniya' magkawin a'a Siganggang maka a'a Sisangat. (1)
- \_\_\_ Pagkawin na, paluwas na sigā duwangan min luma' d'nda inan. (6)
- \_\_\_ Pagt'kka sigām ni luma' d'nda he', na binalung na pangantin l'lla. (4)
- \_\_\_ Ta'abut llaw kawin pabeya sigām ma sōn tudju ni Siganggang. (2)
- \_\_\_ Pagma-pelang na, na amole' na sigām pehē' ni Sisangat. (8)
- \_\_\_ Ma labayan pa'in sigām magpangigal na a'a min munda' pelang. (3)
- \_\_\_ Puwas e', binalung siga tudju ni pelang. (7)
- \_\_\_ Ma reyom luma' pa'in pangantin l'lla, na pinasugsug na he' imam. (5)

2. Test for pages 58-59

Mark with a check or X depending whether the sentences are true or false.

See Lesson 36. F.

1. \_\_\_ Aniya' bay magkawin Sabtu'.
2. \_\_\_ Aniya' bay magkawin a'a Laminusa maka min Silompak.
3. \_\_\_ Aniya' bay magbaila ma munda' pelang.
4. \_\_\_ Binalung na pangantin l'lla ni luma' d'nda.
5. \_\_\_ Aniya' saruk ma kōk pangantin d'nda.
6. \_\_\_ Alingkat to'ongan d'nda.
7. \_\_\_ Akatis bay pinasugsug binowa na sigā ni Sisangat.
8. \_\_\_ Puwas duwang'llaw tiningkuwang na sigā. Binowa na pabīng pehē' ni Sandakan.
9. \_\_\_ T'llu pelang amowa sigā
10. \_\_\_ Na, magdohon na sigām sabab aniya' kakawin.

### G. WRITING

Pupils write their own story. This exercise can take two days to finish. Suggested topics for pupils to write about: a fishing trip, weaving mats, collecting shellfish, visiting relations on another island, making model canoes.