



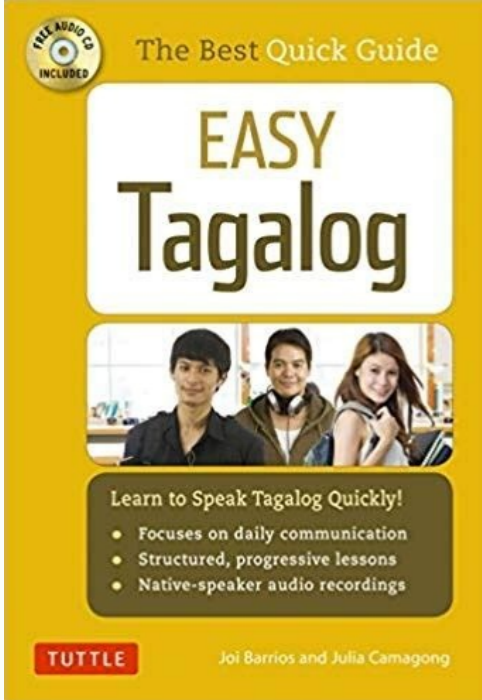
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Page 1 The Tuttle Story: “Books to Span the East and West” The Tuttle Story: “Books to Span the East and West” Most people are surprised to learn that the world’s largest publisher of books on Asia had its humble beginnings in the tiny American state of Vermont.

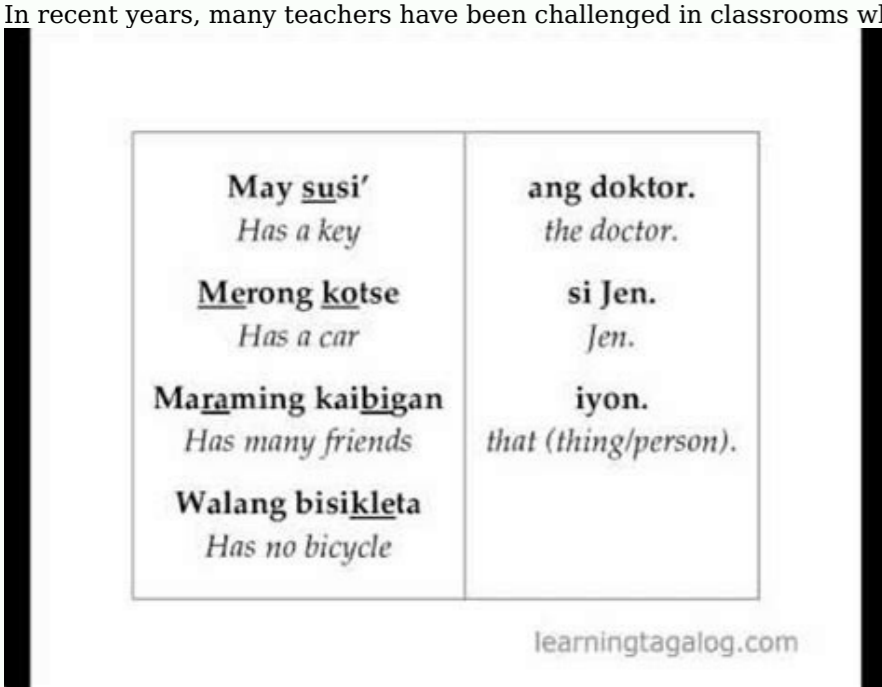


The company’s founder, Charles E. Tuttle, belonged to a New England family steeped in publishing. And his first love was naturally books—especially old and rare editions. Immediately after WW II, serving in Tokyo under General Douglas MacArthur, Tuttle was tasked with reviving the Japanese publishing industry. He later founded the Charles E. Tuttle Publishing Company, which thrives today as one of the world’s leading independent publishers.

Though a westerner, Tuttle was hugely instrumental in bringing a knowledge of Japan and Asia to a world hungry for information about the East. By the time of his death in 1993, Tuttle had published over 6,000 books on Asian culture, history and art—a legacy honored by the Japanese emperor with the “Order of the Sacred Treasure,” the highest tribute Japan can bestow upon a non-Japanese. With a backlog of 1,500 titles, Tuttle Publishing is more active today than at any time in its past—inspired by Charles Tuttle’s core mission to publish fine books to span the East and West and provide a greater understanding of each. Paghahandog (Dedication) To my husband Pierre and stepson Elia; My aunt, Mila Barrios Romo, who taught me how to read, and my cousin Peter Barrios, who always gives his unwavering support so that I can study and write. Published by Tuttle Publishing, an imprint of Periplus Editions (HK) Ltd. Copyright © 2011 by Joi Barrios All rights reserved. No part of this publication may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without prior written permission from the publisher.

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Introduction Are you a learner of Filipino descent who grew up in a home where your parents or other relatives spoke Filipino, the national language of the Philippines or Tagalog, the language on which it was based? Are you a second-language learner—a graduate student doing work on Southeast Asian studies, a researcher, business traveller, tourist, or someone whose significant other is Filipino? Are you a dedicated teacher exploring new ways of instruction for beginning students? Are you a classroom learner thinking of using this book as supplementary material? Are you an individual learner who would like to learn and use the language in a practical way? This book is for you. What’s “a differentiated textbook”—and what does it mean to me? You may have heard the term “differentiated instruction in the language classroom.” This refers to a philosophy of learning where the teacher recognizes the diverse levels of the students and thus responds to their learning needs by using numerous strategies. In recent years, many teachers have been challenged in classrooms where some of the students were heritage language speakers and others were second- language learners. This book recognizes this and seeks to address the need for “differentiated instruction.” Moreover, it also recognizes that some users are individual learners.



Thus, before using this book, it might be helpful to look into the ways by which it can best serve your own needs. Here are some good ways to begin. 1. Look over what the book offers, and then start at the right place for you. First, study the table of contents to understand what’s here. [do fire sticks work on smart tvs](#) For some of you, it would be best to start your learning by reading the Appendices. These give you a history of the language and its orthography, explain common grammatical mistakes, acquaint you with the sounds of the Tagalog/Filipino language, and show you how you can use your increasing vocabulary in understanding Filipino culture. Also, you will find an Index to Grammar Notes at the end of the book. This will be helpful should you find yourself at a point in a lesson when you realize you’ve seemingly forgotten the rules taught in an earlier chapter. For example, let’s say you need to remember how to conjugate the mag affix. Simply turn to the index and find the pages where you can read again about the mag affix.

Learn-Tagalog Lesson 4-1



Should you encounter a word that was taught in a previous lesson but you cannot remember what it means, don’t worry. There is a Glossary at the end of the book.

In using the glossary, it is important to learn how to distinguish the “root word,” something that this book will teach you in the first few chapters. [bundler command not found thin install missing gem executables with bundle install](#) 2. Understand how to use the lessons to stack up “building blocks.” Each lesson starts with a dialogue. However, for most learners, it is better to study the vocabulary first before reading the dialogue. Also, remember to use each chapter’s dialogue as simply a guide. Explore various other ways by which you can express yourself in a given situation—because that’s the point of learning Filipino! Think of a lesson in terms of building blocks. The lesson will start with words, then phrases, then sentences, then you can turn to (and understand!) an actual dialogue. For example, in Lesson 10 which is about shopping, you first learn some words and phrases for fruits and money, like: mangga mango mansanas apple singkuwenta pesos fifty pesos sienta pesos sixty pesos sienta pesos seventy pesos Knowing these words, you can now practice assembling them to build sentences: Singkuwenta pesos ang isang kilo ng mangga. A kilo of mangoes is fifty pesos. Sienta pesos ang isang kilo ng mansanas. A kilo of apples is sixty pesos. Now, you need to practice asking and answering questions. (This, by the way, will enable you to succeed in doing a role-play, which is found at the end of each lesson.) So, you learn to practice the question word magkano (how much): Question : Magkano ang isang kilo ng mangga?



How much is a kilo of mangoes? Answer : Singkuwenta pesos ang isang kilo ng mangga. A kilo of mangoes is fifty pesos. Knowing you need to practice the question word magkano, use words even if you are not sure of their translations in Filipino. For example: Question : Magkano ang persimmons? Answer : Otsenta pesos ang isang kilo ng persimmons. Question : Magkano ang mansanas? Answer : Otsenta pesos ang isang pound ng persimmons. Note that the objective here is not to translate the word “persimmons” (which incidentally has no translation because it is not a fruit indigenous to the Philippines) and the word “pound.” It is fine to say these words in English. What is more important is that you practice the structure “Magkano ang X?” Similarly, in grammar, it is easier to start first with nouns, then learn some adjectives, and then learn some verbs. For example, in earlier lessons you learn nouns for objects you often use, such as those found in your bag. Among these are libro (book), pitaka (wallet), and payong (umbrella). Then you learn adjectives, such as maganda (beautiful), malaki (big) and maliit (small). Thus you can make several sentences: Maganda ang pitaka. The wallet is beautiful. Maliit ang libro. The book is small. Malaki ang payong. The umbrella is big. Later, you learn the verb bumibili (buy), and thus can make more sentences: Bumibili ako ng malaking pitaka. I am buying a big wallet. Bumibili ako ng maliit na libro. I am buying a small book. 3. [decrease pdf size online free](#) Get the most from the exercises. By thinking of language learning in terms of building blocks, you will not be overwhelmed by the amount of information being introduced in each chapter. You will also understand the framework I used in creating the exercises. These exercises were made using a practical approach. For example, in studying how to order at a restaurant, you will practice dialogues, such as this one which involves using a menu: WAITER: Ano ho ang gusto niyong orderin? What would you like to order? CUSTOMER: Lumpia na lang. Just lumpia (spring rolls). By providing you with a menu, the book helps you practice with what is called an “authentic text.” This means that it is an actual menu from a restaurant. This then simulates a more realistic environment, and moves you toward your goal: using the Filipino language in “the real world.” in actual situations. What “Authentic Texts” Can Do for You Take a moment now to turn, in any lesson, to the reading and writing exercises, and look at them. These exercises are in each lesson for the following reasons: 1. to increase learner-need vocabulary; 2. to continually test comprehension skills; 3. to serve as a self-assessment summary of the lesson; 4. to provide additional insight into the culture of the Philippines. Moreover, these reading exercises will hopefully encourage you to explore authentic materials such as Philippine newspapers, blogs written in Filipino, or even television programs or videos and films in Filipino which are available electronically. You may find yourself plodding through a text with a help of a dictionary. However, being able to understand 50 to 70% of “what is out there in the real world” is very rewarding. Being a poet and a fictionist, I tried my best to keep the texts interesting and still be mindful of the words you know in each lesson. I also used natural language in writing, or the language I would use when writing my own literary work. For variety, I used several literary forms and writing styles: short essays, short short stories, legends, poetry, letters, short biographies of key figures in history, and news items. In these texts, you may find that many foreign words (especially Spanish and English) have been integrated in the Filipino language. The Philippines has a long history of colonization (Spanish colonial period, 1564-1899; American colonial period, 1899-1945) which resulted in the introduction of a colonial culture, and with it, new words. Moreover, recent technological developments resulted in new words (computer, internet, solar power) which are either used in their original form or adapted using Tagalog affixes (for example, nag-internet for “using the internet”). Remember that language is dynamic, and through time, some words become more popular than most. Thus, in this textbook, you’ll be introduced to the word kalye (“street”). You will then practice the word kalye in exercises to familiarize yourself with the word. However, some texts may contain phrases such as “Matalino Street” or “Roxas Boulevard.” That is because street signs in the Philippines are written in English, and I wanted the reading piece to sound as natural as possible. About the Audio The audio files on the accompanying disc will help you learn and practice the language skills that are taught in each lesson. [kapkatel tea factory address](#) The audio material uses a conversational, natural style. Listen as you work through the book, and also while you’re on the go! Make This Book Your Own If you are a classroom learner, go beyond the classroom.



