

# THE PHRASE-STRUCTURE RULES OF CAVITE CHAVACANO

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This paper shall attempt to define the rules that generate the basic structures of Cavite Chavacano.<sup>1</sup>

## 1. Rules for Sentence Formation.

The basic Chavacano sentence is composed of an obligatory predicate phrase (Pred P), and an optional substantive phrase (Subst P) and adverbial phrase (Adv P), as expressed in the following rule:

$$P-1. S \rightarrow ( \left\{ \begin{array}{l} Q \\ (Neg) (Imp) \end{array} \right\} ) \text{Pred P (Subst P) (Adv P)}$$

The substantive phrase is the topic of the sentence and the predicate phrase tells something about the topic. The constituents Q (Question), IMP (Imperative) and Neg (Negative) are elements which when chosen will result in transformations of the basic sentences into derived structures.

## 2. The Predicate Phrase

The predicate phrase is generated by P-2 below:

$$P-2. \text{Pred P} \rightarrow \left\{ \begin{array}{l} (\text{Indef}) \text{ NP} \\ \text{Pronoun} \\ \text{Possessive Phrase} \\ \text{Reservational Phrase} \\ \text{Locative Phrase} \\ \text{Adjectival Phrase} \\ \text{Verb Phrase} \end{array} \right\}$$

The following sentences exemplify these predicates which are underscored:

- (1) *el doctor* el hombre  
the doctor the man  
'The man is the doctor.'
- (2) *di mi* este libro  
mine this book  
'This book is mine.'
- (3) *del maestro* el lapiz  
of the teacher the pencil  
'The pencil belongs to the teacher.'

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<sup>1</sup>There are two known theories concerning the origin of Chavacano. Alfredo German (1932) believes that Chavacano originated in Cavite City and is the result of the combination of Tagalog and Spanish. Whinnom (1956) however, asserts that the language arose as a result of contact of Spanish and a Portuguese-Malay pidgin in the Moluccas, in the island of Ternate, in the seventeenth century. This was brought to Ermita, Manila by the Ternateños and later spread to Cavite City, Ternate in Cavite, Zamboanga City, and eventually to Davao.

- (4) *para na casa* el curтина  
for house the curtain  
'The curtain is for the house.'
- (5) *taqui* el libro  
here the book  
'The book is here.'
- (6) *inteligente* el estudiante  
intelligent the student  
'The student is intelligent.'
- (7) *ta curri* el muchacho  
running the boy  
'The boy is running.'

### 2.1. The Noun Phrase

The noun phrase consists of a determiner and a noun, e.g., *el hombre* 'the man.' Optional elements may be added to these constituents resulting in such combinations as: (1) determiner + plural + noun: *el manga libro* 'the pl. book'; (2) determiner + plural + postdeterminer + noun: *el manga primer llegada* 'the pl. first arrival'; (3) determiner + postdeterminer + noun: *el cinco casa* 'the five house'. This is expressed in the rule below:

$$P-3. NP \rightarrow D \left( \left\{ \begin{array}{l} \text{plural (postdet)} \\ \text{postdet} \end{array} \right\} \right) N$$

#### 2.1.a The Determiner

The determiners are *el*,  $\phi$ , and the demonstratives *este*, *ese*, and *aquel*. *el* marks [N, + Common] in the following positions:

- (a) definite nominal predicate  
(8) *el maestra* el mujer  
the teacher the woman  
'The woman is the teacher.'
- (b) substantive phrase  
(9) *guapa el muchacha*  
pretty the girl  
'The girl is pretty.'
- (c) definite complement  
(10) *ta escribi ele el carta*  
writing he the letter  
'He is writing the letter.'
- (d) adverbial phrase  
(11) *ta trabaja ele todo el dia*  
works he all the day  
'He works every day.'

$\phi$  marks [N, - Common]. An example is:

- (12)  $\phi$  *Bantay* el perro di ilos  
Bantay the dog their  
'Their dog is Bantay.'

In the predicate and in the complement, there is an indefinite choice which when combined with *el* becomes  $\phi$ , thus:

M-1. Indefinite + *el*  $\Rightarrow \phi$

The indefinite occurs in the indefinite nominal predicate and the indefinite complement, exemplified in sentences (13) and (14) respectively:

(13)  $\phi$  *maestra* *el* *mujer*  
teacher the lady  
'The lady is a teacher.'

(14) *ta* *escribi* *ele*  $\phi$  *carta*  
writing he letter  
'He is writing a letter.'

Note the difference between sentence (8) with the definite predicate and (13) with the indefinite nominal predicate; and sentence (10) with the definite complement and (14) with the indefinite complement.

The postdeterminers are the cardinals and the ordinals. Either or both may occur after the determiner, thus:

(15) *aque* *tres* *mujer* *el* *ultimo* *que* *di* *baila*  
that three lady the last who will dance  
'The last to dance are those three ladies.'

(16) *ese* *primer* *dos* *libro* *el* *nuevo*  
that first two book the new  
'The new ones are those first two books.'

If both cardinal and ordinal occur in a sentence, the ordinal precedes the cardinal after the determiner as shown in (16) above. An exception is the ordinal *ultimo* which always follows the cardinal, thus:

(17) *el* *tres* *ultimo* *muchacho* *el* *manga* *estudiante*  
the three last boy the pl. student  
'The students are the last three boys.'

The determiner and the postdeterminers are generated by the following rules:

P-4.  $D \rightarrow \left\{ \begin{array}{l} \phi \text{ } \Delta \text{ } [N, - \text{Common}] \\ \textit{el} \\ \textit{Dem} \end{array} \right\}$

P-5. Postdet  $\rightarrow$  (ordinal) (cardinal)

P-6. Cardinal  $\rightarrow$  *un*, *doz*, etc.

P-7. Ordinal  $\rightarrow \left\{ \begin{array}{l} \textit{primer}, \textit{segundo}, \textit{etc.} \\ \textit{siguiente}, \textit{ultimo} \end{array} \right\}$

### 2.1.b The Noun

Nouns are marked by determiners (see 2.1.a above) and can inflect for number. They are characterized by certain features which do not apply to other form classes.

One major feature specification for nouns is  $[\pm \text{Common}]$ .  $[N, - \text{Common}]$  takes the  $\phi$  determiner and is further specified as  $[\pm \text{Human}]$  to differentiate between the name of a person and that of an animal, thus: Jose is  $[N, - \text{Common}, + \text{Human}]$  and Bantay is  $[N, - \text{Common}, - \text{Human}]$ .

[N, + Common] is specified as [ $\pm$  Count]. [N, + Count] are nouns which can take the cardinal or ordinal postdeterminers, e.g., *tres Domingo* 'three Sundays', *el ultimo Lunes* 'the last Monday,' or to which the plural rule below applies:

$$\text{P-8. Plural} \rightarrow \left\{ \begin{array}{l} \text{manga -s } \angle \text{ [N, + Count, + -s]} \\ \text{manga} \end{array} \right\}$$

The rule states that [N, + Count] are further specified as [ $\pm$  -s]. This means that [N, + Count, + -s] nouns form their plural by the addition of *manga* and the affixation of -s or -es, thus:

vicino 'neighbor' → *manga* *vicinos* 'neighbors'  
mes 'month' → *manga* *meses* 'months'

[N, + Count, - -s] form their plural by the mere addition of *manga*, thus:

libro 'book' → *manga* libro 'books'  
lapiz 'pencil' → *manga* lapiz 'pencils'

[N, - Count] are nouns that never occur with the plural *manga* or the cardinals and ordinals. Examples of these are the names of particular places such as *Manila*, *Cavite*.

[N, + Count] is further specified for [ $\pm$  Animal]. [N, + Animal] takes the *con* marker. Thus, we say:

- (18) ta *con* el  $\left\{ \begin{array}{l} \text{hombre} \\ \text{perro} \end{array} \right\}$  el bola  
with the  $\left\{ \begin{array}{l} \text{man} \\ \text{dog} \end{array} \right\}$  the ball          but  
The  $\left\{ \begin{array}{l} \text{man} \\ \text{dog} \end{array} \right\}$  has the ball.'

- (19) ta *na*  $\left\{ \begin{array}{l} \text{casa} \\ \text{escuela} \end{array} \right\}$  el bola  
in  $\left\{ \begin{array}{l} \text{house} \\ \text{school} \end{array} \right\}$  the ball  
'The ball is in the  $\left\{ \begin{array}{l} \text{house'} \\ \text{school'} \end{array} \right\}$

[N, + Animal] is specified as [ $\pm$  Human] to differentiate between nouns that occur with *ningun* and those that occur with *nada*. For instance, *maestra* 'teacher' is [N, + Human] and agrees with *ningun* in this context-

- (20) *nuay ningun maestra* na escuela  
none at all teacher in school  
'There is not a single teacher in school.'

whereas *raton* 'rat' which is [N, - Human] agrees with *nada*, thus:

- (21) *nuay nada raton* na escuela  
none at all rat in school  
'There is not a single rat in school.'

[N,  $\pm$  Human] nouns are specified for [ $\pm$  Marked]. [N, + Marked] is further specified as [ $\pm$  Masculine]. [N, + Marked, + Masculine] nouns take the -o ending in most cases,  $\phi$  in some, but all have equivalent [- Masculine] forms with the -a ending. Examples are:

hijo 'son'                                      hija 'daughter'

gallo 'rooster'	gallina 'hen'
profesor 'professor'	profesora 'professor'

[N, - Marked] are not overtly marked for gender, are generally specified as [+ Masculine], and usually have the -o ending, but have no equivalent [- Masculine] forms. These nouns transform into [- Masculine] by the addition of *mujer* 'female'. Examples are the following:

piloto 'pilot'	piloto mujer 'female pilot'
caballo 'horse'	caballo mujer 'mare'

Some [- Marked] nouns have equivalent [- Masculine] forms. These are the following:

hombre 'man'	mujer 'woman'
sastre 'tailor'	modista 'dressmaker'
tata 'father'	nana 'mother'

[N, - Animal] is specified for [± Quantity]. [N, + Quantity] are nouns of quantity. They form part of the determiner when they occur with prearticles or with the regular determiners. Some nouns of quantity are *pares* 'pair', *grupo* 'group', and *litro* 'liter' which are in bold letters in the sentences below:

- (22) ya pirdi *todo el cinco pares* di  $\phi$  sapatos  
lost all the five pairs of shoes  
'All the five pairs of shoes were lost.'
- (23) di sali ya *parejo el doz grupo* del estudiante  
will leave already both the two group of the student  
'Both of the two groups of students will leave soon.'
- (24) ta cumpra ele *tres litro* di  $\phi$  mais  
buys she three liter of corn  
'She buys three liters of corn.'

All [- Animal] nouns occur with [+ Masculine] adjectives, thus:

- (25)  $\left\{ \begin{array}{l} \text{goldo} \\ \text{viejo} \\ \text{placo} \end{array} \right\}$  el  $\left\{ \begin{array}{l} \text{papaya} \\ \text{pono} \end{array} \right\}$  not  $\left\{ \begin{array}{l} *golda \\ \text{vieja} \\ \text{placa} \end{array} \right\}$  el  $\left\{ \begin{array}{l} \text{papaya} \\ \text{pono} \end{array} \right\}$
- $\left\{ \begin{array}{l} \text{fat} \\ \text{old} \\ \text{thin} \end{array} \right\}$  the  $\left\{ \begin{array}{l} \text{papaya} \\ \text{plant} \end{array} \right\}$
- 'The papaya is  $\left\{ \begin{array}{l} \text{round}' \\ \text{old}' \\ \text{small}' \end{array} \right\}$
- 'The plant is  $\left\{ \begin{array}{l} \text{big}' \\ \text{old}' \\ \text{slender}' \end{array} \right\}$

The names of the days and the months are specified as [N, - Animal] since they take the *na*, not the *con* marker in adverbial phrases, thus:

- (26) di lliga ele *na Domingo*  
will arrive he Sunday  
'He will arrive on Sunday.'

The days and months take the *el* determiner in the definite nominal predicate and in the substantive phrase and as such are specified as [+ Common]. Thus we say –

- (27) *el segundo Domingo* el dia del fiesta  
 the second Sunday the day of the feast  
 'The day of the feast is the second Sunday.'

[N, – Count] is specified for [ $\pm$  Verbal Idiom]. [N, – Count, + Vbl Id] can combine with the verbs *haci* 'to make' or *dale* 'to give' to form verbal idioms. [N, + Vbl Id, + *haci*] are nouns that can form a verbal idiom with *haci*. Some such nouns are:

- compra 'shopping' → *haci compra* 'to shop'  
 fuerza 'force' → *haci fuerza* 'to force'  
 mintira 'lie' → *haci mintira* 'to lie'

[N, + Vbl Id, – *haci*] are nouns which can form a verbal idiom with *dale*, not with *haci*. Some examples are:

- |        |   |                |                 |
|--------|---|----------------|-----------------|
| dale + | { | ambre 'hunger' | 'to be hungry'  |
|        |   | sed 'thirst'   | 'to be thirsty' |
|        |   | frio 'cold'    | 'to be cold'    |
|        |   | kose 'kick'    | 'to kick'       |
|        |   | beso 'kiss'    | 'to kiss'       |

Each noun may have several feature specifications as illustrated by the following:

- Carolina [N, – Common, + Human]  
 libro 'book' [N, + Common, + Count, – Animal, – Quant]  
 aguacero 'rain' [N, + Common, – Count, – Vbl Id]  
 gato 'cat' [N, + Common, + Count, + Animal, – Human, – Marked]  
 fuerza 'force' [N, + Common, – Count, + Vbl Id, + *haci*]  
 kilo 'kilogram' [N, + Common, + Count, + Quant]

Below is a summary of these feature specifications:

- P-9.                    N → [ $\pm$  Common]
- A. [– Common] → [ $\pm$  Human]
  - B. [+ Common] → [ $\pm$  Count]
  - C. [+ Count] → [ $\pm$  -s]
  - D. [+ Count] → [ $\pm$  Animal]
  - E. [+ Animal] → [ $\pm$  Human]
  - F. [ $\pm$  Human] → [ $\pm$  Marked]
  - G. [+ Marked] → [ $\pm$  Masculine]
  - H. [– Animal] → [ $\pm$  Quantity]
  - I. [– Count] → [ $\pm$  Vbl Idiom]
  - J. [+ Vbl Id] → [ $\pm$  *haci*]

Summary of features and criteria:

[± Common]	-	:	Occurrence with $\phi$ determiner
[± Count]	+	:	Inflection for number
[± -s]	+	:	-s ending in plural
[± Animal]	+	:	Occurrence with <i>con</i>
[± Human]	+	:	Occurrence with <i>ningun</i> in negative statements
[± Marked]	+	:	-o and -a endings for gender
[± Masculine]	+	:	-o ending
[± Quantity]	+	:	Occurrence as part of predeterminer
[± Vbl Idiom]	+	:	Occurrence with <i>haci</i> or <i>dale</i>
[± <i>haci</i> ]	+	:	Occurrence with <i>haci</i> to form verbal idioms

2.2 The Pronoun

Pronoun refers to personal pronouns. Personal pronouns are marked for two lexical features, person and plurality, as expressed in these rules:

P-10. Pron → [± Person] [± Plurality]

P-11. [+ Person] → [± S] [± H]

The [± S] [± H] features indicate reference or non-reference to speaker or hearer. [± Plurality] indicates reference to one, [- Plural], or to others besides the speaker or hearer, [+ Plural].

The pronouns are grouped into the *el*, *con*, and *di* forms. The *el* forms are pronouns that occur in positions where noun phrases with the determiner *el* occur; the *con* forms occur with the marker *con*, and *di* forms occur with the possessive marker *di*. The following charts show the pronouns:

[± S]	[± H]	[- Plural]	[+ Plural]
I. <i>el</i> Pronouns			
+	+	nisos 'you and I'	nisos 'you and I and others'
+	-	yo 'I'	nisos 'I and others'
-	+	vo/tu/uste 'you'	vosos/ustedes 'you'
-	-	ele 'he/she'	ilos 'they'
II. <i>di</i> Pronouns			
+	+	nisos 'our'	nisos 'our'
+	-	mi 'my'	nisos 'our'
-	+	vo/ tuyo/ uste 'your'	vosos/ustedes 'your'
-	-	ele 'his/her'	ilos 'their'

[± S]	[± H]	[- Plural]	[+ Plural]
III. <i>con</i> Pronouns			
+	+	<i>nisos</i> 'you and me'	<i>nisos</i> 'you and me'
+	-	<i>-migo</i> 'me'	<i>nisos</i> 'us'
-	+	<i>vo/-tigo/uste</i> 'you'	<i>vusos/ustedes</i> 'you'
-	-	<i>ele</i> 'him/her'	<i>ilos</i> 'them'

The pronouns in the *el*, *di* and *con* forms are italicized in the sentences below:

- (27) *di le nisos* el libro  
 will read we the book  
 'We will read the book.'
- Will read you and I the book  
 'You and I will read the book.'
- (28) papel *di tuyo* este  
 paper your this  
 'This is your paper.'
- (29) ya examina *con ele* el doctor  
 examined him/her the doctor  
 'The doctor examined him/her.'

### 2.3 The Possessive Predicate

The possessive phrase is generated by the rule below:

$$P-12. \text{ Poss Phrase} \rightarrow di \left\{ \begin{array}{l} \text{NP} \\ \text{Pron} \end{array} \right\}$$

The possessive marker *di* when combined with the determiner *el* forms *del*, thus:

$$M-2. di + el \rightarrow del$$

Examples of the possessive phrase are the italicized portions below:

- (30) *di ele* ese camisa  
 of her that dress  
 'That dress is hers.'
- (31) *del pulis* este pito  
 of the policeman this whistle  
 'This whistle belongs to the policeman.'

### 2.4 The Reservational Phrase

The reservational phrase is generated by the following rule:

P-13. Reservational Phrase  $\rightarrow$

$$para \left\{ \begin{array}{l} na \text{ (todo } \left\{ \begin{array}{l} el \\ Dem \end{array} \right\} ) ( \left\{ \begin{array}{l} Card \\ manga \end{array} \right\} ) [N, - Animal] \\ (todo) \text{ NP} \\ Pron \end{array} \right\}$$



The underscored portions below are examples of the reservational phrase in context:

(32) *para na todo el escuela el libro*  
 for all the school the book  
 'The books are for all the schools.'

(33) *para na pono el abono*  
 for plant the fertilizer  
 'The fertilizer is for the plant.'

(34) *para na { tres / manga } mesa el mantel*  
 'The cover is for the { three tables. / tables.}'

(35) *para uste el regalo*  
 for you the gift  
 'The gift is for you.'

2.5 The Locative Phrase

The locative phrase is generated by these rules:

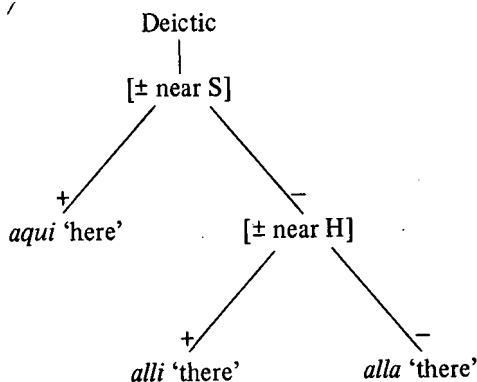
P-14. Locative Phrase  $\rightarrow ta \left\{ \begin{array}{l} \text{locative} \\ \text{deictic (locative)} \end{array} \right\}$

P-15. Locative  $\rightarrow \left\{ \begin{array}{l} na \left\{ \begin{array}{l} \text{todo} \\ \text{postdet} \end{array} \right\} \left\{ \begin{array}{l} \text{el} \\ \text{Dem} \end{array} \right\} (\text{postdet}) [N, - \text{Animal}] \\ \text{Prep} + di + NP \\ con \left\{ \begin{array}{l} \text{todo} \\ \text{Pronoun} \end{array} \right\} \left\{ \begin{array}{l} \text{el} \\ \text{Dem} \end{array} \right\} (\text{postdet}) NP \end{array} \right\}$

P-16. deictic  $\rightarrow [\pm \text{ near S}]$

P-17.  $[- \text{ near S}] \rightarrow [\pm \text{ near H}]$

The deictics are specified for the features  $[\pm \text{ near S}]$ , and  $[- \text{ near S}]$  is specified further for  $[\pm \text{ near H}]$ . The diagram below shows the deictics:



The rule below generates these deictics:

P-18. [+ near S] → *aqui*

[- near S, + near H] → *alli*

[- near S, - near H] → *alla*

When deictics are combined with the locative particle *ta*, they form *taqui*, *talli*, and *talla*, as expressed in the rule below:

M-3.  $ta + \begin{bmatrix} \text{aqui} \\ \text{alli} \\ \text{alla} \end{bmatrix} \rightarrow \begin{bmatrix} \text{taqui} \\ \text{talli} \\ \text{talla} \end{bmatrix}$

Examples of locative phrases are the italicized portions of the sentences below:

(36) *ta na primer piso* el oficina di ele

On first floor the office his  
'His office is on the first floor.'

(37) *taqui conmigo* el lapiz

here with me the pencil  
'I have the pencil.'

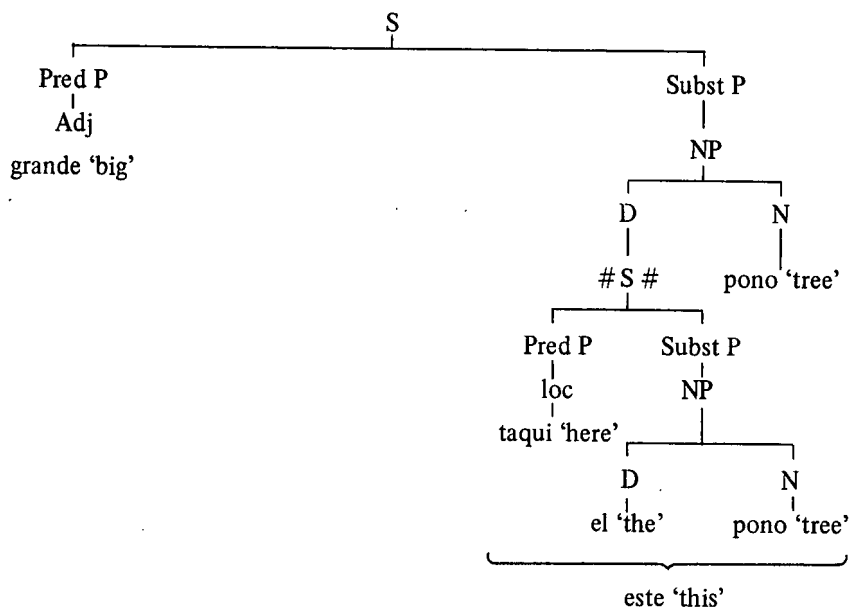
(38) *talla na escuela* el-supervisor

there in school the supervisor  
'The supervisor is in school.'

The demonstrative determiner (Dem) is generated by the following rule:

P-19. Dem → # S #

It rewrites as an underlying sentence, and may be diagrammed thus:



The predicate phrase of the underlying sentence is always a locative formed from *ta* + *deictic*. In the sentence above, the locative phrase *taqui* + the noun phrase *el pono*

are replaced by *este*. This is expressed by the transformational and morphographic rules below:

Tob-1. . . . + # *ta* + deictic + Subst P # + N  
 + . . . . ⇒ . . . . + *es-* + *ta* +  
 deictic + N + . . . .

where # S # ← Dem, and N in Subst P is lexically identical to N.

M-4. *es-* + *ta* + *aqui* ⇒ *este*  
*es-* + *ta* + *alli* ⇒ *ese*  
*es-* + *ta* + *alla* ⇒ *aquel*

The deictics are classified on the basis of the features [ $\pm$  near S] [ $\pm$  near H] as stated by P-16 and P-17. The demonstratives, being derived from deictics, are likewise specified.

The following sentences show the demonstratives:

- (39) *guapa aquel* nuevo maestra  
 pretty that new teacher  
 'That new teacher is pretty.'
- (40) *ya cumpra ele ese* muñeca na Hapon  
 bought he that doll in Japan  
 'He bought that doll in Japan.'

Sentences with demonstratives can optionally undergo a transformation which would delete the noun, and result in the nominalization of the demonstrative. Thus, the sentences above would convert into:

- (39.a) *guapa aquel*  
 pretty that  
 'That is pretty.'
- (40.a) *ya cumpra ele ese* na Hapon  
 bought he that in Japan  
 'He bought that in Japan.'

## 2.6 The Adjectival Phrase.

Adjectives are differentiated from other form classes by the following features:

- (1) They can be intensified.
- (2) But for a few exceptions, adjectives can be inflected for plural.
- (3) Certain adjectives inflect for gender.
- (4) Some adjectives can occur as adverbs of manner.

The adjectival phrase is generated by the following rules:

P-20. AdjP → AdjB (Intens)  
 P-21. AdjB → [ $\pm$  Plural] [ $\pm$  Gender] [ $\pm$  Manner]

An adjective base that is [ $-$  Plural] cannot be inflected for number. One that is [ $+$  Plural] can be pluralized. [ $+$  Plural] further specifies as [ $\pm$  Dup], thus:

P-22. [ $+$  Plural] → [ $\pm$  Dup]

[+ Dup] adjectives form their plural by complete reduplication. Examples are:

<i>AdjB</i>	[+ Plural]
goldo	goldo-goldo 'fat'
blanco	blanco-blanco 'white'

The pluralizer for [- Dup] adjective bases is *manga*. Examples:

joven	manga joven 'young'
inteligente	manga inteligente 'intelligent'

The choice of [ $\pm$  Plural] requires agreement with the number in the substantive phrase. That is, if the noun or pronoun is [- Plural], then the adjective is [- Plural], and vice versa. However, it is possible for the plural noun to occur with a [- Plural] adjective, but not for a [- Plural] noun to occur with a plural adjective, thus:

- (41) inteligente el estudiante  
intelligent the student  
'The student is intelligent.'
- (42) manga inteligente el manga estudiante  
intelligent the pl. student  
'The students are intelligent.'
- (43) inteligente el manga estudiante  
intelligent the pl. student  
'The students are intelligent.'
- \* (44) manga inteligente el estudiante  
intelligent the student  
'The student is intelligent.'

The following rule states this plural agreement between noun and adjective:

Tob-2 Plural Agreement:

[Adj,  $\pm$  Plural]<sub>AdjP</sub> + [N, - Plural]<sub>Subst P...</sub>  $\Rightarrow$   
[Adj, - Plural]<sub>AdjP</sub> + [N, - Plural]<sub>Subst P...</sub>

[ $\pm$  Gender] adjectives are specified for [ $\pm$  Masculine]. Like the noun, the adjective has the -o and -a ending for [+ Masculine] and [- Masculine], respectively. These features of [+ Gender] are stated in P-23 below:

P-23. [+ Gender]  $\rightarrow$  [ $\pm$  Masculine]

Like [ $\pm$  Plural], the choice of [ $\pm$  Masculine] also requires agreement with the substantive phrase, thus:

- (45) *guapo* el *muchacho*  
handsome the boy  
'The boy is handsome.'
- (46.a) *guapa* el *muchacha*  
pretty the girl  
'The girl is pretty.'

This gender agreement is stated in the rule below:

Tob-3 Gender Agreement

$$[\text{Adj}, \pm \text{Masculine}]_{\text{AdjP}} + \left[ \begin{array}{l} \text{N}, + \text{Masculine} \\ \text{N}, - \text{Masculine} \end{array} \right]_{\text{Subst P}} \dots \Rightarrow$$

$$\left[ \begin{array}{l} \text{Adj}, + \text{Masculine} \\ \text{Adj}, - \text{Masculine} \end{array} \right]_{\text{AdjP}} + \left[ \begin{array}{l} \text{N}, + \text{Masculine} \\ \text{N}, - \text{Masculine} \end{array} \right]_{\text{Subst P}} \dots$$

A [+ Manner] adjective can occur as an adverb when it modifies a verb. Some such adjectives are *bonito* 'nice', *sabroso* 'delicious', *bueno* 'good', and *plojo* 'slow'. These adjectives undergo no change in form when they occur as manner adverbs, thus:

- (46) *bonito camina* el modelo  
nicely walk the model  
'The model walks nicely.'
- (47) *bueno insiña* mi profesor  
well teach my professor  
'My professor teaches well.'

Intensification of adjectives is done by reduplication, or by the addition of *que* 'how', or *masiao* 'too'. This is stated in the following rules:

P-24. Intens  $\rightarrow$   $\left\{ \begin{array}{l} \text{dup} + \text{linker} \\ \text{masiao} \\ \text{que} \end{array} \right\}$

M-5. linker  $\rightarrow$   $\left\{ \begin{array}{l} \text{ng} / \text{V}\_ \\ \text{na} / \text{C}\_ \end{array} \right\}$

Examples are:

<i>alto</i> 'tall'	<i>altong-alto</i>	'very tall'
	<i>masiao alto</i>	'too tall'
	<i>que alto</i>	'how tall'
<i>joven</i> 'young'	<i>joven na joven</i>	'very young'
	<i>masiao joven</i>	'too young'
	<i>que joven</i>	'how young'

2.7 The Verb Phrase.

The constituents of the verb phrase are an obligatory aspect and verb, and an optional preverb and complement. The rule below expresses this:

P-25. VP  $\rightarrow$  aspect (prev) verb (Comp)

Aspect refers to the initiation or non-initiation, and completion or non-completion of the action expressed by the verb. There are three aspect markers in Chavacano: the perfective-aspect marker *ya* indicates action that has been initiated and completed; the imperfective-aspect marker *ta* denotes on-going action, and the contemplated-aspect marker *di* indicates action that has not been initiated.

Aspect is generated by the following rules:

P-26. Aspect  $\rightarrow$  [ $\pm$  begun]

P-27. [+ begun]  $\rightarrow$  [ $\pm$  finished]

- P-28. [Aspect, + begun, + finished] → *ya*  
 [Aspect, + begun, - finished] → *ta*  
 [Aspect, - begun] → *di*

Underscored in the sentences below are verbs in the different aspects:

- (48) *ya camina* nisos  
 walked we  
 'We walked.'
- (49) *ta le* el estudiante  
 reading the student  
 'The student is reading.'
- (50) *di lliga* el alcalde  
 will arrive the mayor  
 'The mayor will arrive.'

The preverb is *pudi*. *Pudi* denotes ability and translates as 'can' or 'able to'. The preverb is generated by the following rule:

- P-29. *prev* → *pudi*

Aspect always precedes the verb except when the optional preverb occurs in the sentence. The preverb then comes immediately before the verb, thus:

- (51) *ya pudi compra* yo aquel nuevo libro  
 able buy I that new book  
 'I was able to buy that new book.'

### The Verb.

The verb is generated by the following rules:

- P-30. Verb →  $\begin{Bmatrix} V_1 \\ V_2 \end{Bmatrix}$

- P-31.  $V_1$  → [ $\pm$  Transitive] [ $\pm$  Vbl Idiom]

- P-32. [ $+$  Transitive] → [ $\pm$  loc]

- P-33. [ $+$  loc] → [ $\pm$  NP]

- P-34. [ $+$  Vbl Idiom] → [ $\pm$  *haci*]

- A. [ $+$  *haci*] → [ $\pm$  *dale*]

- B. [ $-$  *haci*] → [ $+$  *dale*]

- P-35.  $V_2$  →  $\left\{ \begin{array}{l} \textit{haci} + \begin{Bmatrix} [N, + \textit{Common}, + \textit{haci}] \\ [V_1, + \textit{haci}] \end{Bmatrix} \\ (\textit{haci}) \textit{dale} + \begin{Bmatrix} [N, + \textit{Common}, + \textit{dale}] \\ [V_1, + \textit{dale}] \end{Bmatrix} \end{array} \right\}$

The verb is classified into  $V_1$  and  $V_2$ .  $V_2$  are the verbal idioms which are formed from:

- (1) *haci* 'to make' + a noun with the features  
[+ Common, + *haci*]:  
*haci* + *miedo* 'fear' ⇒ *haci miedo* 'to scare'
- (2) *haci* + a verb with the [+ *haci*] feature:  
*haci* + *cumpra* 'to buy' ⇒ *haci compra* 'to buy something for someone'
- (3) *dale* 'to give' + a [N, + Common, + *dale*]:  
*dale* + *beso* 'kiss' ⇒ *dale beso* 'to kiss'
- (4) *dale* + a [+ *dale*] verb:  
*dale* + *conoci* 'to know' ⇒ *dale conoci* 'to introduce'
- (5) *haci* + *dale* + [N, - Common, - *haci*]:  
*haci* + *dale* + *beso* ⇒ *haci dale beso* 'to kiss someone for someone else'
- (6) *haci* + *dale* + [V<sub>1</sub>, + *dale*]:  
*haci* + *dale* + *kumi* ⇒ *haci dale kumi* 'to feed someone for someone else'

V<sub>1</sub> are specified for the features [± Transitive] and [± Vbl Idiom]. [+ Vbl Idiom] is specified further for [± *haci*], and [+ *haci*] rewrites as [± *dale*]. This means that V<sub>1</sub> that can occur with *haci* may or may not occur with *dale* to form a verbal idiom.

Examples:

[± *haci*]

*haci* + *escribi* 'to write something for someone'  
*haci* + *birar* 'to cause to turn'

[+ *haci*, + *dale*]

*dale* + *prista* 'to lend'  
*dale* + *cumi* 'to feed'

[+ *haci*, - *dale*]- The following combinations do not occur:

*dale* + \**cumpra*  
*dale* + *escribi*  
*dale* + *birar*

A [- *haci*] verb rewrites as [+ *dale*]; that is, a [+ Vbl Idiom] verb that cannot occur with *haci* can occur with *dale*, thus:

[+ *dale*]

*dale* + *baña* 'to bathe someone'  
*dale* + *muda* 'to dress someone'  
*dale* + *conoci* 'to introduce'

A [ $V_1$ , + Transitive] is a verb that takes a complement (Comp), or complements. It may or may not have an adverbial complement (Adv). The constituents of the complement are stated in the following rule:

$$P-36. \text{Comp} \rightarrow \left\{ \begin{array}{l} \text{loc/} - [V_1, + \text{loc}] ( (\text{predet}) (\text{indef}) \text{NP} ) \\ (\text{predet}) (\text{indef}) \text{NP} \end{array} \right\}$$

In the sentence below, the complement is italicized, and the adverb is enclosed in parentheses:

- (52) *ya cumpra ele el vestido* (na plaza)  
bought she the dress (in market)  
'She bought the dress (in the market).'

A [ $V_1$ , + loc] is a verb that takes a locative complement as shown in (53) below:

- (53) *di anda el hombre na Manila*  
will go the man to Manila  
'The man will go to Manila.'

Other transitive verbs take the noun phrase complement, as in (52) above; some require both a noun phrase complement and a locative complement as in (54) and (55).

- (54) *ya dale mira ele el retrato conmigo*  
showed she the picture to me  
'She showed me the picture.'
- (55) *di dale Rosa el flores con el maestra*  
will give Rosa the flower to the teacher  
'Rosa will give the flower to the teacher.'

The noun phrase complement may have predeterminers aside from the regular determiners and postdeterminers. Predeterminer is generated by the following rules:

$$P-37. \text{Predet} \rightarrow \left\{ \begin{array}{l} \text{Preart} \\ (\text{Preart}) \left\{ \begin{array}{l} \textit{el} \\ \text{Dem} \end{array} \right\} \text{Postdet} ([N, + \text{Quan}] \textit{di}) \end{array} \right\}$$

$$P-38. \text{Preart} \rightarrow \left\{ \begin{array}{l} \textit{todo} \\ \textit{parejo} \end{array} \right\}$$

Examples of possible combinations of predeterminers with the noun phrase complement are the italicized portions below:

*Prearticle*

- (56) *ya mira ele parejo el doz felicula*  
saw he both the two film  
'He saw both of the two films.'

*Prearticle + el + postdeterminer + [N, + Quan] + di*

- (57) *ya cumpra yo todo el tres clase di phi tela*  
bought I all the three kind of cloth  
'I bought all the three kinds of cloth.'

*el + postdet + di*



- (58) *ya saca nisos el cinco del diez retrato* (59) *ta gusta yo el tercero di ese cinco libro*  
 got we the five of the ten picture like I the third of that five book  
 'We got five of the ten pictures.' 'I like the third of those five books.'

Some [+ Transitive] verbs can optionally occur without a complement. Some such verbs are *cumi* 'to eat', *le* 'to read', *fuma* 'to smoke', *almusa* 'to eat breakfast', *paita* 'to shave', as shown in the sentences below:

- (60) *ta cumi (hamon) el hombre*  
 eating (ham) the man  
 'The man is eating (ham).'

- (61) *ta le (novela) Julia*  
 reading (novel) Julia  
 'Julia is reading (a novel).'

[V<sub>1</sub>, - Transitive] never takes a complement, but it may optionally occur with an adverbial, thus:

- (62) *ta durmi el cratura (na kama)*  
 sleeping the child (on bed)  
 'The child is sleeping (on the bed).'

Some verbs can occur both as [+ Transitive] and [- Transitive], as exemplified below:

- (63) *ya buta el muchacho el leche*  
 spilled the boy the milk  
 'The boy spilled the milk.'

- (64) *ya buta el leche*  
 spilled the milk  
 'The milk spilled.'

In verbal sentences which include certain adverbs of time and location, the verb is optionally deletable. The substantive phrase in such sentences are nouns that denote events, activities, or natural phenomena.

Examples:

- |      |   |                |   |
|------|---|----------------|---|
| (65) | { del Lunes<br>ayer<br>aqui<br>na Manila }        | (ya haci) el   | { conferencia<br>parada<br>programa<br>eleccion }         |
|      | { last Monday<br>yesterday<br>here<br>in Manila } | (was held) the | { conference<br>parade<br>program<br>election }           |
| 'The | { conference<br>parade<br>program<br>election }   | was (held)     | { last Monday.'<br>yesterday.'<br>here.'<br>in Manila.' } |

### 3. The Substantive Phrase.

The constituents of the substantive phrase are an optional predeterminer and an



*Rin, din* and *siempre* alternate with one another; so do *raw, daw* and *dice; numa* and *lang*; and *kaya* and *sera*.

If more than one enclitic occurs in a sentence, the above ordering is usually followed, although others are also allowed as illustrated in the sentences below:

- (69) lejos *naman pala* el escuela aqui  
 far after all so the school here  
 'So the school is far from here, after all.'
- (70) lejos *din naman pala* el escuela aqui  
 far also after all so the school here  
 'So the school is quite a distance from here.'

Enclitics that appear together in a slot cannot occur immediately next to each other in a sentence. For instance, *ya* appears only in an affirmative sentence, while *mas* is always preceded by the negator *nuay* or *no*, thus:

- (71) ele *ya* el juez alla  
 he now the judge there  
 'He is the judge there now.'
- (72) *no mas* ele el juez alla  
 not anymore he the judge there  
 'He is no longer the judge there.'

4.2 Adverb of Location.

The rule below generates adverb of location:

$$P-41. \text{ Adv Loc} \rightarrow \left\{ \begin{array}{l} na + [N, + \text{Common}, - \text{Animal}] \\ \text{Deictics} \\ (na) \text{ Prep} + di + NP \end{array} \right\}$$

The prepositions are the following:

arriba	'up or above'	afuera	'outside'
abajo	'under or below'	adentro	'inside'
cerca	'near'	insima	'on top'
law	'side'	tras	'back of'
orilla	'side'	delante	'front'
medio	'middle or center'		

The prepositions are specified for [ $\pm na$ ]. The italicized prepositions in (73) are [ $- na$ ]; those in (74) are [ $+ na$ ].

$$(73) \quad \text{talla el gato} \left\{ \begin{array}{l} arriba \\ abajo \\ cerca \\ afuera \\ adentro \\ insima \end{array} \right\} \text{del casa}$$

there the cat { upstairs  
under  
near  
outside  
inside  
on top } of the house

'The cat is { up  
under  
near  
outside  
inside  
on top of } the house.'

(74) ya juga ilos *na* { *law*  
*medio*  
*orilla*  
*tras*  
*delante* } del jardin

played they { side  
middle  
side  
back  
front } of the garden

'They played { on the side of  
in the middle of  
beside  
behind  
in front of } the garden.'

#### 4.3 Adverb of Direction.

P-42 generates adverb of direction:

P-42. Adv Direction → {  $\left\{ \begin{array}{l} na \\ di \end{array} \right\}$  [N, + Common, - Animal]  
 $con \left\{ \begin{array}{l} todo \left\{ \begin{array}{l} el \\ Dem \end{array} \right\} \end{array} \right\}$  (postdet) NP  
Pronoun  
deictics  
(*na*) Prep + *di* + NP } }

Examples are the italicized portions of the sentences below:

(75) ya bini yo *di Manila*  
came I from Manila  
'I came from Manila.'

(76) ya baila ele *con el doctora*  
danced he with the doctor  
'He danced with the doctor.'

The deictics, the prepositional phrases, and the *na* + [N, + Animal] phrases occur as both location and direction adverbs, and the use of these results in ambiguity as illustrated by the sentences below:

(77) *ya curri el gato*  $\left\{ \begin{array}{l} \textit{abajo del mesa} \\ \textit{na casa} \end{array} \right\}$

ran the cat  $\left\{ \begin{array}{l} \text{there} \\ \text{under the table} \\ \left\{ \begin{array}{l} \text{in} \\ \text{toward} \end{array} \right\} \text{house} \end{array} \right\}$

'The cat ran  $\left\{ \begin{array}{l} \text{there.} \\ \text{under the table.} \\ \left\{ \begin{array}{l} \text{in} \\ \text{toward} \end{array} \right\} \text{the house.} \end{array} \right\}$

*Ya curri el gato alla* can mean either 'the cat ran towards the place' in which *alla* is a direction adverb, or 'the cat ran in that place' in which *alla* is a location adverb. This applies also to the phrases *abajo del mesa* and *na casa*.

Location and direction adverbs can occur with other adverbs, but never together, in a sentence.

4.4 Adverb of Time.

Adverbs of time denote past time, future time, or general time. They are generated as:

P-43. Adv Time  $\rightarrow \left\{ \begin{array}{l} \text{Past} \\ \text{Future} \\ \text{General} \end{array} \right\}$

4.4.1 Past Time is generated by the rules below:

P-44. Past  $\rightarrow \left\{ \begin{array}{l} \textit{di} + \textit{el} \text{ [N, + Common, - Animal] (Past Time Phrase)} \\ \text{Past Time word (Past Time Phrase)} \\ \textit{di} \textit{aquel} \left\{ \begin{array}{l} \textit{vez} \\ \textit{dia} \end{array} \right\} \end{array} \right\}$

P-45. Past Time Phrase  $\rightarrow \left\{ \begin{array}{l} \textit{por} \textit{la} \left\{ \begin{array}{l} \textit{mañana} \\ \textit{tarde} \\ \textit{noche} \end{array} \right\} \text{ (a las + Cardinal)} \\ \textit{a las} + \text{Cardinal} \\ \textit{(ante) pasao} \end{array} \right\}$

P-46. Past Time Word  $\rightarrow \left\{ \begin{array}{l} \textit{ayer, indinante, anoche,} \\ \textit{anteayer, antenoche} \end{array} \right\}$

Past Time adverbs are made up of the following constituents:

1. *del* + the months or the days or words indicating time divisions, + time phrase.

a. *del* { Sabado  
Lunes  
Enero  
Marso  
Diciembre } 'last { Saturday'  
Monday'  
January  
March'  
December' }

b. *del* { Domingo  
Abril  
semana  
mes  
año } { pasao  
ante pasao }

'last Sunday           'Sunday before last'

'last April'           'April before last'

'last week'           'week before last'

'last month'           'month before last'

'last year'           'year before last'

c. *del* Miercoles { por la { mañana  
tarde } (a las doz)  
noche }  
a las doz }

'last Wednesday { { morning  
afternoon } (at two o'clock)  
evening }  
at two o'clock' }

When *del* occurs with the days or months, *pasao* is optional. With *mes*, *semana*, and *año*, however, *pasao* is obligatory.

## 2. Past Time word + Time Phrase

Examples:

a. { ayer  
anteayer  
indinante } { por la { mañana  
tarde } (a las tres)  
noche }  
a las tres }

{ 'yesterday  
'day before yesterday  
'earlier } { (in the) { morning  
afternoon } (at three o'clock)  
evening }  
at three o'clock }

b. { anoche  
antenoche } a las ocho  
{ 'last night  
'the other night } at eight o'clock

The *por la . . .* and *a las . . .* time phrases can only occur with the names of the days, and with the time words *ayer* and *anteayer* and *indinante*. Only *a las . . .* phrases can go with *anoche* and *antenoche*.

3. *Di aquel* translates as 'then'. It can optionally occur with *vez* 'time' to mean 'time was when', or with *dia* 'day' to mean 'long ago' or 'once upon a time'.

#### 4.4.2 Future Time

Future time is generated by the following rules:

- P-47. Future  $\rightarrow \left\{ \begin{array}{l} na \left\{ \begin{array}{l} [N, + \text{Common}, - \text{Animal}] \text{ (Time Phrase)} \\ \text{Future Time idiom} \end{array} \right\} \\ \text{Future Time word (Time Phrase)} \end{array} \right\}$
- P-48. Time Phrase  $\rightarrow \left\{ \begin{array}{l} por\ la \left\{ \begin{array}{l} ma\~{n}ana \\ tarde \\ noche \end{array} \right\} \text{ (} a\ las + \text{Cardinal)} \\ a\ las + \text{Cardinal} \end{array} \right\}$

The constituents of future time adverbs are almost identical with those of Past Time, except that *na* is used instead of *del*. The nouns that go with *na* are the names of the days and the months. A time phrase can likewise be added to the noun.

The Future Time idioms are:

- a. otro  $\left\{ \begin{array}{l} semana \\ mes \\ a\~{n}o \end{array} \right\}$  or  $\left\{ \begin{array}{l} semana \\ mes \\ a\~{n}o \end{array} \right\}$  que bien e
- 'next'  $\left\{ \begin{array}{l} \text{'week'} \\ \text{'month'} \\ \text{'year'} \end{array} \right\}$

- b. otro dia 'another day'

The above idioms occur with *na*. Those following do not occur with *na*.

- c. algun dia 'someday'

- d. pasao ma~{n}ana 'day after tomorrow'

- e. siguiente  $\left\{ \begin{array}{l} dia \\ tarde \\ noche \end{array} \right\}$  'next'  $\left\{ \begin{array}{l} \text{'day'} \\ \text{'afternoon'} \\ \text{'evening'} \end{array} \right\}$

#### 4.4.3 General Time.

The constituents of General Time are stated in the following rules:

- P-49. General Time  $\rightarrow \left\{ \begin{array}{l} \text{Gen Time Idioms} \\ \text{Gen Time Word} \\ \text{Gen Time Phrase} \end{array} \right\}$
- P-50. Gen Time Phrase  $\rightarrow \left\{ \begin{array}{l} todo\ el \text{ (Ord} + [N, + \text{Common}, \\ \quad - \text{Animal}] \text{ del} \\ cada + \text{Cardinal} \\ \text{Cardinal} + \text{veces} + \text{el} \end{array} \right\} [N, + \text{Com}, \\ - \text{Animal}]$

The Gen Time idioms are the following:

a veces 'sometimes'

un dia sin otra 'every other day'

de vez en cuando 'once in a while'

General Time phrases are listed below:

a. *todo el* (ordinal + [N, + Common, - Animal] *del*) [N, + Com, - Animal]:

todo el	}	ora	'every	}	hour'
		dia			day'
		tarde			afternoon'
		noche			night'/evening'
		medianoche			midnight'
		madrugada			dawn'
		semana			week'
		Martes			Tuesday'
Agosto	August'				

todo el	}	primer	{	Domingo, etc.	}	del mes
		segundo				
		tercer				
		cuarto				
		ultimo				

'Every	}	first	{	Sunday, etc.	}	of the month'
		second				
		third				
		fourth				
		last				

b. *cada* + Cardinal + [N, + Common, - Animal]

cada -	}	doz	}	ora
		tres		dia
		cuatro		semana
		cinco		meses
		seis		año

'every	}	two	}	hours'
		three		days'
		four		weeks'
		five		months'
		six		years'

c. Cardinal + veces + el + [N, + Common, - Animal]

{	siete	}	veces el	{	dia	{	'seven	}	times	{	a day'	
	ocho				semana						'eight	a week'
	nueve				mes						'nine	a month'
	dies				año						'ten	a year'



The General Time words are *pirmi* 'always' and *nunca* 'never'. *Nunca* can occur with any of the three aspect-markers of the verb, and is always in sentence-initial position. *Pirmi* can only occur with the imperfective and the contemplated aspect-markers of the verb.

Examples:

(78) *nunca*  $\left\{ \begin{array}{l} \text{ta imbarca} \\ \text{ya imbarca} \\ \text{di imbarca} \end{array} \right\}$  na bus ese doctor

never  $\left\{ \begin{array}{l} \text{rides} \\ \text{rode} \\ \text{will ride} \end{array} \right\}$  on bus that doctor

'That doctor never  $\left\{ \begin{array}{l} \text{rides} \\ \text{rode} \\ \text{will ride} \end{array} \right\}$  on a bus.'

(79)  $\left\{ \begin{array}{l} \text{ta visita} \\ \text{di visita} \end{array} \right\}$  nisos pirmi con ele

$\left\{ \begin{array}{l} \text{visit} \\ \text{will visit} \end{array} \right\}$  we always her

'We  $\left\{ \begin{array}{l} \text{visit her always.} \\ \text{will always visit her.} \end{array} \right\}$

#### 4.5 Adverb of Manner.

Chavacano adverbs of manner may be differentiated into manner words, idioms and phrases. Some manner words are *ansina* 'like this/that', and *enseguida* 'immediately/ at once'. The manner idiom is *de repente* 'suddenly'. Manner phrases are formed by *de*, *con*, or *como* and a [N, + Common, - Animal]. Examples are *de coche* 'by car', *de sombrero* 'with a hat on', *con cuchillo* 'with a knife' and *como pajarito* 'like a bird'. An adverb of manner may also be an [Adj, + Manner]. Examples *bueno* 'well', *recio* 'fast', and *bonito* 'nicely'.

These rules generate Adverb of Manner:

P-51. Adv. Manner  $\rightarrow \left\{ \begin{array}{l} \text{Manner Word} \\ \text{Manner Idiom} \\ \text{Manner Phrase} \\ \text{[Adj, + Manner]} \end{array} \right\}$

P-52. Manner Phrase  $\rightarrow \left\{ \begin{array}{l} \text{de} \\ \text{con} \\ \text{como} \end{array} \right\} \text{ [N, + Common, - Animal]}$

The Chavacano sentence follows this word order:

Pred P + Subst P + Adv

Sentences with manner adverbs derived from adjectives, however, have to undergo a word order transformation which permutes the adverb to sentence-initial position. The trans-

formation is stated thus:

T-Word-order:

Pred P + Subst P + Adv<sub>Manner</sub> ⇒

Adv<sub>Manner</sub> + Pred P + Subst P

Obligatory if adverb of manner is derived from an adjective.

Furthermore, these sentences undergo an aspect-deletion transformation, stated thus:

T-Aspect-deletion:

Adv<sub>Manner</sub> + asp + V . . . . ⇒ Adv<sub>Manner</sub> + V . . . .

Obligatory if adverb of manner is derived from an adjective.

This is illustrated by the following sentence:

ta canta el hombre *bonito*

sings the man nicely

The word-order transformation permutes *bonito* before the verb, thus:

*bonito* ta canta el hombre

The aspect-deletion transformation finally reduces the sentence to:

(80) *bonito* canta el hombre

nicely sings the man

'The man sings nicely.'

#### 4.6 Adverb of Cause.

Adverb of cause is generated by the following rule:

$$P-53. \text{ Adv Cause} \rightarrow \left\{ \begin{array}{l} \left\{ \begin{array}{l} \textit{que laya} \\ \textit{casi} \\ \textit{por caso} \end{array} \right\} S \\ \textit{por caso} + \textit{di} \left\{ \begin{array}{l} \text{NP} \\ \text{Pron} \end{array} \right\} \end{array} \right\}$$

The Chavacano adverb of cause is introduced by any of the following: *que laya*, *casi*, or *por caso* 'because'. All three precede a sentence, thus:

(81) ya sali ele  $\left\{ \begin{array}{l} \textit{casi} \\ \textit{por caso} \\ \textit{que laya} \end{array} \right\}$  *alboroto nisos*

left he because noisy we

'He left because we were noisy.'

*Por caso* may also occur with *di* and a noun phrase, or with the *di* form of the pronoun as in:

(82) ya sali ele *por caso del guerra*

left he because of the war

'He left because of the war.'

(83) ya bini ele *por caso di tuyo*

came he because of you

'He came because of you.'

## 4.7 Adverb of Mood.

Adverbs of mood denote speculation, obligation, or certainty. The rule below generates adverb of mood:

$$P-49. \text{ Adv Mood} \rightarrow \left\{ \begin{array}{l} \textit{baka/seguro (debe)} \\ \textit{debe} \\ \textit{fijo/segurao} \end{array} \right\}$$

*Seguro* and *segurao* occur in the usual adverb position; that is, at the end of the sentence, as in (84) below:

$$(84) \text{ di lluvi } \left\{ \begin{array}{l} \textit{seguro} \\ \textit{segurao} \end{array} \right\}$$

$$\text{will rain } \left\{ \begin{array}{l} \textit{maybe} \\ \textit{surely} \end{array} \right\}$$

'Maybe it will rain.'

'It will surely rain.'

They may be moved to sentence initial or medial position, thus:

$$\left\{ \begin{array}{l} \textit{seguro} \\ \textit{segurao} \end{array} \right\} \text{ di lluvi}$$

$$\text{di lluvi } \left\{ \begin{array}{l} \textit{seguro} \\ \textit{segurao} \end{array} \right\} \text{ luego}$$

'Maybe it will rain later today.'

'It will surely rain later today.'

*Baka*, *debe*, and *fijo* have to undergo a word order transformation to put them in sentence-initial position, thus:

$$*\text{ya escribi ya el estudiante su leccion } \left\{ \begin{array}{l} \textit{baka} \\ \textit{debe} \\ \textit{fijo} \end{array} \right\} \Rightarrow$$

$$(85) \left\{ \begin{array}{l} \textit{baka} \\ \textit{debe} \\ \textit{fijo} \end{array} \right\} \text{ ya escribi ya el estudiante su leccion}$$

$$\left\{ \begin{array}{l} \textit{maybe} \\ \textit{should} \\ \textit{surely} \end{array} \right\} \text{ has written the student his lesson}$$

'Maybe the student has written his lesson.'

'The student should have written his lesson.'

'The student has surely written his lesson.'

When the verb is in the contemplated aspect, and the adverb is *baka* or *debe*, the sentence also undergoes the aspect-deletion transformation, thus:

$$*\text{di bini ele mañana } \left\{ \begin{array}{l} \textit{baka} \\ \textit{debe} \end{array} \right\}$$

$$(86) \left\{ \begin{array}{l} \textit{baka} \\ \textit{debe} \end{array} \right\} \text{ bini ele mañana}$$

$$\left\{ \begin{array}{l} \textit{maybe} \\ \textit{should} \end{array} \right\} \text{ come he tomorrow}$$

'He { might  
should } come tomorrow.'

### Movable Adverbs

Except for the general time adverb *nunca* 'never', the manner adverbs derived from adjectives, and the adverbs of mood *baka* 'maybe', *debe* 'should' and *fijo* 'surely' which always occur sentence-initially, and the enclitics which have fixed positions in the sentence, all adverbs are movable, with an accompanying change in the meaning of the sentence. By optional transformation, they may be moved to sentence-initial position, or immediately after the predicate phrase if the substantive phrase is a noun phrase. The following sentences exemplify this:

- (87) di lliga el presidente *mañana*  
*mañana* di lliga el presidente  
 di lliga *mañana* el presidente  
 will arrive tomorrow the president  
 'The president will arrive tomorrow.'
- (88) ya haci el baile *na capitollo*  
 ya haci *na capitollo* el baile  
*na capitollo* ya haci el baile  
 in capitol building held the dance  
 'The dance was held in the capitol building.'

When the adverb is in sentence-initial position, emphasis is shifted to the adverb, and the above sentences would have the following translations:

- (1) 'It is tomorrow that the president is coming.'  
 (2) 'It was in the capitol building that the dance was held.'

### 5. The Topicless Sentence.

Topicless sentences are those which are obligatorily without substantive phrase. Such sentences refer to weather or time conditions. The predicates in these sentences are adjectives, verbs, or noun phrases that indicate time.

Examples:

- (89) temprano pa  
 early still  
 'It's still early.'
- (90) ta truna (ya naman)  
 thundering (again)  
 'It's thundering (again).'
- (91) Lunes (ya) (mañana)  
 Monday (already) (tomorrow)  
 'It's Monday (already) (tomorrow).'
- (92) a las nueve { ya (pala)  
                   { numa (pala) }  
 nine o'clock { already (so)  
                   { only (so) }  
 '(So) it's already nine o'clock.'  
 '(So) it's only nine o'clock.'

Noun phrases that indicate time never occur alone in topicless sentences. The days of the week, and the months must be accompanied either by an enclitic or enclitics, or by another time phrase as in (91). Clock time is always followed by an enclitic, or enclitics as in (92).

#### 6. Word Order.

The Chavacano sentence follows this basic word order: Predicate phrase + Substantive phrase + optional adverb, as shown below:

- (93) *taqui el libro*  
 here the book  
 'The book is here.'
- (94) *di bini Ramon ahora*  
 will come Ramon today  
 'Ramon will come today.'
- (95) *inteligente el estudiante*  
 intelligent the student  
 'The student is intelligent.'

A rearrangement of the components of each sentence will result in the following:

a. an ungrammatical sentence:

*\*el libro taqui*

b. a shift in emphasis from the subject to the adverb due to the permutation of the adverb to sentence-initial position:

*ahora di bini Ramon*  
 'It's today that Ramon will come.'

c. an adjectival phrase:

*el estudiante inteligente*  
 'the intelligent student'

The verbal sentence follows this word order:

Verb phrase + Complement + Substantive Phrase

Example:

- (96) *ya cumpra mansanas el mujer*  
 bought apple the lady  
 'The lady bought an apple.'

The indefinite noun phrase complement may also occur after the substantive phrase, thus: *ya cumpra el mujer mansanas*. The definite noun phrase complement, however, always occurs after the topic, not in any other position.

Thus:

*ya cumpra el mujer el mansanas*  
 bought the lady the apple  
 'The lady bought the apple.'

Not:

*\*ya cumpra el mansanas el mujer*  
*el mansanas ya cumpra el mujer*

## SPECIAL OFFER

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The author, John U. Wolff, has a Ph.D. in Linguistics from Yale University and is presently associated professor of Linguistics at Yale University. He is married to a Bisayan and has five children.

The following is a sample entry from the work.

**hata** *v* [A; c] feint, make a move to strike, kick, give, or the like, without actually intending to do so. *Hataa (hatai) ug karmilitus ang bátà*, Act like you're going to give the child some candy. *Hataan sa wala, butangan sa tuu*, Make a feint with the left and him hit with the right. *Ihatà ug ysát ang búla*, Feint shot with the ball. *n* 1 feinting action. 2 bluffing statement or threat.

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