

EASY TAGALOG

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Pag-arala nating ang wastong gamit ng mga sumusunod na salita:

(Let us study the correct use of each of the following words:)

- | | |
|--|---|
| 1. kapatid | brother or sister |
| magkapatid | brothers or sisters (only two) |
| magkakapatid | brothers or sisters (more than two) |
| 2. kaibigan | friend |
| magkaibigan | friends (only two) |
| magkakai-
bigan | friends (more than two) |
| 3. kasama | companion |
| magkasama | companions (only two) |
| magkaka-
sama | companions (more than two) |
| 4. kasamá | partner in business |
| magkasamá | partners in business (only two) |
| magkaka-
samá | partners in business (more than two) |
| 5. kalaro | playmate |
| magkalaro | playmates (only two) |
| magkaka-
laro | playmates (more than two) |
| 6. kapitbahay | neighbor |
| magkapit-
bahay | neighbors (only two) |
| magkaka-
pitbahay | neighbors (more than two) |
| 7. kababayan | townsman |
| magkaba-
bayan | townsmen (only two) |
| magkaka-
babayan | townsmen (more than two) |
| 8. kalalawigan | provincemate |
| magkalala-
wigan | provincemates (only two) |
| magkakala-
lawigan | provincemates (more than two) |
| 9. kanayon (ka-
babaryo) | barriomate |
| magkana-
yon (mag-
kababaryo) | barriomates (only two) |
| magkakana-
yon (mag-
kakababar-
yo) | barriomates (more than two) |
| 10. kapanahon | contemporary |
| magkapa-
nahon | contemporaries (only two) |
| magkaka-
panahon | contemporaries (more than two) |
| 11. kapangka-
tin | two persons be-
longing to the
same party |
| magkapang-
katin | two persons be-
longing to the
same party |

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magkaka- pangkatin . . .	more than two persons belong- ing to the same party	magkaka- way	enemies (more than two)
12. karelihiyon . . .	one person be- longing to the same religion	16. katulong	a person helping each other
magkareli- hiyon	two persons be- longing to the same religion	magkatulong	two persons help- ing each other
magkakare- lihiyon	more than two persons to the same religion	magkakatu- long	more than two persons helping each other
13. kababatá	childhood friend	17. kakampi	a person who takes one's side in a quarrel
magkababa- tá	childhood friends (only two)	magkakampi	two persons tak- ing the same sides in a quar- rel, etc.
magkakaba- batá	childhood friends (more than two)	magkaka- kampi	more than two persons taking the same sides in a quarrel, etc.
14. kaanib	ally	18. pinsán	relative
magkaanib	allies (only two)	magpinsán	relatives (only two)
magkaka- anib	allies (more than two)	magpipin- sán	relatives (more than two)
15. kaaway	enemy		
magkaaway	enemies (only two)		

Wastong gamit sa pangungusap ng bawa't isá sa mgá salitang nasa-itaás:

- Si Maria ay aking kapatid.
Siyá'y kapatid ko.
Si Maria at ako'y magkapatid..
Kami'y magkapatid.
Sina Felisa, Fe at, Lucia ay mag-
kakapatid.
Sila'y magkakapatid.
Maria is my sister.
She is my sister.
Maria and I are sisters.
We are sisters.
They are sisters.
Felisa, Fe and Lucia are sisters.

- Si Pedro ay kaibigán ni Juan.
Si Pedro at si Juan ay magkai-
bigan.
Sina Jose, Marcos at Pablo ay
magkakaibigán.
Pedro is Juan's friend.
Pedro and Juan are friends.
Jose, Marcos and Pablo are
friends.
- Si Petra ay aking kasama.
Si Petra at ako'y magkasama.
Siná Epifania, Felicidad at Inés
ay magkakasama.
Petra is my companion.
Petra and I are companions.

- Epifania, Felicidad and Ines are companions.
4. Si Fe ay **kasama** ni Lusia sa hanapbuhay.
Si Fe at si Luisa ay **magkasama** sa hanapbuhay.
Siná Fe, Luisa at Carmen ay **magkakasama** sa hanapbuhay.
Fe is Luisa's partner in business.
Fe and Luisa are partners in business.
Fe, Luisa and Carmen are partners in business.
5. Si Luis ay **kalaro** ni Marcelo.
Siná Luis at Marcelo ay **magkalaro**.
Siná Luis, Marcelo at Matias ay **magkakalaro**.
Luis is Marcelo's playmate.
Luis and Marcelo are playmates.
Luis, Marcelo and Matias are playmates.
6. Si Mang Isko ay **kapitbahay** ni Mang Doro.
Si Mang Isko at si Mang Doro ay **magkapitbahay**.
Siná Mang Isko, Mang Doro at Mang Anong ay **magkakapitbahay**.
Mang Isko is Mang Doro's neighbor.
Mang Isko and Mang Doro are neighbors.
Mang Isko, Mang Doro and Mang Anong are neighbors.
7. Si Don Pablo ay **kababayan** ko.
Si Don Pablo at ako ay **magkababayan**.
Siná Escolastica, Ines at Pilar ay **magkakababayan**.
Don Pablo is my townmate.
Don Pablo and I are townmates.
Escolastica, Ines and Pilar are townmates.
8. Si Francisco ay **kalalawigan** ni Rufino.
Siná Francisco at Rufino ay **magkalalawigan**.
Siná Francisco, Rufino at Alejandro ay **magkakalalawigan**.
Francisco is Rufino's province-mate.
Francisco and Rufino are provincemates.
Francisco, Rufino and Alejandro are provincemates.
9. Si Marta ay **kanayon** ni Lydia.
Siná Marta, at Lydia ay **magkanayon**.
Siná Marta, Lydia at Sisa ay **magkakanayon**.
Marta is Lydia's barriomate.
Marta and Lydia are barriomates.
Marta, Lydia and Sisa are barriomates.
- 10: Si Dr. Rizal ay **kapanahon** ni Don Marcelo del Pilar.
Siná Dr. Rizal at Don Marcelo ay **magkapanahon**.
Siná Dr. Jose Rizal, Don Marcelo del Pilar at Don Mariano Ponce ay **magkakapanahon**.
Dr. Rizal was Don Macrelo del Pilar's contemporary.
Dr. Rizal and Don Marcelo del Pilar were contemporaries.
Dr. Jose Rizal, Don Marcelo del Pilar and Don Mariano Ponce were contemporaries.
- Ngayon, humigit-kumulang, ay nalalaman na ninyo ang wastong paggamit ng karamihan sa mga salitang ating pinag-aaralan. Subukin nga ninyo ang inyong kakayahan sa pamamagitan ng paggamit sa wastong pangungusap ng bawa't isá sa sumusunod na mga salita.
- (Now, more or less, you know how to use correctly in sentences many of the words we are studying. Try your ability by using in a correct

sentence each of the following words:)

1. kapangkatin
magkapangkatin
magkakapangkatin
2. karelihiyon
magkarelihiyon
magkakarelihiyon
3. kababatá
magkababatá
magkakababatá
4. kaanib
magkaanib
magkakaanib

5. kaaway
magkaaway
magkakaaway
6. katulong
magkatulong
magkakatulong
7. kakampi
magkakampi
magkakakampi
8. pinsán
magpinsán
magpipinsán

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taught you?" In this way the pupils become conscious that education takes place both at school and at home.

Because of the great damage to school buildings and loss of equipment, the parents more than before are drawn to the schools to help put up something for the children. The parents do not only see the material needs of the teachers and the pupils but see and hear and realize how and what their children study. This is a great opportunity for the parents, for they catch glimpses of school life and of the contents of the school curriculum. They somehow begin also to weigh the values of what pupils learn. This is where the PTA is to play its greatest educational contribution. Seeing the machinery of the schools and knowing its ideals, its democratic life, and the contents, substance and values of school offerings, the PTA carries and transmits the sum total of school influence to the community, thereby stimulating it to think critically on the objectives of education. On the other hand the PTA brings community interest and ideals to the teachers, thereby giving color, value, and force to their instruction.

To keep this interflow of influence in constant motion is the joint function of the PTA and the local school

administration. In this manner the PTA does not only serve as the main agency of public school relations, but it plays the part of stabilizer of the work of the school. In order that this function may attain a high degree of competence and efficiency, the PTA should visit the schools more often to appreciate the work of the children and understand the goals of their various activities. Parents should speak more often in school convocations and programs. In return school officials should make themselves available in PTA meetings, to interpret the schools to the public or otherwise explain certain phases of school work and administrative practices which ordinary observation does not reveal to the parents.

From the close interrelation and mutual cooperation of teachers and parents; from the common effort directed toward a common goal, the PTA should be able to encourage better scholarship among the students and make their education the first concern of the public. It should also help greatly in establishing local libraries, organizing community orchestra or band, choral and dramatic clubs, and town hall meetings to enliven and enrich community life. For this purpose the PTA should attract

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