

Chapter 7

Aspect and Modality with Predicate Pairs

More examples of modalities and aspects expressed by pairs of verblike words; these links will take you to the pertinent sections:

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MODAL PREDICATOR PAIRS: CONSTRUCTION BASICS

MODALITY PREDICATES combine with content verbs to form complex predicates.

Modality predicates are verblike words—they sometimes take verbal affixes to derive verbs—but they are somewhat incomplete as predicators:

Lagí, *moangay* ka. Yes you *should*. (Should what?)
Maka-pwede akó. I *can*. (Can what?)
Magkinahanglan ba gyud siyá. He really *must*. (Must what?)

In context the statements are complete; the information requested by the content question “What?” is already known. The (parenthesized) content questions above ask for a “real verb”—a CONTENT VERB—to make the predication complete.

Lagí, *angay* kang *moanhi*. Yes you *should come*. (content verb *ánhi* “come”)
Pwede kong *makabuhat* anà. I *can do* that. (content verb *buhat* “do”)
Kinahanglan siyáng *magtulog* unyà. He really *must sleep* soon. (content verb *tulog* “sleep”)

PARTICLES—modal and otherwise—are words (usually very short but there are exceptions) that don’t change form (usually) and depending on the particle and its context are used semantically or grammatically to flesh out the sentence. “Particle” is a catch-all term used very often to avoid the time-consuming trap of trying to micro-categorize every word in a language as to its exact part-of-speech or LEXICAL CATEGORY. Modal particles in English are sometimes called auxiliary or helping verbs, and the classic modal meanings recur somewhat from language to language: words meaning “can, should, must, want,” etc.

In the first set of Cebuano sentences above in which the classic modal is used alone, it is affixed like a verb. In the second set above, where the same modal is paired with a content verb that follows later, the content verb is finite while the modal predicator usually works like a particle, using no affixes. The two predicates are linked by *nga* which is optional but very common.

That is the CLASSIC PATTERN of modality construction, expressing the simpler, more clear-cut and common modalities. On the other hand, there are other aspects and modalities, such as “start to X” or “finish X” or “do X together” that use aspect or modality predicates (again in first position) that are finite verbs and the following content verb is non-finite in the form *og* \emptyset - or *sa pag-*; *og* and *sa* are the predicate linkers. *Sa* is often omitted, giving *pag-* the double function of being like a predicate linker as well as the marker of non-finite verbs that it is.

In the sentence, the doer of the modal verb and the doer of the content verb are the same exact nominal:

They can fly. =
They can. + They fly. (The nominal “they” is doer of both predicates.)

Compare with the periphrastic causative construction (see the next chapter):

Juan made Pedro do it. =
Juan made
Pedro do (each predicate has its own doer)

In the next example, in the CLASSIC PATTERN, the classic modal auxiliary verb *angay* “should” is a bare root or particle-like word, in first preposit slot, and linked to its finite content verb *maulaw* “be ashamed” by *nga*:

Angay kang maulaw nianà. You should be ashamed of that. akkk8

The STANDARD PATTERN for modality predicate pairs is used when modality verbs other than the classic predicates are combined with content verbs; the first verb (again the modal verb) is finite and the second verb (the content verb) is now non-finite.

Masigi siyá’g ulaw nianà. He’ll keep feeling embarrassed about that. (*sigi* “keep doing”)

The classic and standard patterns are what we will call the most grammatical, but not the only usable patterns; *kinahanglan* “must, need to” in particular has variable habits, probably because it—of all the classic modals—is least particle-like; as the root *hangól* “desperately fond” with a prefix, suffix, and infix added, it is most unparticle-like so although it often uses the classic pattern, it can also be found using a variety of patterns. Still the modality predicate precedes the content predicate, in all the variations. See below for examples.

Sometimes constructions look like modality pairs linked by *nga* but both verbs are finite and neither seems like a modality predicate. In such an instance, the linking *nga* is often a complementizer with a preceding verb that takes a clause as a complement instead of a nominal subject or object as a complement. This chapter includes examples of the mimics of modality constructions, clausal complements and periphrastic causative.

Kamaó kang mogunit sa sista? Do you know how to play the guitar? wf (*mogunit sa sista* is complement X of the verb *kamaó* “know how to X” and *nga* introduces the clause.)

As for the modality and aspect predicates themselves, the examples below make their meaning obvious. Just remember that aspect modifies the time (timing/duration/start/stop, etc.) of an event while modality involves the manner or way that something is done.

HABITUAL/GNOMIC ASPECT “do usually/always true”

In these examples,

- Irrealis is used for habitual aspect in the N-/M-/P- affixes.
- MAG- is used for vague verbal descriptions of general conditions as opposed to discrete events with a beginning and end. The gnomic or aphoristic aspect indicates something that’s “always true” like “Girls mature earlier,” or “The early bird catches the worm,” with the -ga- stems preferred.
- The first predicator is finite and the second is non-finite.
- The first predicator is modality predicate and the second is content predicate.
- Habitual and gnomic aspects tend to *vibe with* each other. But realis can be used for gnomic if the habitual sense is less strong: ...ug silá ákong ayohon, *nag-ingón ang Diós*. “...and I would heal them, *thus saith the Lord*.”

Managsama ra silá’g gamit. They are just the same in use. jwh070407

Labí na kong wâ dihâ ang íyang mgá ginikanan, magpunay lamang siyá’g lingkod ug bagduybagduy, apán wa’y mahimò. Especially when his parents weren’t around, he would always just be sitting and wandering around, but nothing happening. jt2.4

Magsigi’g dulà sa balás. She's *always playing* in the sand. rz

COMPLETIVE ASPECT “stop doing, finish doing, do all, all do, get it done, go all the way”

- In the first two examples, a natural pairing of completive and inceptive aspects takes places: “when he *finished* X, he *started* Y.”
- Once again the same pattern holds with these non-classic modals: first comes the finite/modal verb, then the non-finite/content verb.
- Notice how it gets muddy to try and keep Modality and Aspect separate, when they use the same three methods of adding meaning to the verb:
 - morphology (affixation and other morphing of the verb form)
 - pairing of predicators
 - particles (see another chapter for details)
 - *daw* “they say, he said” is a modality particle
 - *untà* “wish, hope” is a modality particle
 - *na* and *pa* are aspect particles

Nangaon. *Pagkahumá’g kaon* nisigi silá paglakaw. They ate. When finished eating they started walking. adsm14.1-2

Pagkahumán niya’g sulti niini, mitalikód si Kapuroy ug milagsik siyá’g lakaw padulong sa íla. When he got finished saying this, Kapuroy turned around and he sped off toward his home. bwkt30

Walâ gyud *lung-i*'g *gukod* sa Kugita si Ilagpot. Under no circumstances would the Octopus *stop chasing* Ilagpot. imiw22

Hutdan ta'g *kuha*'g bunga ang mangga. Let's *finish taking* fruit from the mango tree. wf

Ihurot og *hatag* ang mga itóy. *Finish giving* the puppies away. wf

Naghurot ang ámong mga *motsatsa*'g *pamista*. Our maids *all went to attend* the fiesta. wf (This is about going together because of MAG- (<), and also about everybody going leaving none behind because of the verb root *hurót*. *Pamista* is *pang-* + *pista* “go to the fiesta” and this is the p- form, the non-finite)

Hutdon ta mo og *latigó*. I'll *take-on-all* y'all in a fight. wf

Tiloka'g *punit* ang mga sagbot. *Pick up all* of the refuse. wf

Naghawâ mi'g *higdâ*. We *stopped bedding down together*. wf (Like *Ayâw ba!* “Don't, I mean it!” the interjection *Hawâ!* is one of the first words learned by one-year olds since it means “Stop it!”)

Og dî *madalâ*'g *sulti*, atò ning awayon. If we can't *get it done by talking*, we'll fight about this. wf
Duól ra. *Maabót* og *lud-an*. It's close by, *reachable by spitting*. wf

Gikapoyan (*gikapoy*) ko 'g *paminaw* sa íyang mgá panghambug. I have *grown tired of listening* to his boasts. wf

Dî ko *makaabót* og *palít* nianà. I *can't go so far as to buy* that. wf (MAKA- expresses “can do” modality; *abót* expresses completive aspect.)

Ayâw'g *hatu-hatuá*'g *dalá* nang mga libro, kay dî man nímo mabasa nang tanán. Don't *take all* those books, you can't read them all. wf

Pwirti gyud tingali nímong gutoma kay *naghatô-hatô* ka man gyu'g *kaon*. How famished you must be judging from the way you are *eating so ravenously*. wf

Wâ siyá *molungá*'g *pangità* sa nawalang anák. He didn't *give up searching* for the lost child. wf

Ayâw siyá *lung-i* (*lunghi*) og *sugsug* hangtod mohilak. Don't *stop your relentless teasing* until she cries. wf

Walâ silá *lung-i* *pagpamahit* ug *pangikos* sa mga sakop ni Haring Gangis hangtod... The army of King Cicada must not *stop biting and stinging* them until... hghl13a

Sa kataposan, diháng *gipangapóy* na ang mga hayop og *panikad* sa hangin, mingdasdas ang mga langgam ug mga pak-an. In the end, when the animals *got tired of kicking* the air, the birds and insects advanced to attack. hghl12

INCEPTIVE ASPECT “start doing, hurry up and do, do right away, threaten to do”

All the examples use

- MO- for discrete events or MAG- (occasionally) for “be doing in a hurry”
- the standard pattern, modality/finite followed by content/non-finite.

Nangaon. Pagkahumág kaon *nisigi* silá *paglakáw*. They ate. When finished eating they *started walking*. adsm14.1-2 (sa is the predicate linker that optionally precedes pag- forms, here omitted)

Sa pagdinalídalí ni Ilagpot, giluksoan lang níya ang kalahà gikan sa bukong nga sakayán, ug *mikaratil* siyá 'g *dagan* nga walá'y lingilingì. In his hurry, Ilagpot just jumped into the wok from the coconut boat, and *took off running* without looking back. imiwb25

Si Ilagpot *midali'g kuhà* og kahoy nga maó'y íyang gihimong sakayán ug bugsay, unyà *miadto* nâ siyá sa lawód. Ilagpot *hurried up getting* some wood that was what he made into a boat and oar, then that fella *started out* to sea. imiwb8 (the second italicized instance of mi- implies the inceptive aspect while the first instance—by the addition of a modality predicate—makes it explicit.)

Nangurog sa kakulbà si Ilagpot, maó nga *midalídalí* siyá 'g *bugsay* padulong sa baybayon. Ilagpot was shaking with fear, so he *took off in a hurry rowing* toward the shore. imiwb21

Pagkahumán níya 'g sulti níni, mitalikód si Kapuroy ug *milagsik* siyá 'g *lakáw* padulong sa íla. When he got finished saying this, Kapuroy turned around and he *sped off walking* toward his home. bwkt30

Unyà *miligidligid* si Kapuroy *pagsubay* sa dalan, kay dili man lagí siyá makalakáw ni makakamang. Then Kapuroy *took off rolling along* the road, since of course he could not walk nor crawl. bwkt5 (This complex predicate is the combination of two full predicates meaning “roll” and “follow along” with the “start doing” aspect only implied by the use of mi-.)

Magapurá ko 'g *tuon*. I'll do my studying quickly. wf

ITERATIVE ASPECT, “continue doing, keep doing, do over and over, do in return”

the first two examples use

- MO-
- both use the standard pattern
- (*sa*) *pag-* and *og ø-* are equivalent if not interchangeable forms of non-finite verbs
 - *pag-* is the surrealis of MAG-
 - *ø-* is the surrealis of MO-

Mipadayon og bugsay si Ilagpot. Ilagpot *continued rowing*. imiwb15

Mipadayon pagligidligid si Kapuroy ug nasugatan níya ang manunukduk og gapas ug ang mamumugás og maís. Kapuroy *continued rolling around* and he met up with a pounder of cotton and a husker of corn. bwkt13

Makat-on ka pagmakinilya kon *magsigi* ka 'g *praktis*. You will learn to type if you *keep practicing*. wf (Differs from the other two examples by using *mag-* for a habitual/hypothetical—thus irrealis—event rather than a discrete event that is a specific part of a storyline. The modality predicate *sigi* which meant “start doing” with MO- is here stretched into a process “keep doing” by using MAG- instead.)

Gasiging saka ang prisyo. The prices keep rising. wf (A modified form, -ga- is the progressive imperfective aspect, *saká* “go up” is a root as non-finite introduced by *nga* instead of *og*.)

Sigi siyáng sikway sa mga bugáng pagsuot niya sa kalibunán. He kept shoving away the weeds to the sides as he went through the thicket. wf (same as previous)

Siging *kahulog* ákong antiyuhos. My glasses keep slipping down my nose. wf (-ka- is short for *maka-* in the inchoative sense which *vibes with* non-volitional verbs)

Mopanas kanáng salapî *og isigi nímó’g bagnos*. That fifty-cent piece will get worn down if you *keep rubbing* it. wf

Ayáw *punayi’g tuhil* ang itlog sa irô kay mapaakan ka. Don't *keep poking* the dog's testicles, you might get bit. wf

Dî na ko *makaangot og saká* sa hagdan. I *can't endure anymore* climbing the stairs. wf (MAKA- expresses the “can do” modality and *angot* expressed the “keep doing, endure” aspect.)

Og pusilón nímó siyá, *mobalós* pod siyá *og pusíl*. If you shoot him, he will in turn *shoot* you *back*. pj

Dilì siyá *makaapás og utáw* sa ákong paglabá. She cannot *keep up ironing* my washing. wf

Nag-apás-apás og abót ang mga bisita. The visitors *kept coming, one after another*. wf

Baliki (balika) ni’g *tahî*. Sew this *over again*. wf

Balikon ko ikáw *og pangutana*. I will *ask* you *again*. wf

Makat-on ka pagmakiniya kon *magsigi ka’g praktis*. You will learn to type if you *constantly practice*. wf

Ang ulán *mihulgà pagbundak*. The rain *threatened to pour down*. wf

CONATIVE/INTENSIVE MODALITY, “try to do, do intensely, do well, endure experiencing, do something difficult/extreme/dangerous”

Naninguhá ko sa *pagtuón* para aduna’y nindot nga kapuslanan. I *have to study hard* so that I have a nice future. pj

Makit-an man nga naningkamot ug naninguhá ka gyod pag-ayo nga makakat-on og Binisayâ. It can be seen that you’re trying hard and making a point to go out of your way to make a big effort to learn Binisayâ. bisformf032908 (The conative modality is expressed very strongly here without any modality pairing, instead using intensifiers and a clausal complement construction. The clause ...makakat-on og Binisayâ... “learn Binisayâ” is the complement of the two verbs *naningkamot* ug *naninguhá* that both mean “try hard” and both use MANG- in its volitional modality.)

Duro pung katawa ag¹ sa Katsilà. The Spaniard in turn *laughed very hard.* adsm10.2 (This example is in a modified CLASSIC PATTERN of modality predicator pairs: the modality is expressed by a non-finite (root only) predicate, the second predicator is the content predicate and is linked by *nga*. The modification to the classic pattern is that the second verb is also not affixed, but *nag-* could have been added. The standard Cebuano vs. dialectal form of this sentence would be *Duro pong* (for *pod nga*) *nagkatawa ang Katsilà.*)

Apán ang amô durong katawa. But the monkey laughed very hard. auab15.2

Ayoha'g sapó ang tipasí nga moaslay sa lusóng. *Scoop up well* the unhusked rice that spills from the mortar. wf

Dî ko *mopasipala og labáng* á nang kusóg nga bahâ. I don't dare cross the river when it is so high. wf

Nganong *nagpasipala* ka ma'g *pamasangil* nga dî ka man siguro? Why do you *dare to accuse* me if you are not sure? wf

Naglisod ko *og libáng.* I'm *having a hard time pooping.* pj

Ayáw *palabii og larga* sa tugót ang tabanog. Don't *let out* the string of your kite *too much.* wf

Gipanaghapán níya 'g *ayo* ang radio. He *took a stab at fixing* the radio. wf

Kon motudlò si Sir nímo *sulayí* la 'g *tubág.* If the teacher calls on you just *try to answer.* wf

...ug *naningkamot* silá *pagsulód* sa baláy... and they *tried getting into* the house... bbl

Misuláy siyá *pagtindog* samtang nanghawid sa ákong bukton. He *tried to get up* while he held on to my arm. wf

Pagkalisód gayód alang sa mgá datò *pagsulod* sa Ginghamarian sa Diós! How very *hard it is* for the wealthy *to enter* the Kingdom of Heaven! lk18:24c

COMITATIVE MODALITY “do together with”

dungan sa pag- do together with

- a variation on the classic pattern which would be, for example, *gusto nga mag-*
- The first example of this modality predicate shows the word *dungan* “do with” used as a predicator in the pattern explained above.
- The last example shows the same word used as a conjoiner *dungan ang pag-* “while at the same time doing X” introducing an adjunct clause. Conjoiners are notoriously idiomatic.

Dungan ka nakò sa *pagkaun.* Hey you, *eat with* me. wf (*nakò* is short for *kanakò*)

Dungan sa áko 'g *kaon.* “Eat with me.” (*sa áko 'g* is a contraction of the “Davao” form of the dative with *og*: *sa akó-a og* In Cebu it would be *Dungan (ka)náko 'g kaon.*)

¹ *ag* or *ag sa* is another form of *ang*

Dungan ta'g kaon. “Let’s eat together.”

“Pilyo kaayo nang bataa da!” tubág ni Baladhay *dungan ang pagtudlò* sa larawan sa altar. That child is just a pure pain!” replied Baladhay *while pointing* at the image on the altar. ss18

Mag-uyon ta'g higdà arón ta moaráng dinhi. Let us *lie down beside each other* so that we can both fit here. wf

Apilón (iapil) ko ni og lutò karóng gabii. I *will include* this in dinner tonight. wf

Makig-uban ko níya'g puyô didto sa syudad. I'll *talk him into rooming together* there in the city. wf

Sumpayan pa gyud níya og komidya bisan og unsa'y ákong isulti. He always *adds joking around* whatever I say. wf

Moipon ko ninyo'g kaon. Let me *join you eating*. wf

Dili ka *moapil-apil og istorya* sa mga tigulang. You must not *barge in conversing* with the grownups. wf

...unya *gidapit* ang átonng Ginoo ug si San Pedro *pagdungang og paniodto* kaniya. ...then *invited* our Lord and St. Peter *to join* him *eating lunch*. shw13b (...*gidapit pagdungang*... “invite to join” is a periphrastic causative; ...*pagdungang og paniodto*... “join eating lunch” is a comitative modality)

POSITIONAL ASPECT “where done”

while most aspects locate an event in time, this one locates the event in space; Cebuano has many positional verbs that can be used alone or as a modality predicate

Nag-atubang silá'g lingkod. They were *sitting face-to-face*. wf

Si Bebe *naghimuta'g (nagpahimuta'g) lingkod* sa silya. Bebe *got situated sitting* in the chair. wf

Nagkadunggòdunggò ko'g panghulam. I went all over the place looking for money to borrow. wf

Gihapítan akó níya'g palít og buwak. He stopped in somewhere on his way to buy me some flowers. wf

Molakbay (maglakbay) siyá'g pauli mahapon. He *goes home by foot* in the afternoon. wf (This is a little “where done” but more “how done”, that is “by foot”. “How done” is a main point of modalities; the “where” comes from *pauli* “go home”.)

Motapad siyá'g lingkod sa akó-a. He *will sit next to* me. pj

Iduól nâ pagbutáng sa kalayo. Put that *near* the fire. wf

Ihapít kiníng kwarta pagdepositó sa bangko. Stop *in the bank on the way to deposit* this money. wf

THE CLASSIC MODALITY PREDICATES AND KINAHANGLAN

- Dî nâ *angayng hilakan*. That's not worth crying about. wf (*angay* “should”)
- Dili tâ *angáy nga magtandog* sa inyong miaging kabangian. You ought not to touch on what you quarrelled about long ago. wf (*angay untà* “should hope”)
- Gitabangan pagpugóng ang buang nga *gustong mogawas*. They helped each other to restrain the lunatic that wanted to escape. wf (*gusto* “want, like”)
- *Mahimò pang saboton* ang inyong gikasungian. You can still talk your quarrel over. wf (*mahimò* is a frozen form meaning “can do”; it is the equivalent of a bare root in usage)
- Dî *mahimong luonon* ang duhá ka himongaan sa usá ka pugarán. You *can't put* two hens in one nest. wf
- Ang *gusto nakò nga pagkaon* maó ang isdà. What I want to eat is the fish. pj (This sentence is grammatically different from the next one because it is an equational sentence, thus arranged as a relative construction which has two nominal predicates both marked by the nominative case.)
- *Gusto kong magkaon* sa isdà. I want to eat the fish. mbw (This is the default construction of the pragmatically focused construction in the last sentence.)
- *Gusto ka ba isakáy* sa kabaw? Do you *want* the water buffalo to *give you a ride*? pj
- *Dugay nang nagpuyò* si Haring Watí sa ilalom sa yutà, apán usá ka adlaw nianà mihangyò siyá sa átong Ginoo nga untà mahimò siyáng tawo arón makaalagad sa mgá kabós. *Long had* King Worm *lived* under the earth, but there was a certain day on which he asked our Lord if he wouldn't mind turning him into a man so he could care for the poor. shw1 (Adjective/adverb expressing “how done” modality, in this case “done a long time”. This works for lots of adverbs of manner.)
- *Angay kang maulaw* nianà. You *should be ashamed* of that. akkk8
- *Mahimò kaayo nga bulagán* ka. It's very *possible* you'll *be jilted*. wf
- *Angayng pakabathalaon* ang bana sa asawa. A wife *should consider* her husband *a god*. wf
- *Maayo pang mobalik* ka na lang ngádto sa tindahán. *It would be better* for you *to go back* to the store. wf1483 (modal adverb)
- *Pwede kaayong moanhi* siyá. He *may well come* here. wf
- *Pwede ba nga makagawí* ko sa ímong tilipono? *May I use* your phone? wf
- *Mahimò ba kong moabang* sa ímong kwarto? *May I rent* your room? wf1177
- *Gusto kang mamatáy*? Do you want to die? wf
- *Maayo siyáng mobinisayà*. He *speaks Visayan well*. wf
- *Angay kang magtuón* arón makapasar ka. You *ought to study* if you want to pass. wf
- *Gusto siyáng motan-aw* ron. She *wants to look* now. wf1177
- *Gusto nâ nákong palitón*. I *want to buy* it. wf1234
- *Mahimò ka nang mopaulì*. You *may go home* now. wf
- *Mahimò ka nang molakáw*. You *may leave* now. wf
- *Gusto ka bang molakáw*? Do you *want to go out*? wf1177
- Dili na akó *buót makigkità* pa kanímo. I don't *want to get you to see* me anymore. ugal
- Dili akó *buót nga hikít-an* ko pa ang dagway sa íyang amahán. I wasn't ready to be made to look upon the face of her father. apsay23a
- *Dî nâ angay nímò ikabalaka*. You *should not worry* about that. wf (*nga* is not used here)
- *Siyá gustong magparì*. He *wants to be a priest*. wf
- ...nga *angay* ko pa bang *adtoon* ang libro sa National Bookstore. ...that I *should still go* to the National Bookstore for the book. pj
- ...diín *buót* ko na lang *untà tudloan* ang ákong kasingkasing sa paghikalimot kang Fe. ...where I *hoped* at least *to teach* my heart how to forget about Fe. apasy7bc (*untà* is a particle that expresses the modality “hope to do”, which *vibes with* the “want to” modality expressed by *buót*. -AN affixed to *tudloan* carries no modality or affix, only voice, by assigning subj to a place.)

- ...akó dili *angay nga mamanggad* sa ímong gugma. ...I *should not covet* your love. mn
- Pero dili nâ *maayong pabayron* ko nímog mas dakó's kasagarang prisyo. But it's not *good to make me pay* a higher price than usual. wfl480
- Nganong nanarutot man ka? *Naghandom kang magdaót?* Why are you blowing that horn? Do you *long to get sick?* wf (modified pattern: finite modal)
- (Below: Take note of the greater variety of patterns used with *kinahanglan* “need to, must” which is a classic modal predicator but commonly uses modified patterns as well. This is probably because it is a derived form from the root *hangol* rather than a simple root like all the other classic modals except *mahimò* which is a simple frozen form.)
- *Gikinahanglan* na namò ang bag-ong baláy. We already *needed* the new house. pj (Like most modal predicators, *kinahanglan* can be used alone instead of in a pair of predicate partners, and as in this example will usually be a finite verb when used this way.)
- *Kinahanglan nga mosugid* ka sa tinuod nga nahitabò. You must relate what really happened. wf (classic pattern)
- *Kinahanglan kong molakáw* ron. I *have to go out* now. wfl177 (classic pattern)
- *Kinahanglan kang maghuwát* nakò dínhi. You *have to wait* for me here. wfl177 (classic pattern)
- *Kinahanglang magtuón* ka arón makapasár ka. You *must study* so you can pass. wf (classic pattern; notice the postposit doer can follow either predicator)
- *Kinahanglanon* pa namò *sa pagpanday* sa ámong baláy. We still *need to build* our house. pj (modified pattern: modal is finite, content verb is non-finite *sa pag-* instead of *nga + finite form*)
- *Magkinahanglan* pa mi *og panday* sa ámong baláy. We still need to build our house. pj (This version is preferred vs. the next, according to our informant. Modified pattern like the last example except the non-finite is *og ø-* in this example.)
- *Kinahanglan* pa mi *nga magpanday* sa ámong baláy. We still need to build our house. pj (Classic pattern, but see previous version which was preferred over this one.)

PREDICATE PAIRS THAT MODIFY EACH OTHER

This construction uses *og* or *(sa) pag-* (not *nga*) to link the second predicator—not a clausal complement but two full predicates modifying each other to form a complex predicate; neither is a modality predicate in the usual sense but investigation of the examples below will reveal that they mention events that are near and dear to the Filipino way, “laughing, eating, and promising to get something done”. We are therefore thinking about calling this the “Deep Native Modality”.

Moaguk-uk gyud ko'g *katawa* kon mahinumdom ko. I *break into suppressed laughter* when I think about it. wf

Mihugyaw pagpangatawa ang mga tawo. The people *roared in laughter*. wf

Gibasâ niya *paglung-ag* ang kan-on. She *cooked the rice with extra water to make porridge (lugaw)*. wf

Nagsaligsalig (nagpasaligsalig) ka ma'g *buhat* nga hinay ka man. You *gave assurances that you could do it*, when really you're too slow. wf

LINKED FULL PREDICATES (CLAUSAL COMPLEMENTS INTRODUCED BY *NGA* or sometimes *OG* ; these predicates are grammatically separate and neither expresses a modality, rather the first predicate is of a type such as “KNOW-HOW TO X” that takes a clause X as a complement the way most verbs take a nominal as a complement; *nga* is

optional between two consonants; see the section on Subordinate Clauses for details. This is not modality or aspect.

KNOW-HOW TO X

- *Kamaó kang mogunit sa sista?* Do you *know how to play* the guitar? wf
- *Nagkahanás na siyáng mo-drive.* He is *becoming more skilled in driving*. wf
- *Kahibaló ka bang molangóy?* Do you *know how to swim*? wf
- *Kamaó nang molitók si Bebot sa pulóng "mama."* Bebot already *knows how to say* "mama" distinctly. wf
- *Kamaó siyáng mohilot og batang suhî.* He *knows how to massage* a baby that is upside down in the womb. wf
- *Gitudloan man silá sa mga paagi kung unsaon sa pagabót niining dapit.* They'd *been instructed on how to get to* this place. wf|1340 (Indirect questions or reported speech use *kon/kong* or *og* to link a following question word to introduce a clausal complement.)

AFRAID TO X

- Ang mga tawong bakakon dili *mahadlok (mabalibád) nga mokulipas (mangulipas)* sa ílang sulti. People who lie are not *afraid to deny* their own words. wf/pj (*nga* is optional between two consonants)

SAID THAT X

- *Nagbilin siyá'g sulti nga ipatiwás* ang ímong trabaho. He left word for you to finish your work. wf (*Nagbilin og sulti* "left word" is a verb with an object which as a unit takes a clausal complement, since as a unit it is equivalent to verbs like "say, tell" which also take a clausal complement.)

THINK ABOUT X

- *Walâ ka ba makahuna-hunà og hulám?* Haven't you *considered borrowing*? wf

ENJOY DOING X

- *Walâ na akó ganahi nga milad-ok sa sorbete.* I no longer was *in the mood to gulp down* ice cream. uga
- *Nagkalingaw ang mga bata'g padalipsò.* The children *enjoyed sliding down the hill*. wf

CAUSATIVE (this is a basic grammatical phenomenon that is expressed in several different ways, not a modality or aspect; see the section on causatives)

- *Ipalihóg ko'g kuhà anà bisa'g wâ ko'y ihawon.* Do me the favor of getting it, even though I have no pig to roast. wf (causative, "I'll have you do." Not a modality or aspect, it looks similar but has an extra participant. See the section on periphrastic causatives.)
- *Tabangi ko'g tangtang sa yugo sa kabaw.* Help me *take off* the carabaw's yoke. wf (X helps Y do Z is a periphrastic causative; one of the doers is "you" not stated here since it's imperative)
- *Tabangi ko'g kawas iring kahón gikan sa truck.* Help me unload the box from the truck. wf

- Tabangan natò ni'g kaon kay daghan. Let's all of us help eat this because there's plenty. wf (Sometimes a causative doesn't seem to have enough participants because one nominal can be two as in "He helped himself do X.")
- Gitabangan pagpugóng ang buang nga gustong mogawas. They helped each other to restrain the lunatic that wanted to escape. wf
- Napulò ang *mitabang* nako'g *sumbagay*. Ten people *helped* each other *to fight* against me. wf
- *Nag-ayonan* siyá náko'g *hatód* ngadto. He did me the favor of taking me there. wf
- *Ialayon* ko'g *kuha*'g tubig. Please get me some water. wf
- Ang ímong grado dili na *madalá* og *inat*. Hagbong ka gyud. Your grade can't *be helped* any more *by stretching* it. You failed, period. wf
- Patabang og *lusad* sa piano ngadto sa silong. Let someone help bringing the piano down. wf
- *Nanghagit na's* Pedro og *away*, nasudlan na tingali. Pedro has been *trying to start a fight*, he's probably drunk already. wf
- *Mitabang* ko'g *tonton* sa lungón sa buhò. I *helped lower* the coffin into the hole. wf
- *Alayoni* siyá'g *panghugas*. *Help* him *with the washing*. wf
- Si Manoy *nagtuón* nako'g *bisiklita*. My brother *taught* me *how to bicycle*. wf
- *Tun-i* siyá'g *langoy*. *Teach* her *how to swim*. wf
- *Tabangi* ko'g *lugpit* sa kugon iring duhá ka lipák. *Help fasten* the grass thatch *down* with those two pieces of bamboo. wf
- *Gitabangan pagpugóng* ang buang nga gustong mogawas. They *helped each other to restrain* the lunatic that wanted to escape back. wf
- ...unyà *gidapit* ang átong Ginoo ug si San Pedro *pagdungang* og *paniodto* kaniya. ...then *invited* our Lord and St. Peter *to join* him *eating lunch*. shw13b (...*gidapit pagdungang*... "invite to join" is a periphrastic causative; ...*pagdungang* og *paniodto*... "join eating lunch" is a comitative modality)
- *Mihangyò* ang ákong anák nga *mangayo* og ten pesos. My son *asked if he might request* ten pesos. pj

THE LINKS BELOW WILL TAKE YOU TO THE SECTIONS ABOVE:

MODAL PREDICATOR PAIRS: CONSTRUCTION BASICS

HABITUAL/GNOMIC ASPECT "do usually/always true"

COMPLETIVE ASPECT "stop doing, finish doing, do all, all do"

INCEPTIVE ASPECT "start doing, hurry up and do, do right away, etc."

ITERATIVE ASPECT, "continue doing, keep doing, do over and over"

CONATIVE/INTENSIVE MODALITY, "try hard to do, do well, endure experiencing"

COMITATIVE MODALITY "do together with"

POSITIONAL ASPECT "where done"

THE CLASSIC MODALITY PREDICATES AND KINAHANGLAN

PREDICATE PAIRS THAT MODIFY EACH OTHER

CLAUSAL COMPLEMENTS

CAUSATIVE