I. INTRODUCTION

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Interpretation of Case
Tagalog: A Functional Transitivity

7
The topic is the observer's view of the event, not the observer's perspective.

Try to describe an event that you experienced, and then ask yourself if the observer's perspective is used to describe the event in a way that is different from the observer's personal experience.

2. Cover Categories

1. The woman noticed her position in the street

2. The woman noticed her position in the street

3. The woman noticed her position in the street

4. The woman noticed her position in the street

5. The woman noticed her position in the street

6. The woman noticed her position in the street

This complex interaction of verbal symbols and markers is complete.
The grammatical analysis of a functional information of case...

...should be possible leads to an important principle, namely that all
...some expression of the functional information that this
...functional expression is to be explicit. It has been on being explicit:

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dom not apply.

that patterns of beliefs and markets would be neither

The grammar would be functionally organized in the sense

and (model)

and domain-dependent on process type (if possible); the

4. Transitive and intransitive modes of voice might hold for re-

3. From the point of view of experiential meaning, the

meaning

with respect to experiential, interpersonal and lexical

satisfy the criteria of transitivity of expressions in terms of

In this paper an attempt will be made to develop a systematic

1978:101-128). Indeed, the key issues will be highlighted, as they

6.2 The Table above may be read as a function of grammar, where

In the grammar—several sets of options in segments terms—

interaction of linguistic forms. Even distribution that is considered

杰 a functional grammar means that it can

J a functional grammar means that it can

In this case, the notion of contextualization will be propos-

be propos-

In contrast to Bloomfield (who began with verb classes and

and in Ramos and De Czuman (who began with word classes)

point of departure for the analysis will be the clause. This

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If we simply look account of differences in meaning, then set of

This principle the takes as a fundamental characterization of func-

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The example of this phenomenon we cite.

Categories employed must be clearly defined in the

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3.2. Types of Process

Sometimes cases as well will be suggested below

The decision is made through pattern, or perhaps
So it would appear with evidence pointing in both directions.

The question here has to do with in which extent one can base ones

The author of Translating a Functional Interpretation of Case 239

The woman dougill the better

The woman dougill the better

The woman dougill the better

The woman dougill the better
3.3 Types of Paarticle

In (15), the doer in (15) is taken as agentive, while that in (16) is instrumental.

Deer in (15) is taken as agentive. While that in (16) is instrumental. The doer and instrumentals on the basis of animacy. Thus, the deers and instrumentals are distinguished between following Polesmore, Ferns and De Cuzman distinguish between.

The woman on the cloth with the scissors.

The woman on the cloth with the scissors.

The woman on the cloth with the scissors.

The woman on the cloth with the scissors.

The noise in the ear of the woman.

The noise in the ear of the woman.

The noise in the ear of the woman.

The noise in the ear of the woman.

The noise in the ear of the woman.
1. The receiver of goods in an action case.

These can be listed as follows:

- Location
- Instrument
- Beneficiary
- Case
- Accommodation
- Language
- etc.

The middle of the sentence is repeated several times with slight variations.

Example: Sign, 1892, as Cofman, being on a piece of wood.

3.4. Participles and Circumstances

Pursuing this point, there is also the question of what types of

Transitivity in Tagalog: A Functional Interpretation of Case 243

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Marin
3.5. Unmodified Categories

The unmodified category of the process consists of (25 percent of the situations in which the processes are used). The unmodified category is most often used when the processes are used in a way that is different from the way in which they are used in everyday life. The unmodified category is used when the processes are used in a way that is different from the way in which they are used in everyday life. The unmodified category is used when the processes are used in a way that is different from the way in which they are used in everyday life. The unmodified category is used when the processes are used in a way that is different from the way in which they are used in everyday life. The unmodified category is used when the processes are used in a way that is different from the way in which they are used in everyday life.
4. Transitivity in TAgLOG


The woman owned the money.

The woman received the gift.

The woman bought the money.

The woman owed the gift.

The woman spent the money.

The woman lost the money.

The woman received the money.

The woman lost the money.

The woman gave the money.

The woman paid the gift.

The woman earned the money.

The woman spent the money.

The woman owned the money.

The woman received the gift.

The woman spent the money.

The woman paid the gift.

The woman received the gift.

The woman bought the money.

The woman owed the gift.

The woman lost the money.

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The woman gave the money.

The woman paid the gift.

The woman bought the money.

The woman owed the gift.
Transitivity in Tense: A Functional Interpretation of Case

1. The woman held her position. But you criterion in Martha

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99. The woman held her position. But you criterion in Martha.

100. The woman held her position. But you criterion in Martha.
6. the unmitted metaphorion is a rect.

5. they do not allow social (e.g. the môius or the caesare) movement.

4. they are two-key—therefore, the non-metaphorion is marked with an.

3. the metaphorion is marked with an.

2. the metaphorion is marked with a in the sentence.

1. the metaphorion is marked with a.

<table>
<thead>
<tr>
<th>Mental Subprocesses</th>
<th>Mental Processes and Orders of Phenomena</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recollection</td>
<td>perception</td>
</tr>
<tr>
<td>Non-recollection</td>
<td>non-perception</td>
</tr>
</tbody>
</table>

Hoffman (1951).
The woman was expected at her position. When the woman left the balcony, she was surprised because of the woman's unexpected appearance.

The process in Table 7.2 of the mental process in cognition provides a clearer understanding of the sequence of events. The woman was expected at her position, but the woman's appearance was unexpected.

<table>
<thead>
<tr>
<th>Perception</th>
<th>Cognition</th>
</tr>
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<tbody>
<tr>
<td>Social roles</td>
<td>Premonition</td>
</tr>
<tr>
<td>Emotions</td>
<td>Circumstantial reason</td>
</tr>
<tr>
<td>Premonition</td>
<td>Causal chain</td>
</tr>
</tbody>
</table>

Table 7.2: Mental Process: Reactions

- Woman's premonition
- Woman's reaction
- Premonition's reaction
- Woman's expected position
- Woman's appearance
- Woman's reaction
- Woman's expected position
- Woman's appearance
- Woman's reaction
- Woman's expected position
- Woman's appearance
- Woman's reaction
- Woman's expected position
- Woman's appearance
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- Woman's reaction
- Woman's expected position
- Woman's appearance
- Woman's reaction
Transitivity in Toads: A Functional Interpretation of Case
4.2. Material Processes

Table 7.3: Differences between Material and Mental Processes

<table>
<thead>
<tr>
<th>Material Processes</th>
<th>Mental Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Material processes are processes of doing and may involve the use of tools.</td>
<td>2. Mental processes are processes of understanding and involve the use of symbols.</td>
</tr>
<tr>
<td>2. Material processes are observable through the senses.</td>
<td>3. Mental processes are not observable through the senses.</td>
</tr>
<tr>
<td>3. Material processes involve the manipulation of objects.</td>
<td>4. Mental processes involve the manipulation of ideas.</td>
</tr>
<tr>
<td>4. Material processes can be measured and compared with other processes.</td>
<td>5. Mental processes can be measured and compared with other processes.</td>
</tr>
<tr>
<td>5. Material processes are concrete and can be demonstrated to others.</td>
<td>6. Mental processes are abstract and can be explained to others.</td>
</tr>
</tbody>
</table>

It should also be noted that the process of learning in each case is different. Material processes involve the manipulation of objects with the help of tools, while mental processes involve the manipulation of ideas with the help of symbols.

Depictions of this kind will be used as the intellectual equipment of the future, and the goal of science in the intellectual world will be to explain the scientific process in terms of the intellectual processes of the scientist. The goal will be to provide a model of science which is based on the intellectual processes of the scientist.
1972:239:

The woman pointed to the vegetable man.

- CENTRAL

The woman sold the vegetables to the man.

- CENTRAL

Contrast is illustrated in (90) and (103).

I-focus on a:注重 in a directional source. This
pointed away from an agent in a directional goal (1972:239). But later
pointed toward an agent in a directional goal (1972:240). The later
pointed toward an agent in a directional goal.

- CENTRAL

The woman pointed to some vegetables.

- CENTRAL

1. CENTRAL

Search for: e.g.,

as in: Edgar (1972:47;): 

"The woman is pointing to the vegetable man." 1972:239

2. CENTRAL

This is contrast among the four examples to illustrate this
phenomenon: (Ramos 1972:47;). Edgar (1972:47;):

"The woman is pointing to the vegetable man." 1972:239

One of the reasons distinction of directional agent is required to
be reduced to a man focus on a.

Search for: e.g.,

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2. CENTRAL

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2. CENTRAL

This is contrast among the four examples to illustrate this
phenomenon: (Ramos 1972:47;). Edgar (1972:47;):

"The woman is pointing to the vegetable man." 1972:239

One of the reasons distinction of directional agent is required to
be reduced to a man focus on a.
The woman was up. The woman could some wood. The woman could a piece of wood. The woman could point and above her key.

"I have a job."

"It might be."

"I want this."
The woman killed the chicken.

The woman cooked the food.

The woman drink some beer.

The book fell on the table.

The car sank in the mud.

The president destroyed his opponent.

The door opened.
The woman gathered together the bills.

The woman paid the bill.

The woman put the 200 pesos in her pocket.

The woman bought a newspaper and took it to the newspaper stand.

The woman found a newspaper in a newspaper stand.

The woman bought the newspaper for 20 pesos.

The woman gave the woman some money.

The woman asked the woman for some money.

The woman ran away from her pocket.

The woman approached her pocket.

The woman took the money.

The woman took the money from her pocket.
The woman was attacked by mosquitoes.

The woman was overtaken by fright.

The woman got radio on.

The woman sweated.

The woman sweated.

The woman sweated.

The woman sweated.

The woman sweated.

The woman sweated.

The woman sweated.
(6) The woman walk with a coquettish.
beague. "The woman had a coquetish face."
Direction (including human and non-human directions, with the latter including both source and destination depending on the direction of the moving participant)

Four types of evidence were presented as pointing in the direction of interpreting the mag/-um- opposition as an implosive/explosive one:

1. the opposition of centrifugal mag/-t- and non-centrifugal -um/-tn- verbs; eg. mag-bili “sell” versus bin-bili “buy”
2. the opposition of external mag- and interum- verbs: eg. mag-labas “take out” versus l-um-abo “out”
3. the opposition of affecting mag- and takin verbs; eg. mag-taka “take” versus l-um-uk “tack off”
4. the association between mag- and imperative for destruction verbs otherwise affixed with either mag- or -um-

Aside from affixes and markers it can be noted that the -um- class includes verbs that do not implicate Goods and that may not even implicate a Medium (meteorological processes), whereas explosive processes always implicate both Medium and Goods. In addition, -um- verbs are nominalized through the prefix pag-, whereas explosive processes require reduplication of the first syllable of the stem in addition to pag-: pag-inom “drinking” versus pag-bi-bigay “giving.” Reduplication is associated aspectually with processes that are not completed, and so can be interpreted as rendering mag- class nominalizations more active than -um- ones. Further evidence could certainly be uncovered if the material process network were extended in delicacy so as to account for the types of circumstantial relation associated with implosive and explosive classes (for example the relationship between implosive processes and circumstances of extent and location, or explosive processes and instruments and beneficiaries). This interaction between basic process types and circumstantial relations is unfortunately beyond the scope of this paper.

The expanded network for material processes is presented in Figure 7.3. One subclass of action clause that has not been incorporated is that of “intransitive” mag- verbalizations. To illustrate this class, compare (95) and (96).

nag-beer muna ang babae
beered first TM woman
“The woman had a beer first.” (95)

The second of these, (96), clearly implicates two participants, even though only the Medium is expressed; it is understood that the woman is waiting for someone. This follows as noted above from the basic meaning of explosive processes: a nucleus impinging on the world. The mag- in (95) on the other hand is not volatile; it simply represents Tagalog’s productive verbalizing affix. As such it is commonly used with borrowings: for example, mag-tennis “play tennis,” mag-jogging “jog,” mag-DunkinDonuts “go to Dunkin Do-
OVERLAP AND TANGENCY OF MENTAL AND PHYSICAL RESPONSES

AND AT THE SAME TIME BOTH THE SENSOR AND THE MEDIUM MAY BE

The woman walked.

The woman walked.

The woman had a haircut.

The woman was angry.

The woman was sad.

The woman was hungry.

The woman was thirsty.

The woman was thirsty.

The woman was thirsty.

The woman was thirsty.

RESPONSE:

IMPROVISE: PRODUCING UNDERSTANDABLE RESULTS

undergoes feelings which are the medium underwriting action:

The sensor is a transducer whose role is to convert a physical quantity into a form that can be processed by the system. The sensor can be a microphone, a camera, a touch sensor, or any device that can capture information.

The sensor detects changes in the environment and translates them into electrical signals that are then processed by the system. The system can be a computer, a smartphone, or any device that can interpret and respond to the signals.

The sensor collects information about the environment and transmits it to the system. The system then processes the information and takes appropriate actions. The output of the system is then transmitted back to the environment, where it can be perceived by the user.

This process is repeated continuously, allowing the system to respond to changes in the environment in real-time.


4.3. CONSEQUENCE BETWEEN MENTAL AND PHYSICAL RESPONSES

Material Processes

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Transitivity in Tenses: A Functional Interpretation of Case

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4.4. Relational Processes

Relational processes can be distinguished from material and mental processes.
The woman is the teacher.

There is a woman teacher.

There is a woman in the bar.

There is a woman in the classroom.

The woman is (with him).

The woman is this man's wife.

The woman is the teacher.

The woman is beautiful.

The woman is beautiful.
The network forming these oppositions is outlined in Fig. 7.5.

The network gives: 1) the first class of relational class considered (109) - (114) is referred to as attributive specifiers.

(c) Sentences (113) - (114) are presented below:

1. **Isolated** (113)
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   - Existent Specifier
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In general, these structures are more frequently used in English than in Tagalog, and occur in English in situations where they sound.

The woman was angry at the person.
K-in-a-gal-兰 ri n a-bape, ag la-

(112) Who was the one who drink the beer? (was the question)
Who drink the beer.
Sin n a i-m i n o n u g b e e r.

(113) Who was the one who drink the beer? (was the question)
Who drink the beer.
Sin n a i-m i n o n u g b e e r.

And identical structures are the normal way of greeting speech:

(114) Who was the one who drink the beer.
Who was angry at woman.
May i-n o n u n g b e e r.

(115) Who was the one who drink the beer.
Who was angry at woman.
May i-n o n u n g b e e r.

Identifying clauses in fact preface for information questions:

(116) "Who was the person who drink the beer?"
"Who was angry at the person?"
The woman drink the drink.
In i-m i n o n u n g b e e r.

"Who was the one who drink the beer?"
Who was angry at the person.
May i-n o n u n g b e e r.

Identifying clauses as in (116) which are also applicatory to existential construction. Identifying structures also apply to the existential construction.

(117) "Some one came." (maybe just in the existential form)
"Some one was angry at the woman." (maybe just in the existential form)

4.5. Conference between Relational, Material and

Material Processes
The woman was the one who drank some beer.

And back and forth you hear the teacher.

But now let this is just one way of thinking down the prediction.

It doesn't matter if there was a beer or not.

Drunk or not, if there was one thing that was true about the woman and no one else who was part of the woman.

How does one argue with something like this? The necessary step is to put down the prediction by de-nominationalizing and adding focus.

The drinking woman of some beer.

And back and forth you hear the teacher.

Relativistic beginnings with the denominationalization in (133): the discussion that provides the clearer model of the relativish- a new paradigm. Let us try to develop this agreement once again for non-derivational, let us try to develop this agreement once again for derivational, let us try to develop this agreement once again for derivational, let us try to develop this agreement once again for derivational.

Cess is different, the way it is relative to the relativish- a new paradigm. Let us try to develop this agreement once again for non-derivational, let us try to develop this agreement once again for derivational.

And this makes it clear that the relativish- a new paradigm. Let us try to develop this agreement once again for derivational, let us try to develop this agreement once again for derivational.

The relativish- a new paradigm. Let us try to develop this agreement once again for derivational, let us try to develop this agreement once again for derivational.

The relativish- a new paradigm. Let us try to develop this agreement once again for derivational, let us try to develop this agreement once again for derivational.

Let's go now I will be the one to accompany you.

Two friends are going to go out.

And back and forth you hear the teacher.
Transitivity in Targakis: A Functional Interpretation of Case

There was some beer the woman drank.

The woman had something to drink.

The woman drank some beer.

There was some woman drank some beer.

There was what the woman drank.

The woman was what the woman drank.

She drank some beer—or that something or someone drank some beer.
5.1. Verbal Processes

5. A Note on Verbal and Artificial

Processes

The following is a functional interpretation of Case 8, which contains a rough topic map and goal. It is at

of the topic not a basic structure. Such cases will be treated at this stage as

material. This is a drawing (which cannot become topic and goals).

The woman watched her boyfriend go. "I want woman. It's not love.

Thus far it is poligamy and poligamy that is contrapositive. The semantic relation is that of the category of

Desire processes are distinguished in English because of their lack of

process. The same process is not necessarily that of the category of

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process. The same process is not necessarily that of the category of
7. LIMITATIONS OF THIS STUDY

For pars and circumstances involved in the generalized meaning of "doing," it is rather than an exceptional one. It chooses or a range of particles that has been mentioned. When interpreted, there is no contextual fraction. It is rather than an exceptional one. For pars and circumstances involved in the generalized meaning of "doing," it is rather than an exceptional one. It chooses or a range of particles that has been mentioned.

The generalized meaning suggested for "doing" is rather than an exceptional one. For pars and circumstances involved in the generalized meaning of "doing," it is rather than an exceptional one. It chooses or a range of particles that has been mentioned.

The woman watched the movie. The woman watched the movie. "Doing" is rather than an exceptional one. It chooses or a range of particles that has been mentioned.

1. In a 10-word context, these are:

"The woman watched the movie." The woman watched the movie. The woman watched the movie. "Doing" is rather than an exceptional one. It chooses or a range of particles that has been mentioned.

2. Focus on instrument

3. Focus on beneficiary

4. Focus on goods and phenomena are marked with ng.

When not in focus, goods and phenomena are marked with ng.

When not in focus, goods and phenomena are marked with ng.

In inanimate entities with a generalized meaning of "doing," it is rather than an exceptional one. It chooses or a range of particles that has been mentioned. When not in focus, goods and phenomena are marked with ng.

6.2.1. A NOTE ON AV AND AN

"The woman watched the movie." The woman watched the movie. The woman watched the movie. "Doing" is rather than an exceptional one. It chooses or a range of particles that has been mentioned.

1. Focus on goods and phenomena in casuistic material processes

2. Focus on goods in casuistic material processes

3. Focus on casuistic material processes

4. Focus on goods and phenomena are marked with ng.

When not in focus, goods and phenomena are marked with ng.

When not in focus, goods and phenomena are marked with ng.

In inanimate entities with a generalized meaning of "doing," it is rather than an exceptional one. It chooses or a range of particles that has been mentioned. When not in focus, goods and phenomena are marked with ng.

The interpretation of casuistry developed to this point has been.

"Doing" is rather than an exceptional one. It chooses or a range of particles that has been mentioned.
The woman is in the house.

The woman belongs to (is with) my friend.

The woman is nice.

The president led the workers from assembling.

The president led the strike.

The president led the workers and workers.

The president led the workers.

The woman was ashamed of her house.

The woman was ashamed of her house.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.

Lost card, an 162.
The woman was the one woman observed.

The woman was the one woman observed.

Her sister related the woman's
reactions to the woman's
reaction.

The woman related to her sister
that she had been hungry.

The woman made beautiful
words.

Her sister hit her with a stick.

The woman was hit with a stick.

The woman was some fish.

Further, it was noted that within the centripetal type a distance
opposition in (169) to (174), those that are actually induced by the environment. Thus, the
opposition could be drawn between nuclei that are simply receptive and
reactive.
REFERECE


1. The purpose of this chapter

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Functional Grammar (1993/94) (deconstruction TLC) is all of a...