

CANTONESE

BASIC COURSE VOLUME ONE



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with the assistance of
PAULINE NG DELBRIDGE and others

FOREIGN SERVICE INSTITUTE

WASHINGTON, D.C.

1970

D E P A R T M E N T O F S T A T E

FOREIGN SERVICE INSTITUTE

BASIC COURSE SERIES

Edited by

AUGUSTUS A. KOSKI

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price \$3.50

P R E F A C E

Cantonese is the principal language of Kwangtung province in Southeast China, parts of neighboring Kwangsi province, and Hong Kong and Macau on China's southeast periphery. In addition Cantonese is spoken by ethnic Chinese in Vietnam, Cambodia, Laos, Singapore and Malaysia, with the number of speakers in Southeast Asia being between 45 and 50 million altogether. Americans of Chinese descent in the U.S. are almost entirely of Cantonese origin.

*Among the many dialects of Cantonese, the prestige variety spoken in Canton is standard, by definition, and is imitated over a wide area which includes Hong Kong. It is this dialect which is represented in the two-volume **FSI Cantonese Basic Course** and the related tape recordings.*

The course, intended to provide a syllabus for an intensive course of about 400 classroom hours in spoken Cantonese, was prepared by Elizabeth Latimore Boyle with special assistance from Pauline Ng Delbridge. The direct costs were borne by the U.S. Office of Education. The Foreign Service Institute sponsored the project and underwrote the indirect costs.

The project profited considerably from the help of Cheong Kwong-yu of the National Taiwan University, who was one of the teachers in the earliest try-out of the course and who subsequently served as advisor on pronunciation and usage. Of additional help were the suggestions of Mr. Lung Sing, Cantonese instructor in the American Consulate General in Hong Kong, and the critiques of experienced instructors under Mr. Liu Ming in Hong Kong. Liu Ming, who is director of the Chinese Language Center at New Asia College, also assisted in assembling a staff to voice the text.

Professor John McCoy of Cornell read the manuscript in an early version and made helpful suggestions. Professor James E. Dew of the University of Michigan commented on the first five lessons and contributed two sections of pronunciation drills.

Miss Telia Thweatt had a unique sequence of service in the project, participating first as a student in the try-out of the course in Taipei, then as typist and general

assistant for the present version. Mrs. Lily Lu prepared most of the final typescript. Linda Birkner of the FSI secretarial staff assisted in readying the camera copy for publication.

A Cantonese-English glossary appears at the end of each volume, three columns presenting respectively a romanization, the appropriate characters, and the gloss. A fourth column indicates where the item first occurs in the text. The characters for Volume I were written by Cheong Kwong-yu, and for Volume II by George Lin, Cantonese instructor at FSI.

The U.S. Information Agency cooperated by contributing recording studio time and technical personnel in Hong Kong and Taipei to make the tape recordings which accompany these volumes. N.C. Hon in Hong Kong and Y.T. Yu in Taipei were helpful both in their patience and in the care with which they made the recordings.

The Cantonese voices on the tapes are Pauline Delbridge, Chik Hon-man, Chow Wai-ming and Lung Yue-ching for the Basic Sentences and the Conversations for Listening. For the Drills, they are Cheong Kwong-yu and Ho Suk-ching. All grew up in Hong Kong with the exception of Miss Ho. Users of the tapes should be aware that Miss Ho, the female voice in all Drills in the FSI recording of this text, portrays a few deviations from the textbook standard. Particularly noticeable will be her use of [a] before [ŋ] where [ɔ̃] is standard in Canton and Hong Kong.


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CANTONESE BASIC COURSE

INTRODUCTION

Scope of the text:

This Cantonese Basic Course is a course in spoken Cantonese. It uses all the basic grammatical structures of the language and a vocabulary of approximately 950 words. The subject matter of the course deals with daily life in Hong Kong. The course was designed to be taught in an intensive language program of 25-30 class hours a week. Students are expected to spend additional time outside of class listening to tapes of the lessons. There are 30 lessons in the course, and the rate of progress in an intensive class is expected to be approximately 2 lessons per week, including time for review and testing. Each lesson contains five sections: I) a Basic Conversation to be memorized, II) Notes, III) Pattern Drills, structural drills of the type in which the teacher's cue is the stimulus for the students' response, IV) Conversations for Listening, a listening comprehension section, and V) Say it in Cantonese, English to Cantonese practice, much of it in conversational question-answer form, in which students activate what they have learned in the lesson. The early lessons in addition contain explanation and practice drills on pronunciation points, and some classroom phrases for the students to learn to respond to when used by the teacher.

Method of Instruction:

Ideally, but perhaps not typically, instruction is by a team consisting of a native speaking Cantonese as instructor and a native speaking American as linguist, with the instructor teaching by voicing the Cantonese sentences of the text for the students to imitate and the linguist giving explanations in English when required. A good 80-90% of class time will then be spent with the native speaking instructor drilling the students in recitations, during which time the language in use is entirely Cantonese. Students will read the notes of each lesson outside of class, and questions they have on the text will be answered in English by the linguist during periods set aside for that purpose. Questions in English are not asked during drill sessions with the instructor. Psychologically this establishes the habit of using only Cantonese in classes with the instructor. Class time is concentrated on learning the language by imitation, repetition,

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and transformation, according to spoken cues. The instructor speaks at natural speed, and the students learn to comprehend and speak at the same natural speed. If there is no linguist to explain students' questions, special periods are set aside for students to ask questions of the instructor. It is recommended that the rhythm of the drills not be interrupted by questions in English.

Pace:

Although the course is projected as a 16 week course if studied on an intensive program, the time plan is to be viewed as a rough guide only. The number of students in the class, their language learning aptitude, their amount of previous experience with related languages, the amount of time available for outside study, the excellence of the teacher--all these are variable factors which could affect the pace of learning.

An earlier version of the course was tested out on a pilot class of five students during the summer of 1967, and the proposed pace of two lessons a week seemed about right. However the students in that course had been selected on the basis of a roughly the same language aptitude score on the Modern Language Aptitude Test, and they had all previously studied Mandarin Chinese, a closely related language. Also, the present version incorporates pronunciation practices which the earlier version did not have, and additional Conversations for Listening and Say It in Cantonese sections.

It is therefore suggested that the teacher rely on his own judgment in regard to the pace of the lessons, rather than follow a set pace rigidly. The text has been devised so that the crucial grammatical structures are covered in the first 26 lessons. By covering the first 26 lessons well students will gain a firm structural control of the spoken language. We firmly feel that confident mastery of the first 26 lessons is preferable to hesitant control of the entire text, if a choice must be made between the two. The rule of thumb should be that before going on to a new lesson students should be able to recite the old lesson's Basic Conversation fluently and with expression and should be able to do the Pattern Drills without looking at the book and without marked hesitation.

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Objectives of the course:

The objectives of the course are to teach students to speak Standard Cantonese in the locales where Cantonese is spoken, to speak it fluently and grammatically, with acceptable pronunciation, within the scope of topics of daily life. The course was not designed to lay the groundwork for learning the written language. At the end of the course students will be able to buy things; talk on the telephone; ask and give directions; handle money; discuss events past, present, and future; make comparisons; talk about themselves and their families; tell time; order simple meals; talk with the landlord, doctor, servant, bellboy, cabdriver, waiter, sales-clerk; discuss what, when, where, why, who, how, how much. They will not be able to discuss politics or their jobs or other topics of a specialized nature.

Reliability of the material:

All the conversations and drills in this book were written by native Cantonese speakers working under the direction of an American linguist who specified which grammatical points to cover and what situations were required. The design of the text--what to cover, what sequence to use in introducing new material, what limits to set on vocabulary--, the write-ups of structure notes, types and layouts of pattern drills, and the contents of the English-to-Chinese translation sections, were done by the American linguist.

What we have done to handle the problem of limited structures and vocabulary is to plan the lessons so that certain topics and forms don't come up until rather late in the course. The words 'yesterday,' 'today,' and 'tomorrow,' for example, don't occur until Lesson 16. Meanwhile the student has built up the grammatical structure and vocabulary to talk fluently on some subjects which don't involve these expressions and the complexities of verb structures that are involved with time-related sentences. For this reason the present text is not appropriate for use of students whose needs are for just a few phrases of Cantonese--it takes too long from that point of view to get to some of the phrases which a tourist, for example, wants to use right away. But the student who can study hard on an intensive program for 4 months and cover at least 26 of the 30 lessons, will

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then speak natural-sounding and grammatical Cantonese, and will be able to cope with most daily life situations in the language.

Procedure:

Basic Conversation. Each lesson begins with a Basic Conversation covering a daily life situation, organized around one or more grammatical points. The conversation is presented first in build-up form, then in recapitulation.

The buildup is partly a device to isolate new words and phrases for pronunciation and identification, partly a device to enable students to gain smooth delivery and natural sentence rhythm by starting with a small segment of a sentence then progressively adding to it to build a full sentence.

The recommended procedure for the buildup is as follows: Students open their books to the new lesson and look at the English equivalents as the teacher voices the Cantonese. The teacher voices the first item six times--three times for the students to listen only, three times for them to repeat after the teacher. (The teacher may voice the items more times, but it is recommended that he not do less.) The teacher then moves on to the next item and repeats the same procedure. When the entire buildup has been performed this way, the students close their books, and the teacher leads them through the buildup again giving each item one time, the students this time watching the teacher and imitating his behavior both vocal and kinetic--his lip movements, facial expressions, and body gestures. If the students have particular trouble with a portion of the buildup, the teacher may give it a few more repetitions than the rest, but if the difficulty persists, he drops it for the time being and marks it to return to later. Repetitions under pressure are quite tension-producing, and it works better to return to a difficult passage in a more relaxed mood.

In the recapitulation section the conversation is repeated in full sentence form. The teacher voices each sentence at least two times, with pauses after each sentence for students to repeat. The first goal is for the students to be able to say the conversation after the teacher at natural speed and with natural sentence rhythm.

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Details of pronunciation are spotlighted in another section--the first goal for the conversation is sentence rhythm and natural speed.

The second goal is for the students to memorize the Basic Conversation, so they can say it independently without the teacher's model to follow, maintaining natural speed and rhythm. Students will find the tape recorder a valuable aid to memorizing. The tape recorder is tireless in furnishing a model for students to imitate, and enables them to proceed at the pace best suited to their needs.

The purpose of memorizing the Basic Conversations is twofold. Memorizing situational material gives students tip-of-the-tongue command of useable Cantonese. Secondly, since the basic conversations are organized on grammatical principles, students by memorizing the conversations will be learning the grammatical framework of the language, on which they can construct other sentences.

The second day on the lesson, when students have memorized the conversation, it is recommended that the teacher have them act out the conversational roles. Later, after moving on to a new lesson, the teacher has them act out the Basic Conversation of an earlier lesson as a form of review.

Pronunciation Practice:

In general, the Pronunciation Practices concentrate on giving limited explanation and fuller practice drills on new sounds encountered in a lesson, plus comparison drills with sounds previously learned and sometimes comparisons with American close counterparts. Instead of giving many examples, using items unknown to the students the pronunciation drills stick to examples from material they have met in the Basic Conversation or Pattern Drills. The exception to this is Lesson One, which presents an overview of all the tones, consonant initials, and vocalic finals of the language, in addition to giving an introduction to intonation and stress. Students who absorb pronunciation best through mimicking the model and who find the linguistic description of sounds confusing or boring or both, should concentrate on mimicking the model and skimp or skip the explanations.

Notes:

There are two kinds of Notes--Structure (grammar) Notes and Culture Notes. These are to be read outside of class.

The structure notes summarize the structures used in the Basic Conversations and practiced in the Pattern Drills, and are for those students who want a general explanation of how the language works. The students who absorb language structures better through learning model sentences and drilling variations of the model can concentrate on the Basic Conversations and Pattern Drills, and skip on the Structure Notes.

The Culture Notes comment on some Cantonese life patterns which differ from our own.

Pattern Drills:

There are six kinds of Pattern Drills in Cantonese Basic Course. The purpose of the drills is to make the vocabulary and sentence structures sink in and become speech habits, so that the student understands spoken Cantonese without having to translate mentally and speaks fluently and grammatically at natural speed without awkward hesitation and groping for words.

The Pattern Drills give students practice in structures and words which have been introduced in the Basic Conversations. In addition, there are other vocabulary items which appear first in the drill sections. A plus sign marks each occurrence of a new word in this section, and the English equivalent is given.

Each drill begins with an example giving a model of the teacher's cue and the students' response. Then there follow 8 to 10 problems to be done on this pattern. The teacher gives the cue, and the student responds to the new cue following the pattern set in the example. The response is thus predictable, controlled by the pattern and the cue. In the book the cues are given in the left hand column and the responses on the right, with the example above.

Students will find that going over the drills in a session with the tape recorder before performing them in class with the teacher aids their grasp of the material and smooths their delivery. In class students look at their books to check the example for each drill,

to learn what their task is. Then they perform the drill with books closed, relying on the pattern of the example sentence and the cues provided to know what to say. A drill is mastered when the student can respond to the cues promptly, smoothly, and without reference to the book.

The types of drills follow:

1. Substitution Drills.

The teacher voices a pattern sentence, then voices a word or phrase (called a cue) to be substituted in the original sentence. The student notes the substitution cue and substitutes it in the appropriate place to make a new sentence.

Example: T (for Teacher): Good morning, Mrs. Brown. /Jones/
S (for Student): Good morning, Mrs. Jones.

2. Expansion Drills.

There are two kinds of expansion drills. One could be called a listen-and-add drill, using vocabulary and structures familiar to the students. The teacher says a word or phrase and the students repeat it. Then the teacher voices another word or phrase and the students add that word to the original utterance, expanding it. The teacher adds another cue, and the students incorporate it, and so on, making each time a progressively longer utterance.

Example: T: Hat
S: Hat
T: Blue
S: Blue hat
T: Two
S: Two blue hats.
T: Buy
S: Buy two blue hats.

This type of expansion drill is handled a little differently if it includes new vocabulary. In that case it is performed as a listen-and-repeat drill, the students echoing the teacher.

Example: T: Hat
S: Hat
T: Blue hat

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S: Blue hat
T: Two blue hats
S: Two blue hats

In the second type of expansion drill the example sentence gives the model to follow and the students expand the subsequent cue sentences according to the pattern set by the example.

Example: T: I'm not Mrs. Lee. /Chan/
S: I'm not Mrs. Lee--my name is Chan.

3. Response Drills.

The response drills involve 1) question stimulus and answer response, or 2) statement stimulus and statement response, or 3) statement stimulus and question response.

Ex. 1: T: Is your name Chan? /Lee/
S: No, it's Lee.
Ex. 2: T: He speaks Cantonese. /Mandarin/
S: He speaks Mandarin too.
Ex. 3: T: He speak Cantonese. /Mandarin/
S: Does he speak Mandarin too?

4. Transformation Drills.

In transformation drills the students transform the grammatical form of the cue sentences from positive to negative to question, according to the pattern set in the example. A positive to negative transformation would be:

Ex: T: Her name is Lee.
S: Her name isn't Lee.

5. Combining Drills.

In combining drills the students make one long sentence from two short cue sentences, according to the pattern set in the example.

Ex: T: It's nine o'clock.
We study Chinese.
S: We study Chinese at nine o'clock.

6. Conversation Drills.

In conversation drills students carry on a conversation following the pattern set by the example. The book or the teacher furnishes cues to vary the content while retaining the structure.

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- Ex: A: Good morning, Mrs. Lee.
B: Excuse me, I'm not Mrs. Lee. My name is Chan.
A: Oh, excuse me, Miss Chan.
B: That's all right.
- A.....Miss Smith. A. Good morning, Miss Smith.
B.....Brown. B. Excuse me, I'm not Miss
 Smith, My name is Brown.
- A..... A: Oh, excuse me, Miss Brown.
B..... B: That's all right.

Conversations for Listening.

The Conversations for Listening, recorded on tapes, give the students a chance to listen to further conversations using the vocabulary and sentence patterns of the lesson under study. These can be listened to outside of class and replayed in class, with the teacher then asking questions (in Cantonese of course) on the selections and the students answering. Usually several replays are needed before the students' comprehension of the conversation is complete. After they understand a conversation in its entirety, it is recommended that they play it through two or three more times, listening especially for the expressive elements of intonation and final particles, as these occur primarily in conversation and not as natural features of pattern sentences which the students practice in the drill sections.

After Lesson 10, there will be new vocabulary in the Conversations for Listening, to help the story along. These words and phrases are glossed in Cantonese and English at the foot of each conversation in the printed text, but students will not be held responsible for learning them.

Say It in Cantonese.

The Say It in Cantonese section gives situations and sentences in English, and students are to give Cantonese equivalents. This section is to be performed in class for the linguist or the teacher, though the students may prepare it beforehand if they like. Students should recognize that there is often more than one acceptable way to 'say it in Cantonese.'

Vocabulary Checklist.

At the end of each lesson is a vocabulary checklist, giving the new

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vocabulary for that lesson, the part of speech for each entry (noun, verb, etc.), and the English translation.

Suggestions for Further Practice.

The Say it in Cantonese section is the final working section of each lesson. After doing that section the teacher is encouraged to allow time for the students to carry on conversation practice using the material in the lesson. The teacher should be referee for this part, and make sure all students get a chance to participate. Some students are by nature more talkative than others, and the teacher must see to it, by asking a few questions of the more retiring students, that participation in free conversation is fairly evenly distributed and that the naturally talkative students don't do all the talking.

Repeating the dialogue of the Basic Conversations of earlier lessons is a good way to keep those vocabularies and sentences fresh in the students' minds. Also, selections from earlier dialogues can often be used during free conversation practice of the lesson under study.

System of Romanization Used.

The system of romanization used in the text is a modification of the Huang-Kok Yale romanization. It is described in detail in Lesson 1. In comparing Cantonese and Mandarin sentence structures the system of romanization used for the Mandarin is Yale romanization.

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SYMBOLS USED IN THIS TEXT

adj	adjective	QV	quod vide (Latin for 'which see')
adj.s.	adjective suffix	QW	question word
adv	adverb	S	subject
Aux V	auxiliary verb	sp	specifier
bf	boundform, boundword	SPr	sentence prefix
Cj	conjunction	SP	subject-predicate sentence
CoV	co-verb	SVO	subject-verb-object sentence
ex	exclamation; example	ss	sentence suffix
lit.	literally	sen.suf.	sentence suffix
m, M	Measure	sur	surname
MA	moveable adverb	t	title
n, N	noun	TA	term of address
NP	noun phrase	TW	timeword
nu	number	v, V	verb
P	predicate	VO	verb-object construction
PAdv	paired adverb	VP	verb phrase
PCj	paired conjunction	Vsuf	verb suffix
Ph	phrase	var	'variant
PhF	phrase frame	(-)	= doesn't occur
PW	placeword	[]	= 1. <u>re</u> pronunciation = phonetic transcription.
prep	preposition		2. in cumulative vocabulary list, following noun entries = M for the N
pro	pronoun		3. within the text of English gloss = literal translation of the Cantonese term.

CLASSROOM PHRASES

The instructor will address you in Cantonese from the first day of class. The following are some instructions which you should learn to respond to. Look at your books while the instructor reads the phrases the first time. Then close your books, and the teacher will give the phrases several more times, using gestures to help you understand. Repeat the phrases after him, mimicking his movements as well as his voice, to help you absorb the rhythm and meaning.

- | | |
|--|--|
| 1. Yǐngā néihdeih tēngjyuh ngóh góng. | Now you (plu.) listen while I speak. (i.e., listen, but don't repeat.) |
| 2. Yǐngā ngóh góng, néihdeih gánjyuh ngóh góng. | Now I'll speak and you repeat after me. |
| 3. Kámàaih bún syù. <u>or</u>
Kámàaih dī syù. | Close the book. <u>or</u>
Close the books. |
| 4. Dáhòih bún syù. <u>or</u>
Dáhòih dī syù. | Open the book. <u>or</u>
Open the books. |
| 5. Yǐngā yāt go yāt go góng. | Now recite one by one. |
| 6. Yātchàih góng. | Recite all together. (i.e., in chorus) |
| 7. Yǐngā yātchàih gánjyuh ngóh góng. | Now all together repeat after me. |
| 8. Joi góng yāt chí. | Say it again. |
| 9. Mhóuh tái syù. | Don't look at your book(s). |

I. BASIC CONVERSATION

A. Buildup:

(At the beginning of class in the morning)

hohksāang		student
	<u>Hohksāang</u>	
Hòh		Ho, surname
Sàang		Mr.
Hòh Sàang		Mr. Ho
jóusàhn		"good morning"
Hòh Sàang, jóusàhn.		Good morning, Mr. Ho.
sīnsàang		teacher
	<u>Sīnsàang</u>	
Léih		Lee, surname
Táai		Mrs.
Léih Táai		Mrs. Lee
Léih Táai, jóusàhn.		Good morning, Mrs. Lee.
	<u>Hohksāang</u>	
deuiḿhjuh		excuse me
ngóh		I
haih		am, is, are
ḿh-		not
ḿhhaih		am not, is not, are not
Ngóh ḿhhaih Léih Táai.		I'm not Mrs. Lee.
Deuiḿhjuh, ngóh ḿhhaih Léih Táai.		Excuse me, I'm not Mrs. Lee.
sing		have the surname
Chàhn		Chan
Ngóh sing Chàhn.		My name is Chan.
	<u>Sīnsàang</u>	
siujé		Miss; unmarried woman
Chàhn Siujé		Miss Chan
A		Oh, Ah, a mild exclamation
A, deuiḿhjuh, Chàhn Siujé.		Oh, excuse me, Miss Chan.
	<u>Hohksāang</u>	
ḿhngányiu.		That's all right. <u>OR</u> It doesn't matter.

(At the end of the day, the students are leaving class.)

Hohksāang

Joigin.

Goodbye.

Sīnsāang

Joigin.

Goodbye.

B. Recapitulation:

(At the beginning of class in the morning:)

Hohksāang

Hòh Sàang, jóusahn.

Good morning, Mr. Ho.

Sīnsāang

Léih Táai, jóusahn.

Good morning, Mrs. Lee.

Hohksāang

Deuihñjyuh, ngóh ànhaih Léih Táai.

Excuse me, I'm not Mrs. Lee.

Ngóh sing Chahn.

My name is Chan.

Sīnsāang

A, deuihñjyuh Chahn Síujé.

Oh, excuse me, Miss Chan.

Hohksāang

Nghányiu.

That's all right.

(At the end of the day, the students are leaving class:)

Hohksāang

Joigin.

Goodbye.

Sīnsāang

Joigin.

Goodbye.

+ + + + + + + + + + + + + + +

Introduction to Pronunciation:

A. Tones:

You have probably heard that Chinese languages are tone languages, and know this means that sounds which are the same except for rise and fall of the voice mean different things. This sometimes leads to confusion and/or merriment when a foreigner gets a tone wrong in a phrase, and says 'lazy' when he means 'broken,' 'sugar' when he means 'soup,' 'ghost' when he means 'cupboard,' and so on--and on and on.

In Cantonese there are seven tones, that is seven variations in voice pitch having the power to combine with an otherwise identical syllable to make seven different meanings. This is best illustrated by examples, which your teacher will read to you:

| | | | |
|-----|---|--------------------|---------------------|
| si | 思 | think | (High falling tone) |
| si | 史 | history | (High rising tone) |
| si | 試 | try | (Mid level tone) |
| sī | 詩 | poem | (High level tone) |
| sih | 時 | time | (Low falling tone) |
| sih | 市 | a market | (Low rising tone) |
| sih | 事 | a matter; business | (Low level tone) |

Below is a practice exercise on the seven tones. Close your books and concentrate on listening to the teacher or tape. Repeat loud and clear during the pause after each syllable or group of syllables.

(This practice section on the basic tones was prepared by Prof. James E. Dew.)

- si, si___; sī sī___; si si___; sī sī___; sih sih___; sih sih___; sih sih___.
- si si si___; si si si___; si si si sī___; si si si sī___; sih sih sih___; sih sih sih___.
- si sī___; si sī___; sih sih___; sih sih___; si sih___; si sih___.
- si sih___; si sih___; sī sih___; sī sih___; sī si sih___; sī si sih___.
- fàn fān fan___; fàn fān fan___; fàn fān fan fān___; fāhn fāhn fahn___; fāhn fāhn fahn___.
- fàn fān___; fāhn fāhn___; fan fān fahn___; fān fan fahn___; fàn fāhn___; fān fāhn___; fàn fān fan fān___; fāhn fāhn fahn___.
- bà bá ba___; bà bá ba___; màh mǎh mah___; màh mǎh mah___; bà bá ba màh mǎh mah___.
- bin bin bin___; bin bin bin___; bin bin bin bīn___; mīhn mīhn mīhn___; mīhn mīhn mīhn___.
- bīt bit miht___; bin bin bin bit bīt___; mīhn mīhn mīhn miht___; bin bin bin bit bīt___; mīhn mīhn mīhn miht___.

10. sī, fàn, bà, bīn___; sí fán bá bīn___; sí, fan, ba, bin___;
 sí, fān, bīn, bīt___; síh, fàhn, mǎh, mīhn___; síh fāhn,
 máh, mīhn___; síh, fahn, mah, mīhn___; sí sí sí sí,
 síh síh síh___; bīn bīn bīn bīt bīt, mīhn mīhn mīhn mīht___.

Discussion of Tones:

There are seven tones in Standard Cantonese. Their designations, together with examples of each tone, are:

- | | |
|-----------------|--------------|
| 1. high level | sī 詩 fān 分 |
| 2. high falling | sí 思 fàn 婚 |
| 3. high rising | sí 史 fān 粉 |
| 4. mid level | si 試 fan 訓 |
| 5. low falling | síh 時 fàhn 焚 |
| 6. low rising | síh 市 fáhn 憤 |
| 7. low level | síh 事 fahn 份 |

You will note that the tones have three contours--level, rising, and falling.

There are three level tones: high level, mid level, and low level.

- ex: hl: sī 詩
 ml: si 試
 ll: síh 事

There are two rising tones: high rising and low rising.

- ex: hr: sí 史
 lr: síh 市

There are two falling tones: high falling and low falling.

- ex: hf: sí 思
 lf: síh 時

Following a chart devised by Y. R. Chao, we graph the tones of Cantonese on a scale of one to five, thus:

| | | | | | | | | | | | | | |
|--------------|-----|-------|---|---|---|---|---|---|---|---|---|---|---|
| high level | :55 | sī 詩 | 5 | 5 | 3 | 2 | 2 | 3 | 5 | 2 | 3 | 2 | 1 |
| mid level | :33 | si 試 | 5 | - | | | | | | | | | |
| low level | :22 | síh 事 | 4 | | | | | | | | | | |
| high rising | :35 | sí 史 | 3 | - | | | | | | | | | |
| low rising | :23 | síh 市 | 2 | | - | | | | | | | | |
| high falling | :53 | sí 思 | 1 | | | | | | | | | | |
| low falling | :21 | síh 時 | 1 | | | | | | | | | | |

In present day Standard Cantonese as spoken in Hong Kong the high falling tone seems to be dying out. Many people do not have a high falling tone in their speech, and use high level tone in place of high falling. These people then have just six tones in their speech. In this book we mark seven tones, but your teacher may only have six, and the tapes accompanying the text include the speech of some speakers with only six tones. Copy what you hear. High falling and high level tones are given in the examples below. If you do not hear a difference, your teacher doesn't differentiate.

Ex: high-falling, high-level contrasts:

| | | |
|--------------|----------|----|
| Ex: 1. sàam | three | 三 |
| sāam | clothing | 衫 |
| 2. fàn | divide | 分 |
| fān | minute | 分 |
| 3. Hòh Sàang | Mr. Ho | 何生 |
| hohksāang | student | 學生 |
| 4. sǐ | think | 思 |
| sī | poetry | 詩 |

Tonal Spelling:

The system of tonal spelling we will use in this book is a modified form of the Huang-Kok Yale romanization. This system divides the tones into two groups, an upper register group and a lower register one. The lower register tones are marked by an h following the vowel of the syllable. This h is silent and simply indicates lower register. The upper register group doesn't have the h:

| | | |
|---------------------------|-----|---|
| Ex: Upper register tones: | sī | 詩 |
| | si | 思 |
| | si | 史 |
| | si | 試 |
| Ex: Lower register: | sih | 時 |
| | sih | 市 |
| | sih | 事 |

The rising, falling, and level contours of the tones are indicated by the presence or absence of diacritics over the vowel

of each syllable. The diacritics are: ` , ´ , ¯, representing falling, rising, and level respectively.

Ex: à falling
 á rising
 ā level

The absence of a diacritic represents level tone.

Ex: a

Using three diacritics and the low register symbol h, we spell the seven tones thus:

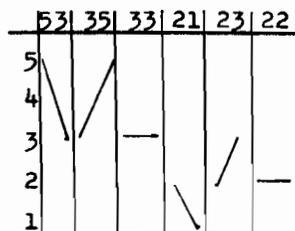
ā high level
 a mid level
 ah low level
 à high falling
 àh low falling
 á high rising
 áh low rising

The low register symbol h follows the vowel of the syllable. If the syllable ends with a consonant, the h still follows the vowel, but comes before the final consonant.

Ex. sahp ten
 sèhng whole, entire

Traditionally Chinese recite Cantonese tones in upper register-lower register sequence, in the order falling, rising, level, thus:

si 思 53
 si 史 35
 si 試 33
 sih 時 21
 sih 市 23
 sih 事 22



This is the way Cantonese themselves recite tones. You will note that the high level tone is not recited traditionally. There are historical reasons for this which we won't go into here.

In a few words the consonants m and ng occur as vowels, and in these cases the diacritics are placed above the n of ng and the m.

Ex: ̀m̄h 'not'
 ̀nḡh 'five'

Tones in Sequence:

Tone Sandhi. Changes in the basic sound of tones when syllables are spoken in sequence is called tone sandhi. The high falling tone in Cantonese undergoes tone sandhi in certain position, as follows:

1. When high falling tones occur in succession without intervening pause, all but the final one are pronounced as high level.

Ex: hf + hf becomes hl + hf

| | | | | | |
|-------|-----------------|-------|----------------|---------------|-------|
| 燒 豬 | 1. siu | j̄yù | ----- | s̄iujyù | 燒 豬 |
| | roast | pig | | roast pork | |
| 傷 風 | 2. s̄eung | f̄ung | ---- | s̄eung f̄ung | 傷 風 |
| | hurt | wind | | to catch cold | |
| 傷 風 添 | 3. s̄eung f̄ung | t̄im! | --s̄eung f̄ung | t̄im! | 傷 風 添 |
| | hurt | wind | ! | caught cold! | |

2. When a high falling tone occurs before a high level tone without intervening pause, it is pronounced as high level.

Ex: hf + hl becomes hl + hl

| | | | | | |
|-----|---------|-------|-------|-----------------|-----|
| 租 屋 | 1. jòu | ūk | ----- | jòu ūk | 租 屋 |
| | rent | house | | to rent a house | |
| 西 餐 | 2. s̄ai | chāan | --- | s̄aichāan | 西 餐 |
| | west | meal | | western food | |

In this book high falling tone has been written high level only when the tone sandhi is within word boundaries. For separate words, the high falling will be marked with its usual diacritic.

| | | | | | | |
|-----|-----|-----------------------|--------|-----------------------|-------------------|-----|
| | Ex. | <u>Separate forms</u> | | <u>Combined forms</u> | | |
| 先 生 | | s̄in | s̄aang | ----- | s̄ins̄aang | 先 生 |
| | | first | born | | man, teacher, Mr. | |
| 張 生 | | J̄eung | S̄aang | ----- | J̄eung S̄aang | 張 生 |
| | | Cheung | Mr. | | Mr. Cheung | |

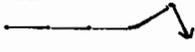
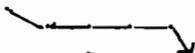
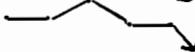
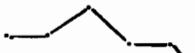
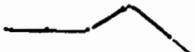
Tones not 'sung.'

That Cantonese is a tone language does not mean that sentences in it are sung as you would sing a musical phrase. Music has sustained notes and strict rhythmic scheme, the spoken language does not. At first you may feel that Cantonese sounds sing-song,

but practice will bring familiarity and soon it will sound natural to you.

B. Intonation:

A sentence may be said different ways, to stress different points in the sentence and also to express what the speaker feels about what he is saying. To give an English example, the sentence 'So glad you could come,' may be said:

| Sentence: | Contour: | Indicates: |
|------------------------------------|--|--|
| 1. So glad you could <u>come</u> . |  | normal polite |
| 2. <u>So</u> glad you could come. |  | effusive polite |
| 3a. So glad <u>you</u> could come. |  | (even if your wife couldn't make it)--
cordial |
| 3b. So glad <u>you</u> could come. |  | (even if your <u>wife</u> couldn't)--
sarcastic |
| 4. So glad you <u>could</u> come. |  | (after having thought you couldn't)--
cordial |
| 5. They were glad you could come? |  | question |

The graphs of the sentence contours above represent the rise and fall of the voice pitch throughout the length of the sentence. This rise and fall over sentence length we call an "intonation."

You will note that the question sentence (#5) rises in pitch at the end, and the statement sentences (#1 - 4) all end with falling pitch, although within their contours rise and fall occurs at different points. In English sentence-final fall is the norm, and sentence-final rise expresses doubt.

Intonation also has another job within a sentence--it can express how the speaker feels about what he is saying. By expressive rise and fall of his voice, by varying his "tone of voice," the speaker can indicate that he is angry or happy, doubtful or certain, being polite or rude, suggesting or demanding.

Cantonese sentences too exhibit intonation contours. Sentence-final contours in particular are much more varied in Cantonese than in English, and capable of expressing quite a range of emotional implications.

You may wonder how intonation affects the tone situation in Cantonese, each syllable having as it does its characteristic tone. How the tone contours operate in the framework of sentence contour has been compared to the action of ripples riding on top of waves. Each ripple relates to the one before it and behind it, whether in the trough of the wave or on the crest.

Sentence Stress:

In speaking of sentence stress we mean relative prominence of syllables in a sentence--loud or soft (heavy or light), rapid or slow. Consider the stress pattern of the following English sentences:

1. I'm John Smith. (In response to "Which one of you is John Smith?")
2. I'm John Smith. (In response to "I was supposed to give this letter to Tom Smith.")

In the sentences above the stressed syllables (those underlined) give prominence to the information requested in the stimulus sentences.

In certain sentences stress differences alone indicate difference in message content. The pair of sentences often quoted in illustration of this is:

1. Ship sails today. (The ship will sail today.)
2. Ship sails today. (Please ship the sails today.)

Another example, from a headline in a newspaper:

Boy Scratching Cat Is Caught, Destroyed

How do you stress that one?

Sentence Pause:

Another feature important in establishing natural sentence rhythm is pause--the small silences between groups of syllables. Note the following English sentences:

In considering him for the job he took into account his education, previous experience, and appraised potential.

There is a pause between "job" and "he" in the sentence above, and if you read it instead pausing after "took," you find the sentence doesn't make sense--you have to go back and read it again putting a pause in the right place.

We will not discuss Cantonese stress and pause features in this Introduction, other than to say that Cantonese sentences, like English ones, do exhibit stress and pause phenomena, as well as intonational ones. What this effectively means for you as a student is that you must not concentrate solely on learning words as individual isolated units; but in imitating the teacher's spoken model, you should be alert to his delivery of phrase-length segments and whole sentences, and should mimic the stress, pause, and intonation of the phrases you repeat.

C. Consonants and Vowels

We regard the syllable in Cantonese as being composed of an initial and a final. The initials are consonants. The finals are vowels, or vowels plus consonants. Tones are also included as part of the final.

The practices that follow include all the initials and finals in Cantonese. They were prepared by James E. Dew.

Initials. Repeat after each syllable in the pause provided. Concentrate on the initial sound of each syllable.

1. bò bò , pò pò , mò mò , fò fò
2. dò dò , tò tò , nò nò , lò lò
3. jà jà , chà chà , sà sà , yà yà
4. gà gà , kà kà , ngà ngà , hà hà
5. gwà gwà , kwà kwà , wà wà

Finals. Listen carefully and repeat in the pauses provided. Concentrate on the finals--the vowels and vowel+consonant combinations. (Tones are not marked.)

| a | e | eu | i | o | u | yu |
|----------------------|--------|---------|--------|--------|--------|--------|
| ga 架 | je 借 | heu 靴 | ji 至 | go 個 | wu 惡 | jyu 註 |
| gaai 界 gai 計 | gei 記 | geui 句 | | goi 蓋 | fui 悔 | |
| gaau 教 gau 鈎 | | | giu 叫 | gou 告 | | |
| gaam 監 gam 禁 | | | gim 劍 | | | |
| gaan 澗 gan 艮 | | deun 敦 | gin 見 | gon 幹 | gun 冠 | gyun 絹 |
| gaang gang 戛 geng 鏡 | geun 堯 | | ging 敬 | gong 鋼 | gung 供 | |
| gaap 甲 gap 鴉 | | | gip 扱 | | | |
| baat 八 bat 筆 | | cheut 出 | git 結 | got 割 | fut 濶 | kyut 決 |
| baak 百 bak 北 kek 劇 | geuk 腳 | | gik | gok 覺 | guk 焗 | |

The Mechanics of Producing speech sounds:

In speaking we make use of 1) air, 2) the vibration of the vocal chords (i.e. the voice), and 3) the position of the tongue and other members of the mouth to produce speech sounds. The air originates in the lungs and is released through the mouth, the vocal chords vibrate to produce voiced sounds, and the position of the tongue and other members affect the shape of the vocal instrument and thus the sounds it produces.

Consonants:

1) Air:

Air flow, originating in the lungs and released through the mouth, is required for all speech sounds, but different manner of air release produces different sounds. The manner of release is particularly important for consonant sounds. For consonant sounds friction is created at some point in the oral passageway by resistance to the flow of air. The point of resistance to the air flow and the manner of release from this resistance are important contributing factors in how consonants are made. There are several routes through which the air may be released:

A. Nasal release: Air can be released through the nose, producing nasal sounds. Try prolonging the English sounds m and n. mmmm, nnnnn. While you are prolonging these sounds, hold your nose and you notice you can't say m or n. That's because the air flow is released through the nose in saying m and n.

B. Lateral release: The air release can be over the surface of the side of the tongue. Prolong the English sound l. lllll. Then breathe in and out through your mouth without moving your tongue from its l position. Can you feel that the air passes laterally out one or both sides of your mouth? For me, the air release for l is from both sides. Do you release the air to the right, or to the left, or from both sides?

C. Stop and Release, with and without Aspiration: Another manner of air release is for the air flow to be blocked at some point in the mouth and then released, letting the air flow through. When you make the English sounds p-, t-, k-, you notice that the air flow is first blocked at different points, and then released.

The stop releases can be either aspirated or unaspirated. In reference to language sounds 'aspirated' means released with a puff of air. Compare the English sounds p-, t-, k-, and b-, d-, g-. If you put your hand close to your mouth as you say p-, t-, k-, you will notice that you feel your breath against your hand. Say b-, d-, g-, and you find you do not feel your breath against your hand, or at least not as much so. The p-, t-, k- sounds are aspirated, the b-, d-, g- ones unaspirated.

Try:

| | |
|----|----|
| p- | b- |
| t- | d- |
| k- | g- |

D. Spirant release: When air is released through a narrow passage under pressure, a hissing sound is produced, as in g- sssss, and h- hhhhh. We refer to this type of air release as spirant release.

2) **Voicing:**

Voiced and Voiceless Consonants: The vocal chords vibrate to produce some sounds--which we refer to as voiced sounds--and do not vibrate in the production of other sounds--which are referred to as voiceless. For example, in English the 'z' sound is a voiced sound and the 's' sound is a voiceless one.

Prolong the buzzing sound of 'z'--zzzzz. You can hear the voicing, and if you put your hand on your throat over the Adam's apple, you can feel the vibration of the vocal chords. Prolong the hissing sound of 's'--sssss. Notice that voicing ceases, the vocal chords do not vibrate. In Cantonese the only consonants that are voiced are the nasals--m, n, and ng.

- 3) Position of tongue and other members: Different position of the tongue and other members of the mouth forms the third element in producing speech sounds. Note for example how the difference in tongue position produces different sounds in the English words 'tea' and 'key.' For 't,' the tip of tongue touches the roof of the mouth at the gum ridge behind the upper teeth. Try it: t-, t-, t-, tea. For 'k,' the back of the tongue touches the roof of the mouth at the back: k-, k-, k-, key.

We will describe the consonants of Cantonese in terms of air release, voicing, and position of tongue and other members of the vocal apparatus. We will concentrate primarily on those sounds which are problems for Americans.

Vowels:

Production of vowels, like production of consonants, is a matter of air flow, voicing, and positioning.

1. Air Flow:

Whereas in making a consonant sound friction is created by resistance at some point in the passageway to the flow of air, in making vowels the passageway does not resist the flow of air, and the sound produced is therefore frictionless. The presence or absence of friction is a factor distinguishing consonants and vowels.

2. Vibrating of vocal chords (Voicing):

Vowels are voiced sounds. Under certain circumstances, such as whispering, vowels may be de-voiced, but voicing for vowels is taken as a given, and when exceptions occur, they are specifically noted.

A feature of voicing which is potentially significant for vowels is vowel length. In some languages different vowel

length in an otherwise identical syllable can produce different words.

Example: In German, the following two words differ in pronunciation only in the length of their vowels:

| | |
|---------------|---------|
| staat [ʃtaːt] | 'state' |
| statt [ʃtaːt] | 'place' |

3. Positioning:

In positioning for vowel sounds the important contributing factors are how the lips and tongue are placed.

The lips, in making vowel sounds, are described in terms of whether they are rounded or unrounded (spread). For example, in English, the 'i' of 'pit' is a vowel said with lips spread, and the 'u' of 'put' is said with lips rounded. There are vowels which are produced with lips neither markedly rounded or spread, such as 'a' in 'father.' This type is not described in terms of lip position. If a vowel is not described as being rounded or spread, you can assume that the lip position is midway between rounded and spread. We will use the terms 'unrounded' and 'spread' interchangeably.

Tongue position for vowels is described in vertical terms and in horizontal terms. On the vertical we speak of the tongue height of a vowel. For example, take the vowels of 'pit,' 'pet,' and 'pat' in English. You notice that the forward part of the tongue is relatively high towards the roof of the mouth in saying the 'i' of 'pit,' that it drops somewhat to say the 'e' of 'pet,' and drops still lower to say the 'a' of 'pat.' These positions might also be described in terms of how wide the lower jaw opens in making the sounds-- narrow for the 'i,' medium for the 'e,' and wide for the 'a.' However, since description in terms of tongue height has become standard, we will adopt the standard description here, and speak of vowels in terms of high, mid, and low in reference to tongue height. Deviations from these cardinal positions are described in terms of higher-mid, lower-mid, etc.

Horizontally, tongue position is described in terms of front, central, and back. In English the vowels of 'pit,'

'pet,' and 'pat' are all front vowels, with the points of reference for 'front' being the blade of the tongue and the dental ridge. 'Pit,' 'pet,' and 'pat' are high front, mid front, and low front respectively. For the central vowels the points of reference in the oral passageway are the center surface of the tongue and the hard palate. In English the vowels of 'putt' and 'pot' are central vowels. For the back vowels the points of reference in the passageway are the back surface of the tongue and the soft palate. In English the vowels of 'put,' 'pole,' and 'paw' are back vowels. Deviations are described in terms of being fronted or backed from the cardinal positions. .

Pronunciation Practice:

1. ch, as in Chàhn

ch is an initial consonant in Cantonese. We describe the ch sound in terms of voicing, air flow, and position of tongue against the roof of the mouth. Like the American ch sound in "chance," the Cantonese ch is voiceless. In terms of air flow the American and Cantonese ch's are alike--both are stops with aspirated release. The tongue pressing against the roof of the mouth stops the flow of air entirely, then lets go and allows the air to flow through again, accompanied by a puff of air. The tongue position for the American ch and Cantonese ch differs. For the Cantonese ch sound, the tongue rests flat against the dental ridge (the ridge just behind the upper teeth) and the blade part of the tongue, that part just back from the tip, blocks the air passage at the dental ridge. The blade of the tongue is pressed flat against the ridge: [tʃ] The American ch the contact point is the tip of the tongue, not the blade of the tongue; the tongue is grooved, not flat; and the contact point on the roof of the mouth is a little farther back on the dental ridge than for the Cantonese ch sound.

Compare--Listen and repeat: (Read across)

| | | | | | |
|------------|--------|----|----|----|---------|
| English: | chance | ch | ch | ch | chance |
| Cantonese: | Chàhn | ch | ch | ch | Chàhn 陳 |
| | chàn | ch | ch | ch | chàn 親 |

2. j, as in joigin, jóusáhn, Jèung, siujé

J is an initial consonant in Cantonese. We describe the j sound in terms of voicing, air flow, and position of the tongue against the roof of the mouth. Unlike the American j sound (in 'joy'), the Cantonese j sound is voiceless. In terms of air flow the American and Cantonese j's are alike--both are stops with unaspirated release. The tongue, pressing against the roof of the mouth, stops the flow of air entirely, then lets go and allows the air to flow through again, without aspiration (accompanying puff of air). The tongue position for the Cantonese j is the same as that for the Cantonese ch, different from that of the American counterpart. For the Cantonese j sound the blade of the tongue, resting flat against the dental ridge, blocks the air passage: [tɕ] For the American j the tip of the tongue, grooved, blocks the air passage at a point a little farther back on the dental ridge than for the Cantonese j. When air is released, it flows over a grooved tongue surface for the American sound, a flat tongue surface for the Cantonese sound.

Compare English and Cantonese similar syllables:

Listen and repeat: (Read across)

| English | Cantonese |
|-------------------|-----------------|
| 1. Joe (3 times) | jóu (3 times) 早 |
| 2. joy (3 times) | joi (3 times) 再 |
| 3. Jess (3 times) | jé (3 times) 姐 |

The Cantonese j sound is said with lips rounded before rounded vowels, and spread before unrounded vowels. (Rounded vowels are those pronounced with the lips rounded, unrounded vowels those that are not.)

Watch the teacher, listen and repeat: (read across)

| Ex: | <u>rounded</u> | <u>unrounded</u> |
|-----|-----------------|------------------|
| 1. | Jóu 早 (3 times) | jé 姐 (3 times) |
| 2. | joi 再 (3 times) | jé 姐 (3 times) |

Some speakers of Standard Cantonese use slightly different tongue positions for the j sound, depending on whether it comes before a rounded or unrounded vowel. Other speakers use the tongue position described for j above throughout. Those that use different positions

before rounded and unrounded vowels use the position described above before unrounded vowels. Before rounded vowels they retract their tongue a bit and use the tip of the tongue instead of the part just behind the tip as contact point for making j. Listen and see if your teacher's j sounds the same or different before rounded and unrounded vowels.

Listen: (Watch the teacher:)

| <u>rounded</u> | <u>unrounded</u> |
|----------------|------------------|
| jó 左 | je 借 |
| joi 再 | ja 榨 |
| jóu 早 | |

What has been said in regard to lip-rounding for the j applies also to ch sounds in Cantonese, but we will not practice this feature in relation to ch until it comes up in the Basic Conversations.

3. ng, as in ngóh

ng is a voiced nasal initial consonant in Cantonese. In position, the back surface of the tongue presses against the roof of the mouth at the soft palate, in the same position as for the English word "sing." We refer to this position as velar, making an adjective of the word velum, the technical term for soft palate. ng is a velar nasal consonant, which in Cantonese may occupy initial position in a syllable.

Listen and repeat:

ngóh 我 (6 times)

The only reason this sound may be hard for English speakers is that we don't have any words beginning with ng in English, though we have many ending with the same sound.

If you have trouble, try saying "sing on" in English, and then say the si part of "sing" silently, beginning to voice on the -ng part:

sing on
(si)ng on
----ng on

Now try initial ng again:

Listen and repeat:

ngóh 我 (5 times)

4. o, and in Hòh, ngóh

o is a final in Cantonese. It is a mid back rounded vowel--[ɔ]. The closest American sound is the vowel sound of general American "dog," but with more rounding of the lips than in English. In Cantonese a rounded vowel has a rounding effect on a consonant preceding it in a syllable. Watch your teacher and note that in syllables with an o vowel, he rounds his lips for the preceding consonant too.

Listen, watch the teacher, and repeat:

ngóh 我 (5 times)

Hòh 何 (5 times)

5. yu, as in deuih̄jyuh

yu is a single vowel spelled with two letters. yu is a high front rounded vowel--[y̥], occurring as a final in Cantonese. There is no counterpart vowel in American English with a similar sound, but you can produce the sound by protruding your lips while you sustain the "ee" [i] sound of the English letter "E." The "long e" [i] sound in English is a high front unrounded vowel. Rounding the lips produces a high front rounded vowel.

Listen, watch the teacher, and repeat:

1. deuih̄jyuh jyuh jyuh

2. jyuh 住 (3 times)

3. yú 魚 (fish) (3 times)

6. eu

eu is a single vowel spelled with two letters. eu is a mid front rounded vowel--[ɤ], occurring as a final in Cantonese only in a very few words. There is no counterpart vowel in American English with a similar sound, but you can produce the sound by protruding your lips while you sustain the "e" [E] sound of the English word "less." This "short e" [E] sound in English is a mid front unrounded vowel. Rounding the lips makes it a rounded vowel. In Cantonese a rounded vowel has a rounding effect on a consonant preceding it in a syllable.

Watch your teacher, listen, and repeat:

lēu 'spit out'

hēu 靴 'boot'

dēu 'tiny bit'

7. eung, as in Jèung

eung is a two-part final composed of the mid front rounded vowel eu [ɘ] plus the velar nasal consonant ng. There is no close English counterpart. As a rounded final, eung has a rounding effect on a consonant preceding it in a syllable.

Watch the teacher, listen, and repeat:

Jèung 張 (5 times)

The eu portion of eung is not nasalized. In English, a vowel before a nasal final is nasalized--that is, part of the air release for the vowel goes through the nose. To illustrate the English situation, hold your nose and say the following English words:

sue
soon
see
seem
sit
sing

You notice that the vowels of the words with nasal finals (-n, -m, and -ng) are partially blocked when the nose is blocked, thus revealing that for such vowels some of the air is normally released through the nose. The vowels of the words which do not end in a nasal are unaffected by blocking the nasal passage. They are 'open' vowels, not 'nasalized' vowels.

In Cantonese, a vowel before a nasal final is not nasalized--All of the air is released through the mouth for the vowel portion. Test whether you can keep the vowel open before nasal final by stopping your nose as you say:

Jèung (5 times)

To practice the open vowel before a nasal final, try saying the following pairs of words in which -eu and -eung are contrasted. To make the -eung sound, pretend through the -eu part that you are going to say -eu, then add the -ng as an after-thought. You will then have an open eu followed by the nasal ng sound.

| <u>-eu</u> | <u>-eung</u> |
|---------------|------------------|
| 1. hēu 靴 boot | hèung 香 fragrant |

2. lēu to spit out léuhng 兩 two
 3. geu 鋸 to saw gèung 羌 ginger
 4. jeuk 著 to wear Jèung 張 surname Cheung

8. eui, as in deuiḿhjyuh

eui is a two-part final composed of the mid front rounded vowel eu plus the high front rounded vowel yu [ü]. (We spell the second part of this two-part final with i instead of yu--eui instead of euyu, the latter being extremely awkward-looking.) The major force of the voice falls on the eu part, with the yu (spelled i) part an offglide.

Listen and repeat:

1. deuiḿhjyuh 對唔住 (3 times)
2. deui 對 (3 times)

The tongue position for eu before i is slightly lower and more backed than it is for eu before ng. eui = [œü]; eung = [øŋ].

Listen and watch for differences in eu sound: (Read across)

1. Jèung 張 Jèung Jèung Jèung
2. deui 對 deui deui deui
3. Jèung 張 deui 對 (4 times)
4. deui 對 Jèung 張 (4 times)

9. an, as in Chàhn, jóusàhn, ḿhgányiu

an is a two-part final composed of the backed mid central vowel a [ə̃] plus the dental nasal consonant n. Tongue height for the Cantonese a [ə̃] is lower than that for American vowel in "cup," higher than that for American vowel in "cop," and more backed than either of the American counterparts. Before the nasal final the Cantonese vowel is not nasalized, as an American vowel before a nasal final would be. The Cantonese vowel is shorter and tenser than the American counterparts.

Listen, watch the teacher, and repeat:

1. Chàhn (4 times) 陳
2. jóusàhn (4 times) 早晨
3. ḿhgányiu (4 times) 唔緊要

Compare English and Cantonese syllables:

Listen and repeat: (Read across)

- | English | Cantonese |
|--------------|---------------|
| 1. John John | Chàhn Chàhn 陳 |

2. sun sun san sà 申

10. m as in mh

The bilabial nasal consonant m occurs as a vowel, in that the consonant m is syllabic in the syllable mh.

Listen and repeat:

1. mhhaih (2 times)
2. haih mhhaih a? (2 times)

11. Tone practice with words in Lesson 1:

Listen and repeat:

1. Jèung, jóu, sing ; Hòh, Léih, haih .
2. Jèung, jóu, sing ; Hòh, Léih, haih .
3. Jèung, Jèung ; Hòh, Hòh .
4. jóu, jóu ; Léih, Léih .
5. jóu, Léih ; Léih, jóu .
6. sing, sing ; haih, haih .
7. sing, haih ; haih, sing .
8. Jèung, Hòh ; jóu, Léih ; sing, haih .
9. Hòh, Jèung ; Léih, jóu ; haih, sing .

II. Notes:

A. Culture Notes

1. Surname and titles.

a. Titles follow surnames: (Drills 1-6)

| | |
|------------|------------|
| Léih Sàng | 'Mr. Lee' |
| Léih Táai | 'Mrs. Lee' |
| Léih Siujé | 'Miss Lee' |

b. Sàng/Sínsàng and Táai/Taaitái

Sàng and Sínsàng, Táai and Taaitái are alternate forms for 'Mr.' and 'Mrs.' respectively.

| | |
|--------------|------------|
| Léih Sínsàng | 'Mr. Lee' |
| Léih Taaitái | 'Mrs. Lee' |

Native speakers differ in respect to their use of Sàng and Sínsàng, and Táai and Taaitái as titles to surnames. Some say that the full forms denote more respect and the short forms are used in informal situations only. Others say that as title to

surnames the longer forms are used only in letters and that in speech, Sàang and Táai are used even for subordinates speaking to superiors. Everyone seems to agree that on the telephone both long forms and the short forms are common. In this book we have used the short forms almost exclusively, but you--when you get into a Cantonese speaking situation--keep your ears peeled and imitate what your Cantonese peers are saying. Incidentally, you will notice that what people say and what they say they say do not always coincide exactly. Also, different people may disagree vehemently about what is 'right.' This is confusing to the beginning student. Be advised, however, that the area of disagreement is on peripheral matters. If your teachers disagree about two forms, you may safely conclude that both forms are used. taaitáai basically = 'married woman;' sínsàang = 'man.'

c. Sínsàang as 'teacher'

Sínsàang meaning 'teacher' may be used with or without a surname attached. A woman teacher named Wong may be addressed as Sínsàang or as Wòhng Sínsàang.

d. Síujé, 'unmarried woman,' used as title

In addressing a woman whose name you do not know, it is appropriate to address her as Síujé, no matter how old she is, and even if you know she is married. In addressing a woman by her maiden name, the appropriate title is Síujé. Ex: Wòhng Síujé. It is the custom for Chinese women to use their maiden names in business life, so it often turns out that someone addressed as Síujé is married.

e. It is inappropriate to refer to oneself by title in a social situation. Avoid saying "Ngóh haih Smith Sàang." Say instead "Ngóh sing Smith." (See Drill 5).

2. sing, V/N to have the surname of; surname

Sing is the surname one is born with. For married women, equivalent to the English née. The English and American custom is for a woman's surname to change at the time of marriage to that of her husband. The Cantonese sing does not change upon marriage. When you ask a woman her surname, ordinarily she

gives her maiden name in response. If it is a social gathering, she might add something like "Ngóh sīnsàang sing..., My husband has the surname...."

B. Structure Notes

1. Relationship of Cantonese to other Chinese languages.

Cantonese is traditionally called a dialect of Chinese. The major dialect of Chinese being Mandarin, and other important dialects in addition to Cantonese, are Shanghai, Fukkienese (also called Hokkienese or Amoy), and Hakka. Mandarin is considered the major dialect because it is spoken by the greatest number of people and, more importantly, because it has been prompted as the national standard language by both the Communist Chinese government on Mainland China and the Nationalist Chinese government on Taiwan.

Although historically descended from a single mother tongue, the various Chinese dialects are today different languages. A person who speaks only Cantonese cannot understand a person who speaks only Mandarin, Shanghai, Fukkienese, or Hakka. However, if two speakers of two different Chinese languages can read, they can communicate, since Chinese has a uniform writing system which is not based on sound. (A Western comparison can be made in the number system, in which '2' is intelligible without reference to pronunciation.)

The languages of the Chinese family group are different--and similar--on three levels: vocabulary, grammatical sentence structure, and phonological sound system. The level of greatest similarity is in that of the grammatical sentence structure. Students who have studied another Chinese language will find that in great measure they already 'know' the sentence patterns of Cantonese. In preparing this book we at first planned to make a Cantonese-Mandarin grammatical appendix to list the grammatically different structures, the idea being that they were listable, being so few of them. To draw a parallel we wrote out the Basic Conversations of the first 15 lessons in Mandarin translation and found to our surprise quite a lot more differences than we had expected. The differences, however, were mostly in the nature of 'You could say it that way--that sentence pattern exists in Cantonese--but actually that's not the way we say it, we say it this way.' We therefore didn't make the appendix, but for the benefit of students who have previously studied Mandarin, we have used the Notes section to draw attention to basic grammatical differences where they come up in the text.

On the level of vocabulary there are greater differences than

on the level of grammatical structure, but still a great deal of similarity. A rough check of the first 10 lessons of this book reveals that more than 55% of the Cantonese expressions have identical Mandarin counterparts.

In pronunciation, differences are greater still, but there are systematic correspondences. For example, ai in Mandarin is oi in Cantonese. In total, though, the phonological correspondences are quite complex, as witnessed by a series of articles on the subject in a Japanese linguistic journal which runs 26 pages long.

2. Sentence Types--full sentences and minor sentences.

a. Full sentences have two parts--subject and predicate, in that order. Examples from the Basic Conversation of Lesson One are:

1. Ngóh m̀h haih Léih Táai. I am not Mrs. Lee.
2. Ngóh sing Chàhn. I am surnamed Chan.

In these sentences Ngóh is the subject and the remainder of each sentence is the predicate.

b. Minor sentences are not in subject-predicate form. Minor sentences are common as responses, commands, exclamations.

In Lesson One there are several minor sentences in the Basic Conversation:

1. Hòh Sàang, jóusàhn. Good morning, Mr. Ho.
2. Joigin. Goodbye.
3. M̀hgányiu. That's all right. [literally:
Not important.]

3. Verbs.

In Cantonese, words which can be preceded by the negative m̀h are regarded as verbs. There are a few cases in which this rule doesn't work, but basically, you can test whether a new word you hear is a verb by asking whether you can say m̀h (new word).

Is ngóh a verb? Ask the teacher whether it's OK to say m̀h ngóh.

Is haih a verb? Ask the teacher whether it's OK to say m̀h haih.

4. Adverbs.

In Cantonese an adverb is a word or word group which forms a construction with a verb. In most cases in Cantonese adverbs precede the verb they belong with. An example from Lesson 1 is m̀h-, 'not,' which precedes a verb to form the negative.

5. Phrases.

We give the name 'phrase' to a group of words which has a

specialized meaning as a group. For example, in English, spill + water = spill the water, and spill + beans = spill the beans. Spill the water is a simple Verb + Object construction. Spill the beans may be, but it may also be a phrase whose meaning differs from the added together meaning of the individual words. This type of phrase is often called an idiom, or an idiomatic expression. In this lesson Mhǎnyiu, 'It doesn't matter; That's all right; Never mind,' is such a phrase.

We also give the name 'phrase' to another kind of construction-- a group of words whose total meaning may be the same as the added together meaning of the individual words, but which we don't feel is necessary for you to analyze and learn separately in the first stage of learning Cantonese. It may even be that the fact that the construction is grammatically a word group and not a single word may not be apparent, since the construction may be written as a single word. Examples are mhhóu 'don't' in the Classroom Phrases of Lesson 1 and sèsíu 'a little' in Lesson 3.

6. Lead Sentences and Follow Sentences.

- a. It's a pretty day today.
- b. How about you?
- c. Where?

a, b and c are all sentences, and all are intelligible, but in b and c as stated it is not clear what is happening. Without drawing too rigid lines, we are going to distinguish between lead sentences-- sentences that are intelligible as self-contained units, and follow sentences, ones which depend upon information supplied by a preceding sentence or the context for full intelligibility.

III. DRILLS

1. Substitution Drill: Substitute joigin in the position of jóusàhn following the pattern of the example sentence.

Ex: T: Léih Táai, jóusàhn. T: Good morning, Mrs. Lee.
 S: Léih Táai, joigin. S: Goodbye, Mrs. Lee.

1. Chàhn Táai, jóusàhn. 1. Chàhn Táai, joigin.

- | | |
|--|-------------------------|
| + 2. <u>Làuh</u> Sàang, jóusàhn.
(Good morning, Mr. <u>Lau</u> .) | 2. Làuh Sàang, joigin. |
| + 3. <u>Jèung</u> Siujé, jóusàhn
(Good morning, Miss <u>Cheung</u> .) | 3. Jèung Siujé, joigin. |
| + 4. <u>Máh</u> Sàang, jóusàhn.
(Good morning, Mr. <u>Ma</u> .) | 4. Máh Sàang, joigin. |
| 5. Léih Táai, jóusàhn. | 5. Léih Táai, joigin. |
-

2. Substitution Drill: Substitute the cue in the appropriate position following the pattern of the example sentence.

Ex: T: Léih Táai, jóusàhn. T: Good morning, Mrs. Lee.
/Chàhn/ /Chan/

S: Chàhn Táai, jóusàhn. S: Good morning, Mrs. Chan.

- | | |
|--|-------------------------|
| 1. Chàhn Táai, jóusàhn. /Léih/ | 1. Léih Táai, jóusàhn. |
| + 2. Léih Táai, jóusàhn. / <u>Wòhng</u> /
(<u>Wong</u>) | 2. Wòhng Táai, jóusàhn. |
| 3. Wòhng Táai, jóusàhn. /Hòh/ | 3. Hòh Táai, jóusàhn. |
| 4. Hòh Táai, jóusàhn. /Jèung/ | 4. Jèung Táai, jóusàhn. |
| 5. Làuh Táai, jóusàhn. /Chàhn/ | 5. Chàhn Táai, jóusàhn. |
-

3. Substitution Drill: Substitute the cue in the appropriate position, following the pattern of the example sentence.

Ex: T: Wòhng Sàang, jóusàhn. T: Good morning, Mr. Wong.
/Táai/ /Mrs./

S: Wòhng Táai, jóusàhn. S: Good morning, Mrs. Wong.

- | | |
|----------------------------------|--------------------------|
| 1. Wòhng Táai, jóusàhn. /Siujé/ | 1. Wòhng Siujé, jóusàhn. |
| 2. Wòhng Siujé, jóusàhn. /Làuh/ | 2. Làuh Siujé, jóusàhn. |
| 3. Làuh Siujé, jóusàhn. /joigin/ | 3. Làuh Siujé, joigin. |
| 4. Làuh Siujé, joigin. /Sàang/ | 4. Làuh Sàang, joigin. |
| 5. Làuh Sàang, joigin. /Táai/ | 5. Làuh Táai, joigin. |
-

4. Expansion Drill: Expand the cue sentence as indicated in the example.

Ex: T: Ngóh m̀hahì Wòhng Sàang.

T: I'm not Mr. Wong.

S: Deui m̀hìjyuh, ngóh m̀hahì Wòhng Sàang.

S: I beg your pardon, I'm not Mr. Wong.

1. Ngóh m̀hahì Léih Sìujé.

1. Deui m̀hìjyuh, ngóh m̀hahì Léih Sìujé.

2. Ngóh m̀hahì Chàhn Sàang.

2. Deui m̀hìjyuh, ngóh m̀hahì Chàhn Sàang.

3. Ngóh m̀hahì Jèung Táai.

3. Deui m̀hìjyuh, ngóh m̀hahì Jèung Táai.

4. Ngóh m̀hahì Hòh Sàang.

4. Deui m̀hìjyuh, ngóh m̀hahì Hòh Sàang.

5. Ngóh m̀hahì Wòhng Táai.

5. Deui m̀hìjyuh, ngóh m̀hahì Wòhng Táai.

5. Expansion Drill: Expand the cue sentences to conform with the pattern of the example.

Ex: T: Ngóh m̀hahì Léih Táai. /Jèung/

T: I'm not Mrs. Lee. /Cheung/

S: Ngóh m̀hahì Léih Táai, ngóh sing Jèung.

S: I'm not Mrs. Lee, my name is Cheung.

1. Ngóh m̀hahì Hòh Táai. /Chàhn/

1. Ngóh m̀hahì Hòh Táai, ngóh sing Chàhn.

2. Ngóh m̀hahì Chàhn Sìujé. /Máh/

2. Ngóh m̀hahì Chàhn Sìujé, ngóh sing Máh.

3. Ngóh m̀hahì Máh Sàang. /Wòhng/

3. Ngóh m̀hahì Máh Sàang, ngóh sing Wòhng.

4. Ngóh m̀hahì Wòhng Táai. /Jèung/

4. Ngóh m̀hahì Wòhng Táai, ngóh sing Jèung.

5. Ngóh m̀hahì Léih Táai. /Hòh/

5. Ngóh m̀hahì Léih Táai, ngóh sing Hòh.

6. Conversation Drill: Carry on the suggested conversation following the model of the example.

Ex: A: Chàhn Sàang, jóusàhn. A: Good morning Mr. Chan.

B: Deuimhjyuh, ngóh mhhaih Chàhn Sàang. Ngóh sing Jèung.
B: I beg your pardon, I'm not Mr. Chan. My name is Cheung.

A: A, deuimhjyuh, Jèung Sàang.
A: A, excuse me, Mr. Cheung.

B: Mhgányiu.
B: That's OK.

1. A: Chàhn Siujé.....

B:
.....Wòhng.

A:

B:

2. A: Jèung Siujé

B:
.....Léih.

A:

B:

3. A: Hòh Sàang

B:
.....Wòhng.

A:

B:

4. A: Jèung Sàang

B:
.....Léih.

A:

B:

5. A: Chàhn Siujé

B:
.....Làuh.

1. A: Chàhn Siujé, jóusàhn.

B: Deuimhjyuh, ngóh mhhaih Chàhn Siujé. Ngóh sing Wòhng.

A: A, deuimhjyuh, Wòhng Siujé.

B: Mhgányiu.

2. A: Jèung Siujé, jóusàhn.

B: Deuimhjyuh, ngóh mhhaih Jèung Siujé. Ngóh sing Léih.

A: A, deuimhjyuh, Léih Siujé.

B: Mhgányiu.

3. A: Hòh Sàang, jóusàhn.

B: Deuimhjyuh, ngóh mhhaih Hòh Sàang. Ngóh sing Wòhng.

A: A, deuimhjyuh, Wòhng Sàang.

B: Mhgányiu.

4. A: Jèung Sàang, jóusàhn.

B: Deuimhjyuh, ngóh mhhaih Jèung Sàang. Ngóh sing Léih.

A: A, deuimhjyuh, Léih Sàang.

B: Mhgányiu.

5. A: Chàhn Siujé, jóusàhn.

B: Deuimhjyuh, ngóh mhhaih Chàhn Siujé. Ngóh sing Làuh.

A:

A: A, deui^hh^hjyuh, L^huh
S^hujé.

B:

B: M^hg^hanyiu.

Vocabulary Checklist for Lesson 1

- | | |
|--|--|
| 1. A | ex: Oh |
| 2. Ch ^h ahn | sur: Chan |
| 3. deui ^h h ^h jyuh | ph: Excuse me; I beg your pardon; I'm sorry. |
| 4. haih | v: is, am, are, were, etc. |
| 5. H ^h oh | sur: Ho |
| 6. hohks ^h aang | n: student |
| 7. J ^h eung | sur: Cheung |
| 8. Joigin | Ph: Goodbye |
| 9. J ^h ous ^h ahn | Ph: Good morning |
| 10. L ^h auh | sur: Lau |
| 11. Léih | sur: Li |
| 12. M ^h ah | sur: Ma |
| 13. m ^h - | adv: not |
| 14. M ^h g ^h anyiu | Ph: That's all right; It doesn't matter; Never mind. |
| 15. ng ^h oh | pro: I, me, my |
| 16. S ^h aang | t: Mr. |
| 17. s ^h ins ^h aang | n: man (see notes); teacher |
| 18. S ^h ins ^h aang | t: Mr. (see notes) |
| 19. sing | v: have the surname |
| 20. s ^h ujé | n: unmarried woman; woman, lady (see notes) |
| 21. S ^h ujé | t: Miss |
| 22. T ^h ai | t: Mrs. |
| 23. taait ^h ai | n: married woman (see notes) |
| 24. Taait ^h ai | t: Mrs. (see notes) |
| 25. W ^h ohng | sur: Wong |

CLASSROOM PHRASES

A. Learn to respond to the following classroom instructions:

- | | |
|---|--|
| 1. Yíngā ngóh mahn néih, néih
daap ngóh. | 1. Now I'll ask you, and you answer
me. |
| 2. Yíngā néihdeih jingéi mahn,
jingéi daap. | 2. Now you yourselves ask and answer. |
| 3. Gaijuhk. | 3. Continue. (i.e., Do the next
one, Keep going.) |
| 4. Néih jough <u>A</u> , néih jough
<u>B</u> . | 4. You do A, you do B. |

B. The following are some comments that the teacher may make on your recitations.

- | | |
|------------------------------------|--|
| 5. Ngāam laak. <u>OR</u> Āam laak. | 5. That's it. (After student suc-
ceeds in saying something right.) |
| 6. Haih gám laak. | 6. That's it. Now you've got it. |
| 7. Haih laak. | 7. That's it. Now you've got it. |
| 8. Hóu jéun. | 8. Just right. Quite accurate. |
| 9. Góngdāk hóu. | 9. Good, spoken well. |
| 10. Góngdāk m̀hóu. | 10. No, that won't do. Not spoken
right. |
| 11. Chàmhdō. | 11. Approximately. (i.e., Good
enough for now, but not perfect.) |
| 12. Yiu suhk dī. | 12. Get it smoother. (When a student's
recitation is halting.) |
| 13. Daaihsēng dī. | 13. Louder. |

I. BASIC CONVERSATION

A. Buildup:

(At a party in Hong Kong)

| | | |
|--|---|--|
| sìnsàang | | man |
| | <u>Sìnsàang</u> | |
| gwaising | | your surname (polite) |
| a | | sentence suffix, to soften
abruptness |
| siujé | | woman |
| Sìujé gwaising a? | | What is your surname, Miss? |
| | <u>Sìujé</u> | |
| Ngóh sing Wòhng. | | My name is Wong. |
| | <u>Sìnsàang</u> | |
| | (bowing slightly) | |
| Wòhng Sìujé. | | Miss Wong. |
| | <u>Sìujé</u> | |
| nē? | | sentence suffix for
questions |
| Sìnsàang nē? | | And you? (polite) |
| | <u>Sìnsàang</u> | |
| siusing | | my name (polite) |
| Sìusing Làuh. | | My name is Lau. |
| | <u>Sìujé</u> | |
| | (bowing slightly) | |
| Làuh Sàang | | Mr. Lau. |
| | <u>Sìnsàang</u> | |
| | (Indicating a young lady standing beside Miss Wong) | |
| mātyéh <u>or</u> mēyéh <u>or</u> mīyéh | | what? |
| sing mēyéh a? | | have what surname? |
| pàhngyáuh | | friend |
| néih | | your |
| néih pàhngyáuh | | your friend |
| Néih pàhngyáuh sing mēyéh a? | | What is your friend's name? |
| | <u>Sìujé</u> | |
| sing Mäh | | has the name Ma |

| | |
|--------------------|--|
| ge | noun-forming boundword. <u>ge</u>
suffixed to a Verb Phrase
makes it grammatically
a Noun Phrase. |
| sing Mǎh ge | is a named-Ma one |
| kéuih | he, she, it |
| Kéuih sing Mǎh ge. | Her name is Ma. |

Sĩnsǎang

| | |
|---------------------------------------|---|
| Gwóngdùng | Kwangtung |
| yǎhn | person |
| Gwóngdùngyǎhn | Cantonese person, a person
from Kwangtung province |
| haih ǎhhaih a? | is/not-is? a question
formula |
| Kéuih haih ǎhhaih Gwóngdùngyǎhn
a? | Is she Cantonese? |

Sĩujé

| | |
|-------------------------------------|--------------------------|
| Seuhnghói | Shanghai |
| Seuhnghóiyǎhn | Shanghai person |
| ǎhhaih a. Kéuih haih Seuhnghóiyǎhn. | No, she's from Shanghai. |

Sĩnsǎang

| | |
|---------------|--|
| gám,... | 'Well then, ...', 'Say', ...
sentence prefix, resuming
the thread of previous
discussion. |
| Gám, néih nē? | And you? |

Sĩujé

| | |
|------------------------------|-------------------------|
| dōu | also |
| dōu haih Seuhnghóiyǎhn | also am Shanghai person |
| Ngóh dōu haih Seuhnghóiyǎhn. | I'm also from Shanghai. |

B. Recapitulation:

(At a party in Hong Kong)

Sĩnsǎang

| | |
|-------------------|-------------------------------|
| Sĩujé gwaising a? | What is your (sur)name, Miss? |
|-------------------|-------------------------------|

| | | |
|-------------------------------------|---|-----------------------------|
| | <u>Síujé</u> | |
| Ngóh s'ing Wòhng. | | My name is Wong. |
| | <u>S'insàang</u>
(bowing slightly) | |
| Wòhng Síujé. | | Miss Wong. |
| | <u>Síujé</u> | |
| S'insàang nē? | | And you? |
| | <u>S'insàang</u> | |
| S'iusing Làuh. | | My name is Lau. |
| | <u>Síujé</u>
(bowing slightly) | |
| Làuh S'ang. | | Mr. Lau. |
| | <u>S'insàang</u>
(Indicating a young lady standing beside Miss Wong) | |
| Néih p'ahngyáuh s'ing mēyéh a? | | What is your friend's name? |
| | <u>Síujé</u> | |
| Kéuh s'ing Máh ge. | | Her name is Ma. |
| | <u>S'insàang</u> | |
| Kéuh haih àh haih Gwóngdùngyáhn a? | | Is she Cantonese? |
| | <u>Síujé</u> | |
| Àh haih a. Kéuh haih Seuhng'óiyáhn. | | No, she's from Shanghai. |
| | <u>S'insàang</u> | |
| Gám, néih nē? | | And you? |
| | <u>Síujé</u> | |
| Ngóh dōu haih Seuhng'óiyáhn. | | I'm also from Shanghai. |

+ + + + + + + + + + + + +

Problem sounds in Lesson Two: Initials

1. b, d, g, and j (phonetically [p], [t], [k], and [tʃ]).

b, d, g, and j sounds in Cantonese are voiceless, in contrast to the voiced English sounds spelled with the same letters. Positioning for Cantonese b and g sounds is the same as for English. For the d sound the tongue tip is more forward in Cantonese than in English--against the base of the upper teeth for Cantonese, on the dental ridge for English. Position for the j sound has been dis-

cussed in Lesson One. The sounds are unaspirated, as are their English counterparts, but the Cantonese and English sounds contrast with respect to tenseness--the Cantonese initial consonants being tense and the English lax in isolated words and in stressed position in a sentence.

Compare: (left to right, then right to left.)

| <u>English</u> | <u>Cantonese</u> |
|----------------|------------------------|
| b: bean | bīn go 邊個 who |
| beau | bou 布 cloth |
| buoy | būi 杯 cup |
| bun | bān 賓 guest |
| buy | baai 拜 worship |
| d: doe | deu 到 arrive |
| die | daai 帶 bring |
| ding | dīng 丁 surname Ting |
| deem | dim 店 shop (Noun) |
| g: gay | gei 記 record (Verb) |
| gum | gam 禁 so |
| guy | gaai 界 border |
| guava | Gwóngdūng 廣東 Kwangtung |
| j: joy | joi 再 again |
| gee | ji 至 until, to |
| Jew | jiu 照 reflect |
| Joe | jou 灶 stove |

2. p, t, k, and ch. As initials, phonetically [p^ʰ], [t^ʰ], [k^ʰ], and [tʃ^ʰ].

Cantonese p, t, k, and ch sounds are similar to English counterpart p, t, k, ch sounds in that they are voiceless and aspirated. Positioning for p and k is the same as for English. For the t sound the tongue tip is more forward in Cantonese than in English--against the base of the upper teeth for Cantonese, on the dental ridge for English. The positioning for ch has been discussed in

Lesson One. The Cantonese consonants are tenser than the American counterparts.

Compare: (left to right, then right to left)

| <u>English</u> | <u>Cantonese</u> |
|----------------|-----------------------------------|
| p: pingpong | páhngyáuh 朋友 friend |
| pay | pèi 披 to throw over the shoulders |
| pie | paai 派 send |
| Poe | pou 舖 shop (N) |
| putt | pāt 匹 M for horses |
| t: tie | tāai 呔 necktie |
| team | tīm 添 additional |
| top | taap 塔 pagoda |
| tong | tong 燙 iron (Verb) |
| k: cow | kaau 靠 lean on |
| Kay | kei 冀 hope |
| cut | kāt 咳 cough |
| cup | kāp 級 step (Noun) |
| ch: chuck | chāk 測 guess |
| chew | chiu 超 exceed |
| chow | chau 臭 bad smell |
| chip | chip 妾 concubine |

3. un, as in Yahtbún, Yahtbún-yáhn

Un is a two-part final composed of the high back rounded vowel u [u] followed by the velar nasal consonant n.

u is a high back rounded vowel, which before n has a slight offglide to high central position: u + n = [u:ⁱn]. The vowel is open, not nasalized, before the nasal final. The Cantonese un is roughly comparable to the oon in general American "boon."

Compare Cantonese and English:

1. bún 本 boon (3 times)
2. boon bún 本 (3 times)

4. eui practice

Listen and repeat--remember to keep the lips rounded throughout, remember that the -i of eui represents the rounded high front vowel yu [ü].

kéuih (5 times) 佢
 deuih̃jyuh (5 times) 對唔住
 deui (5 times) 對

5. iu

iu is a two-part final composed of the high front unrounded vowel i [i] plus the high back rounded vowel u [u]. In this sequence the i is pronounced as an onglide, with the main force of voicing on the u portion of the syllable--[¹u].

Listen and repeat:

1. síujé (3 times)
2. síu (3 times)

6. Tone practice

1. dōu dōu , sing sing , haih haih .
2. dōu sing haih , haih sing dōu .
3. dōu sing , sing haih , dōu haih ,
haih dōu .
4. dōu dōu , Jèung Jèung .
5. Jèung, dōu , dōu Jèung .
6. síu síu , néih néih .
7. síu néih , néih síu .
8. haih yàhn , yàhn haih .

II. Notes

A. Culture Notes:

1. A Gwóngdùngyàhn is a person from Kwangtung province. In English such a person is usually referred to as 'Cantonese,' the English name deriving from the city of Canton in Kwangtung province. People from Hong Kong are also included in the term Gwóngdùngyàhn.
2. Polite forms in social conversation:
 - a) Sínsàang and síujé are polite formal substitutes for néih--'you' as terms of direct address.

1. Sīnsàang gwaising a? What is the gentleman's (i.e., your) name?
2. Sīujé gwaising a? What is the lady's (i.e., your) name?

(See Drill 11)

- b) Sīujé is the general polite substitute for néih when addressing a woman, even if she is a married woman.

Ex:

Mr. Lee (to Mrs. Chan):

Sīujé haih m̀hhaih Gwóng- Is the lady (i.e., Are you) dùngyàhn a? from Kwangtung?

(See Drill 14)

- c) Surname and title as polite formal substitute for néih as term of address.

Ex:

Mr. Lee (to Miss Chan):

Chàhn Sīujé haih m̀hhaih Is Miss Chan (i.e., Are you) Gwóngdùngyàhn a? from Kwangtung?

(See Drill 14)

- d) gwai- and sīu-

1. gwai- is a polite form meaning "your," referring to the person you are talking to.

Ex: gwaising = your name. The literal meaning of gwai- "precious, valuable."

2. sīu- is a polite form used in referring to oneself when talking with another person. It means "my." Ex: sīusing = my name. The literal meaning of sīu- is "small."

(See Drill 11)

3. Ngóh sing seems more commonly used than sīusing, but gwaising is more common than Néih sing mēyéh a? in social conversation. At a doctor's office, or in registering for school 'What is your name' would be more apt to be asked as 'Sing mēyéh?' than as 'Gwaising a?'

B. Structure Notes.

Some people in speaking about Cantonese and other Chinese languages, say "Cantonese has no grammar." In this they are referring

to the fact that words in Cantonese (and other Chinese languages) do not undergo the changes of form which English words experience in relation to tense: see, saw, seen; to number: boy, boys; to case: I, me, my, mine; to word class: photograph, photographer, photography, photographic; to subject-verb concord: He sits, They sit.

1. Verb form: Absence of Subject-Verb concord.

There is no subject-verb concord in Cantonese. Whereas the English verb changes form in concord with the subject-- I am, You are, He is-- , the Cantonese verb remains in one form regardless of the subject.

Ex:

| <u>Subject</u> | <u>Verb</u> | | |
|----------------|-------------|-----------------|---------------------------|
| Ngóh | haih | Chàhn Siujé. | I am Miss Chan. |
| Néih | haih | ngóh pàhngyáuh. | You are my friend. |
| Kéuih | haih | Gwóngdùngyàhn. | He is Cantonese. |
| Kéuihdeih | haih | Seuhnghóiyàhn. | They are Shanghai people. |

(See Drill 3)

2. Noun form: Absence of Singular/Plural Distinction.

There is no distinction in Chinese nouns between singular and plural. One form is used for both single and plural objects, with other parts of the sentence, or sometimes simply the situational context, giving information regarding number.

Ex: yàhn = person, people

Yínggwokyàhn = 'Englishman, Englishmen.'

Singular/Plural

- (a) Kéuih haih Yínggwokyàhn. He is an Englishman.
 (b) Kéuihdeih haih Yínggwokyàhn. They are Englishmen.

(See Drill 3)

3. Pronoun forms.

1. Cantonese has three personal pronouns:

- ngóh = I, me, my
- néih = you, your (singular)
- kéuih = he, she, it, him, her

2. Plurality is marked in personal pronouns by the plural suffix -deih:

1. ngóh = I
ngóhdeih = we (both inclusive and exclusive)
2. néih = you (sing.)
néihdeih = you (plu.)
3. kéuih = he, she, it
kéuihdeih = they

(See Drill 3)

4. Modification structures: Noun modification:

In Cantonese a modifier precedes the noun it modifies:

Example: Modifier + Noun head

Ngóh páhngyáuh haih Yínggwokyáhn.

My friend is an Englishman.

We will refer to this modifier-modified noun structure as a Noun Phrase (NP), consisting of modifier and head.

(See Drills 5a, 12, 13)

5. Sentence suffixes.

What we call sentence suffixes are also called "final particles" and "sentence finals."

Sentence suffixes are used in conversation, and are a means by which the speaker signals the listener what he feels about what he's saying--that he is doubtful, definite, surprised, sympathetic, that he means to be polite, or sarcastic.

Some sentence suffixes have actual content meaning. For example, mē, which you will learn in Lesson 3, has interrogative meaning, and suffixed to a statement sentence makes it a question. But others operate primarily as described above--to add an emotion-carrying coloration to the sentences they attach to. As such they have been called also "intonation-carrying particles," intonation here used in its "tone of voice" sense.

Two sentence suffixes appear in the Basic Conversation of this lesson:

1. Sentence suffix a

The sentence suffix a has the effect of softening the

sentence to which it is attached, making it less abrupt than it would otherwise be.

Examples from this lesson:

1. Kéuih haih m̀hhaih Is she a Cantonese?
Gwóngdùngyâhn a?

2. M̀hhaih a. No.

In English a courteous tone of voice is perhaps the best counterpart to the a sentence suffix.

(See Basic Conversation (BC), and Drill 7)

2. Sentence suffix nē

nē in a follow sentence of structure Noun + nē? is an interrogative sentence suffix, meaning 'how about...?', 'And...?' In such a sentence nē is interrogative on its own:

Example:

Ngóh haih Gwóngdùng- I am a Cantonese; how
yâhn; néih nē? about you?

Sentence suffix a is not substitutable for nē in this type of sentence, a not having an interrogative sense of its own.

(See BC, and Drill 14)

We have used tone marks in writing the sentence suffixes, but perhaps it would have been better to use other symbols, maybe arrows pointing up for high, diagonally for rising, to the right for mid, down for falling. Since some finals can be said with different pitch contours with the effect of changing the coloration of what is said but not the content, they are not truly tonal words. For example, sentence suffix a, encountered in this lesson, we have described as having the effect of softening an otherwise rather abrupt sentence. This final can also be said at high pitch: ā, without changing the sentence-softening aspect, but adding liveliness to the response.

Ex: A: Néih haih m̀hhaih Are you a Cantonese?
Gwóngdùngyâhn a?

B: M̄hah̄h ā. Ngóh haih No, siree, I'm a Shanghai man.
Seuhng hóiyahn.

Beginning students, even advanced students, often have a lot of difficulty with sentence suffixes, because they don't fit into categories which we recognize in English. Partly this is because most of us haven't analyzed the English we use. How would you explain, for example, the English "sentences suffixes" in the following:

1. What do you mean by that, pray?
2. Hand me that pencil, will you?
3. Cut that out, hear?
4. He's not coming, I don't think.

Our advice to students in regard to sentence suffixes is absorb them as you can, don't get bogged down in trying to plumb their "real" meanings--in doing so, you spend more time on them than they warrant.

6. Choice-type Questions.

Questions which in English would be answered by yes or no, are formed in Cantonese by coupling the positive and negative forms of a verb together, and requiring an echo answer of the suitable one. This question form we call the Choice-type Question.

Example:

Question: Kéuih haih m̄hah̄h Is he an American?
Méihgwokyahn a? [He is-not is American-
person a?]

Responses: Haih. Yes. [Is.]
M̄hah̄h. No. [Not-is]

(See BC and Drills 6, 9, 13, 14)

7. Question-word Questions.

Question-word Questions are question sentences using the Cantonese question-word equivalents of what, when, where, why, how, how much, how many, who. mēyéh? 'what?' (variant pronunciations mātyéh? and mīyéh?) is an example of a question-word.

In Cantonese question-word (QW) questions pattern like statement sentences--they have the same word order as statement sentences, with the question-word occupying the same position in the sentence which the reply word occupies in the statement.

Example: Kéuih sing mēyéh a? [He is surnamed what?] What is his name?
 Kéuih sing Wòhng. [He is surnamed Wong.] His name is Wong.

(See BC and Drill 12, 13)

8. -ge, noun-forming boundword

ge attaches to the end of a word or phrase which is not a noun and makes it into a noun phrase. In such cases it usually works to translate -ge into English as 'one who' or 'such a one.' When we say ge is a boundword we mean it is never spoken as a one-word sentence, but always accompanies some other word.

Example: 1. Kéuih sing Wòhng ge. She is one who has the surname Wong. or
 She's a person named Wong.

(See BC and Drills 9, 10, 12, 13)

ga is a fusion of ge + sentence suffix a

Example: A: Kéuih haih m̀h haih Is he named Wong?
 sing Wòhng ga?
 B: M̀h haih--kéuih No, he's not named Wong.
 m̀h haih sing Wòhng His name is Ho.
 ge. Kéuih sing
 Hòh.

(See Drill 9)

S: Kéuihdeih haih
Seuhnghóiyàhn.

S: They are Shanghai people.

- | | |
|--|---------------------------------------|
| 1. Kéuihdeih haih Seuhnghóiyàhn.
/Méihgwokyàhn/ | 1. Kéuihdeih haih Méihgwokyàhn. |
| 2. Kéuihdeih haih Méihgwokyàhn.
/Yínggwokyàhn/ | 2. Kéuihdeih haih Yínggwokyàhn. |
| 3. Kéuihdeih haih Yínggwokyàhn.
/Yahtbúnyàhn/ | 3. Kéuihdeih haih Yahtbúnyàhn. |
| 4. Kéuihdeih haih Yahtbúnyàhn.
/Júnggwokyàhn/ | 4. Kéuihdeih haih Júnggwokyàhn. |
| 5. Kéuihdeih haih Júnggwokyàhn.
/Gwóngdúngyàhn/ | 5. Kéuihdeih haih Gwóngdúng-
yàhn. |

3. Mixed Substitution Drill: Substitute the cue word in the appropriate position, following the pattern of the example.

Ex: T: Ngóh haih Seuhng-
hóiyàhn. /néihdeih/

I am from Shanghai.
/you (plu.)/

S: Néihdeih haih Seuhng-
hóiyàhn.

You (plu.) are from Shanghai.

T: Néihdeih haih Seuhng-
hóiyàhn.
/Júnggwokyàhn/

You (plu.) are from Shanghai.
/Chinese/

S: Néihdeih haih Júng-
gwokyàhn.

You (plu.) are Chinese.

- | | |
|--|---------------------------------|
| 1. Kéuih haih Yínggwokyàhn.
/kéuihdeih/ | 1. Kéuihdeih haih Yínggwokyàhn. |
| 2. Kéuihdeih haih Yínggwokyàhn.
/néihdeih/ | 2. Néihdeih haih Yínggwokyàhn. |
| 3. Néihdeih haih Yínggwokyàhn.
/Méihgwokyàhn/ | 3. Néihdeih haih Méihgwokyàhn. |
| 4. Néihdeih haih Méihgwokyàhn.
/ngóh/ | 4. Ngóh haih Méihgwokyàhn. |
| 5. Ngóh haih hohksàang.
/sínsàang/ | 5. Ngóh haih sínsàang. |

4. Expansion Drill: Expand the cue sentences as indicated in the example. Students should gesture to indicate pronouns.

Ex: T: Kéuih m̀h haih Léih
Táai.

She is not Mrs. Lee.

- | | |
|--|---|
| S: Kéuih m̀h̄hah̄ Léih Tái, ngóh haih. | She is not Mrs. Lee, I am. |
| 1. Kéuih m̀h̄hah̄ Jèung Sàng. | 1. Kéuih m̀h̄hah̄ Jèung Sàng; ngóh haih. |
| 2. Kéuih m̀h̄hah̄ Chàhn Siujé. | 2. Kéuih m̀h̄hah̄ Chàhn Siujé; ngóh haih. |
| 3. Kéuih m̀h̄hah̄ Hòh Sàng. | 3. Kéuih m̀h̄hah̄ Hòh Sàng; ngóh haih. |
| 4. Kéuih m̀h̄hah̄ Léih Tái. | 4. Kéuih m̀h̄hah̄ Léih Tái; ngóh haih. |
| 5. Kéuih m̀h̄hah̄ Chàhn Sàng. | 5. Kéuih m̀h̄hah̄ Chàhn Sàng; ngóh haih. |

5. Transformation Drill: Respond according to the pattern of the example. Students gesture pronouns.

Ex: T: Ngóh haih Méih-gwokyāhn.

T: I am an American.

S: Néih haih m̀h̄hah̄ Méihgwokyáhn a?

S: Are you an American?

- | | |
|-------------------------------|--|
| 1. Ngóh haih Gwóngdúngyáhn. | 1. Néih haih m̀h̄hah̄ Gwóngdúngyáhn a? |
| 2. Ngóh haih Wòhng Sàng. | 2. Néih haih m̀h̄hah̄ Wòhng Sàng a? |
| 3. Kéuih haih Léih Sàng. | 3. Kéuih haih m̀h̄hah̄ Léih Sàng a? |
| 4. Ngóh haih Méihgwokyáhn. | 4. Néih haih m̀h̄hah̄ Méihgwokyáhn a? |
| 5. Ngóhdeih haih Yahtbúnyáhn. | 5. Néihdeih haih m̀h̄hah̄ Yahtbúnyáhn a? |
| 6. Kéuih haih Jùnggwokyáhn. | 6. Kéuih haih m̀h̄hah̄ Jùnggwokyáhn a? |

a. Do the above sentences as an expansion drill, expanding with páhngyáuh thus:

T: Ngóh haih Gwóngdúngyáhn.

S: Ngóh páhngyáuh haih Gwóngdúngyáhn.

6. Response Drill: Respond according to the pattern of the example.

Ex: T: Jèung Sìujé haih T: Is Miss Cheung an American?
 m̀hahì Mèihgwokyàhn /English-person/
 a? /Yínggwokyàhn/

S: M̀hahì. Kéuih haih S: No, she's English.
 Yínggwokyàhn.

- | | |
|---|---|
| 1. Néih haih m̀hahì Yínggwokyàhn
a? /Mèihgwokyàhn/ | 1. M̀hahì. Ngóh haih Méih-
gwokyàhn. |
| 2. Néih haih m̀hahì Seuhng-
hóiyàhn a? /Gwóngdùngyàhn/ | 2. M̀hahì. Ngóh haih Gwóng-
dùngyàhn. |
| 3. Jèung Sàang haih m̀hahì
Gwóngdùngyàhn a?
/Seuhnghóiyàhn/ | 3. M̀hahì. Kéuih haih Seuhng-
hóiyàhn. |
| 4. Máh Táai haih m̀hahì Yíng-
gwokyàhn a? /Mèihgwokyàhn/ | 4. M̀hahì. Kéuih haih Méih-
gwokyàhn. |
| 5. Kéuih haih m̀hahì Seuhng-
hóiyàhn a? /Tòih-sāanyàhn/ | 5. M̀hahì. Kéuih haih Tòih-
sāanyàhn. |

7. Conversation Exercise: Carry on the suggested Conversations following the pattern of the example.

Ex: A: Néih haih m̀hahì A: Are you Miss Cheung?
 Jèung Sìujé a?

B: M̀hahì. Ngóh sing B: No, my name is Chan.
 Chàhn.

- | | |
|--|---|
| 1. A: Chàhn Sàang a?
B: Hòh. | 1. A: Néih haih m̀hahì Chàhn
Sàang a?
B: M̀hahì a. Ngóh sing Hòh. |
| 2. A: Léih Sìujé a?
B: Jèung. | 2. A: Néih haih m̀hahì Léih
Sìujé a?
B: M̀hahì a. Ngóh sing
Jèung. |
| 3. A: Chàhn Táai a?
B: Hòh. | 3. A: Néih haih m̀hahì Chàhn
Táai a?
B: M̀hahì a. Ngóh sing Hòh. |
| 4. A: Léih Sàang a?
B: Jèung. | 4. A: Néih haih m̀hahì Léih
Sàang a?
B: M̀hahì a. Ngóh sing
Jèung. |
| 5. A: Hòh Sìujé a? | 5. A: Néih haih m̀hahì Hòh
Sìujé a? |

B:

B: Mhahh a. Ngóh sing Chàhn.

7a. Continue, with student A using a name at random and student B using his own name in response.

8. Response Drill: Respond according to the pattern of the example:

Ex: T: Kéuih sing Wòhng. T: Her name is Wong. /Cheung/
/Jèung/

S: Kéuih mhahh sing Wòhng, sing Jèung. S: Her name is not Wong, it's Cheung.

- | | |
|-----------------------------|---------------------------------------|
| 1. Kéuih sing Jèung. /Hòh/ | 1. Kéuih mhahh sing Jèung, sing Hòh. |
| 2. Kéuih sing Hòh. /Chàhn/ | 2. Kéuih mhahh sing Hòh, sing Chàhn. |
| 3. Kéuih sing Chàhn. /Léih/ | 3. Kéuih mhahh sing Chàhn, sing Léih. |
| 4. Kéuih sing Léih. /Làuh/ | 4. Kéuih mhahh sing Léih, sing Làuh. |
| 5. Kéuih sing Máh. /Wòhng/ | 5. Kéuih mhahh sing Máh, sing Wòhng. |

9. Response Drill

Ex: T: Kéuih haih mhahh sing Chàhn ga? /Hòh/ Is her name Chan? /Ho/
+ S: Mhahh. Kéuih sing Hòh ge. No, her name is Ho.

- | | |
|---|--|
| 1. Kéuih haih mhahh sing Léih <u>ga</u> ? /Chàhn/ | 1. Mhahh. Kéuih sing Chàhn <u>ge</u> . |
| 2. Kéuih haih mhahh sing Máh <u>ga</u> ? /Hòh/ | 2. Mhahh. Kéuih sing Hòh <u>ge</u> . |
| 3. Kéuih haih mhahh sing Jèung <u>ga</u> ? /Léih/ | 3. Mhahh. Kéuih sing Léih <u>ge</u> . |
| 4. Kéuih haih mhahh sing Chàhn <u>ga</u> ? /Máh/ | 4. Mhahh. Kéuih sing Máh <u>ge</u> . |
| 5. Kéuih haih mhahh sing Hòh <u>ga</u> ? /Jèung/ | 5. Mhahh. Kéuih sing Jèung <u>ge</u> . |

Comment:

a. Sentence suffix ga is a fusion of ge + a = ga.

- b. In the choice-type question form, sing is preceded by haih mnhaih to make the question.

10. Expansion Drill:

- | | |
|--|--|
| Ex: T: Néihdeih haih Méih-gwokyàhn.
/ngòhdeih/ | You are Americans. /we/ |
| S: Néihdeih haih Méih-gwokyàhn; ngòhdeih dōu haih Méingwok-yàhn. | You are Americans; we are also Americans. |
| 1. Kéuihdeih haih Yínggwokyàhn.
/ngòhdeih/ | 1. Kéuihdeih haih Yínggwokyàhn;
ngòhdeih dōu haih Yínggwokyàhn. |
| 2. Ngòhdeih haih Seuhnghóiyàhn.
/kéuihdeih/ | 2. Ngòhdeih haih Seuhnghóiyàhn;
kéuihdeih dōu haih Seuhnghóiyàhn. |
| 3. Wòhng Táai haih ngòh pàhng-yáuh.
/kéuih/ | 3. Wòhng Táai haih ngòh pàhng-yáuh;
kéuih dōu haih ngòh pàhng-yáuh. |
| 4. Kéuihdeih haih Gwóngdùngyàhn.
/néihdeih/ | 4. Kéuihdeih haih Gwóngdùngyàhn;
néihdeih dōu haih Gwóngdùngyàhn. |
| 5. Ngòhdeih haih sing Chàhn ge.
/kéuihdeih/ | 5. Ngòhdeih haih sing Chàhn ge;
kéuihdeih dōu haih sing Chàhn ge. |

11. Conversation Exercise

Example:

- | | |
|---------------------------|---------------------------------|
| 1. A: Siujé gwaising a? | (To a woman) What is your name? |
| B: Siusing Hòh. | My name is Ho. |
| A: Hòh Siujé. | Miss Ho. |
| 2. A: Sīnsàng gwaising a? | (To a man) What is your name? |
| B: Siusing Làuh. | My name is Lau. |
| A: Làuh Sàng. | Mr. Lau. |
| 1. A: Sīnsàng? | 1. A: Sīnsàng gwaising a? |
| B:Léih. | B: Siusing Léih. |
| A: | A: Léih Sàng. |

- | | |
|-----------------------|----------------------------|
| 2. A: Sīnsàang? | 2. A: Sīnsàang gwaising a? |
| B:Chàhn. | B: Sīusing Chàhn. |
| A: | A: Chàhn Sàang. |
| 3. A: Sīnsàang? | 3. A: Sīnsàang gwaising a? |
| B:Jèung. | B: Sīusing Jèung. |
| A: | A: Jèung Sàang. |
| 4. A: Siujé? | 4. A: Siujé gwaising a? |
| B:Wòhng. | B: Sīusing Wòhng. |
| A: | A: Wòhng Siujé. |
| 5. A: Siujé? | 5. A: Siujé gwaising a? |
| B:Hòh. | B: Sīusing Hòh. |
| A: | A: Hòh Siujé. |

12. Conversation Drill

- | | |
|--|---------------------------------------|
| Ex: A: Néih pàhngyáuh sing
mēyeh a? | What is your friend's name? |
| B: Kéuih sing Wòhng ge. | His name is Wong. |
| 1. A:? | 1. A: Néih pàhngyáuh sing
mēyeh a? |
| B:Hòh..... | B: Kéuih sing Hòh ge. |
| 2. A:? | 2. A: Néih pàhngyáuh sing
mēyeh a? |
| B:Làuh..... | B: Kéuih sing Làuh ge. |
| 3. A:? | 3. A: Néih pàhngyáuh sing
mēyeh a? |
| B:Wòhng..... | B: Kéuih sing Wòhng ge. |
| 4. A:? | 4. A: Néih pàhngyáuh sing
mēyeh a? |
| B:Jèung..... | B: Kéuih sing Jèung ge. |
| 5. A:? | 5. A: Néih pàhngyáuh sing
mēyeh a? |
| B:Léih..... | B: Kéuih sing Léih ge. |

13. Conversation Drill

Ex: A: Néih pàhngyáuh sing A: What is your friend's name?
mēyeh a?

B: Kéuih sing Wòhng ge. B: His name is Wong.

A: Kéuih haih mhhaih A: Is he a Cantonese?
Gwóngdùngyàhn a?

B: Mhhaih. Kéuih haih B: No, he's a Japanese.
Yahtbúnnyàhn.

1. A:

B:Hòh.

A:Yínggwokyàhn a?

B:Méihgwokyàhn.

2. A:

B:Léih.

A: ...Seuhnghóiyàhn a?

B:Tòih-sāanyàhn.

3. A:

B:Chàhn.

A:Méihgwokyàhn a?

B:Yínggwokyàhn.

4. A:

B:Máh.

A: ...Gwóngdùngyàhn a?

B:Seuhnghóiyàhn.

5. A:

B:Wòhng.

1. A: Néih pàhngyáuh sing
mēyeh a?

B: Kéuih sing Hòh ge.

A: Kéuih haih mhhaih
Yínggwokyàhn a?

B: Mhhaih. Kéuih haih
Méihgwokyàhn.

2. A: Néih pàhngyáuh sing
mēyeh a?

B: Kéuih sing Léih ge.

A: Kéuih haih mhhaih
Seuhnghóiyàhn a?

B: Mhhaih. Kéuih haih
Tòih-sāanyàhn.

3. A: Néih pàhngyáuh sing
mēyeh a?

B: Kéuih sing Chàhn ge.

A: Kéuih haih mhhaih Méih-
gwokyàhn a?

B: Mhhaih. Kéuih haih
Yínggwokyàhn.

4. A: Néih pàhngyáuh sing
mēyeh a?

B: Kéuih sing Máh ge.

A: Kéuih haih mhhaih Gwóng-
dùngyàhn a?

B: Mhhaih. Kéuih haih
Seuhnghóiyàhn.

5. A: Néih pàhngyáuh sing
mēyeh a?

B: Kéuih sing Wòhng ge.

- | | |
|-------------------------|--|
| A:Yahtbúnyàhn a? | A: Kéuih haih m̀h haih Yahtbúnyàhn a? |
| B:Jùnggwokyàhn. | B: M̀h haih. Kéuih haih Jùnggwokyàhn. |
| 6. A:? | 6. A: Néih p̀hngyáuh sing méyéh a? |
| B:Jèung. | B: Kéuih sing Jèung ge. |
| A: ...Seuhng-hóiyàhn a? | A: Kéuih haih m̀h haih Seuhng-hóiyàhn a? |
| B:Yahtbúnyàhn. | B: M̀h haih. Kéuih haih Yahtbúnyàhn. |

14. Conversation Drill: Carry on the suggested conversations following the pattern of the example.

- | | |
|--|--|
| Ex: A: S̀insàang haih m̀h haih Méihgwokyàhn a? | Is the gentleman (i.e. Are you) an American? |
| B: M̀h haih--ngóh haih Yìnggwokyàhn. Siujé nē? | No, I'm an Englishman. And the lady (i.e. you)? |
| A: Ngóh haih Gwóngdùngyàhn. | I am a Cantonese. |
| 1. A: (Woman): S̀insàang
.....Gwóngdùngyàhn. | A: S̀insàang haih m̀h haih Gwóngdùngyàhn a? |
| B: (Man) :Seuhng-hóiyàhn. | B: M̀h haih. Ngóh haih Seuhng-hóiyàhn. Siujé nē? |
| A: (Woman):Yahtbúnyàhn. | A: Ngóh haih Yahtbúnyàhn. |
| 2. A: (Man) : Siujé
.....Yahtbúnyàhn... | A: Siujé haih m̀h haih Yahtbúnyàhn a? |
| B: (Woman):Jùnggwokyàhn... | B: M̀h haih. Ngóh haih Jùnggwoyàhn. S̀insàang nē? |
| A: (Man) :Méihgwokyàhn.. | A: Ngóh haih Méihgwokyàhn. |
| 3. A: (Man) : S̀insàang
.....Yìnggwokyàhn | A: S̀insàang haih m̀h haih Yìnggwokyàhn a? |
| B: (Man) :Méihgwokyàhn. | B: M̀h haih. Ngóh haih Méihgwokyàhn. S̀insàang nē? |
| A: (Man) :Gwóngdùngyàhn. | A: Ngóh haih Gwóngdùngyàhn. |
| 4. A: (Woman): M̀áh S̀insàang
.....Yahtbúnyàhn. | A: M̀áh S̀insàang haih m̀h haih Yahtbúnyàhn a? |

B. At a party:

1. Mr. Wong asks Mr. Ho his name.
2. Mr. Ho replies that his name is Ho, and asks Mr. Wong his name.
3. Mr. Wong gives his name, and asks Mr. Ho if he is a Kwangtung man.
4. Mr. Ho answers that he is. He asks Mr. Ho if he also is from Kwangtung.
5. Mr. Wong says no, that he is a Shanghai man.

C. A and B, two new students, wait for the teacher to come to class:

1. A asks B what his name is. (students use actual names)
2. B replies and inquires A's name.
3. A gives his name, and asks B if he is Japanese.
4. B replies, and asks A if he is an Englishman.
5. A replies, and asks B what C's name is.
6. B replies, adding that C is Chinese.

Vocabulary Checklist for Lesson 2

- | | |
|-----------------------|--|
| 1. a | ss: sen. suf., to soften abruptness |
| 2. dōu | Adv: also |
| 3. ga | ss: sen. suf., fusion of ge + a = ga |
| 4. Gám | sp: 'Well then, ...' 'Say, ...' sen. prefix resuming the thread of previous discussion |
| 5. -ge | bf: noun-forming boundword; <u>-ge</u> added to a Verb Phrase makes it a Noun Phrase |
| 6. gwaising? | Ph: what is (your) surname? [polite] |
| 7. Gwóngdùng | pw: Kwangtung, a province in SE China |
| 8. Gwóngdùngyàhn [go] | n: Cantonese person, person from Kwangtung Province |
| 9. Jùnggwokyàhn | n: Chinese person |
| 10. kéuih | Pro: he, him, his |
| 11. kéuihdeih | Pro: they, them, their |
| 12. mātýéh? | QW: what? |

| | |
|--------------------|---|
| 13. Méihgwokyàhn | n: American |
| 14. mēyéh? | QW: what? |
| 15. mīyéh? | QW: what? |
| 16. nē | ss: sen. suf. for questions |
| 17. néih | Pro: you, your |
| 18. néihdeih | Pro: you, your (plu.) |
| 19. ngóhdeih | Pro: we, our, us |
| 20. pàhngyáuh [gò] | n: friend |
| 21. Seuhnghóih | pw: Shanghai |
| 22. Seuhnghóiyàhn | n: person from Shanghai |
| 23. Sīnsàang | n: "Sir," term of direct address |
| 24. sīnsàang | n: man |
| 25. síujé | n: 'Miss,' Madame, term of direct address |
| 26. síusing | Ph: my surname is (polite) |
| 27. Tòih sāan | pw: Toishan, a county in southern Kwangtung
about 100 miles west of Hong Kong. |
| 28. Tòih sāanyàhn | n: person from Toishan |
| 29. yàhn | n: person |
| 30. Yahtbúnyàhn | n: Japanese person |
| 31. Yínggwokyàhn | n: Englishman, person from England |

CLASSROOM PHRASES

Learn to respond to the following classroom instructions. First look at the English equivalents as the teacher reads the Cantonese instructions. Then close your books and listen to the teacher and watch his gestures to help you understand. Check your book if you have difficulty. The teacher will say each sentence several times to help you become familiar with the instructions. Your goal is to be able to respond to the Cantonese without doing mental translations into English. Knowing the scope of what to expect will make the details stand out clearly.

- | | |
|---|--|
| 1. Ngóh jídou bíngó, bíngó jauh góng. | 1. I'll point to someone, and that person should speak. |
| 2. Yíngā ngóh duhk, néihdeih sǐn tèng. | 2. Now I'll read aloud and you (plu.) first listen. |
| 3. Yíngā néihdeih mǎhóu tái syù, gǎnjyuh ngóh duhk. | 3. Now don't look at your books, and recite after me. |
| 4. Yíngā néihdeih gǎnjyuh lai-geui gám jòuh. | 4. Do (the problems) according to the pattern set in the example sentence. |
| 5. Yíngā ngóhdeih tái daih yāt go lihnjaahp. | 5. Now we'll look at the first exercise. |
| 6. Yíngā ngóhdeih tái daih yāt geui. | 6. Now we'll look at the first sentence. |
| 7. Yáuh móuh mahntàih? | 7. Are there any questions? <u>OR</u>
Do you have any questions? |

Responses:

Yáuh.

Have. (i.e., Yes, I have a question)

Móuh.

Don't have. (i.e., No, I don't have any questions.)

8. Nihng tái.
9. Ngahp tái.

8. Shake the head.
9. Nod the head.

I. BASIC CONVERSATION

A. Buildup:

(Three colleagues, returning from lunch, are waiting for the elevator in their office building. Next to them two other businessmen are engaged in conversations)

Wòhng Siujé

| | |
|-----------------------------|----------------------------------|
| wá | language |
| mēyéh wá a? | what language? |
| góng | speak |
| góng mēyéh wá a? | speak what language? |
| Kéuihdeih góng mēyéh wá a? | What language are they speaking? |
| ji <u>or</u> jidou | know |
| ji m̀hji a? | know/not know? |
| Néih ji m̀hji kéuihdeih | Do you know what language |
| góng mēyéh wá a? | they are speaking? |
| Gwokýuh | Mandarin |
| góng Gwokýuh | speak Mandarin |
| Haih m̀hahh góng Gwokýuh a? | Are they speaking Mandarin? |

Chàhn Sàng

| | |
|-----------------------------|--|
| M̀hahh. | (They) are not. |
| Seuhnghóiwá | Shanghai dialect |
| Kéuihdeih góng Seuhnghóiwá. | They're speaking the Shanghai dialect. |

Jèung Siujé

| | |
|-------------------------------|--|
| sík | know (how) |
| sík góng Seuhnghóiwá | know how to speak Shanghai dialect, be able to speak Shanghai dialect. |
| mē? | sentence suf., indicating surprised question |
| Néih sík góng Seuhnghóiwá mē? | You can speak Shanghai dialect?! |

Chàhn Sàng

| | |
|-------|--------------------|
| sèsiu | a little, somewhat |
|-------|--------------------|

| | | |
|----------------------------------|--------------------|--|
| jē | | sentence suf., indicating
'merely', 'only', 'that's
all' |
| Sík sèsiu jē. | | I know a little, that's all. |
| | <u>Wòhng Siujé</u> | |
| tùhng | | and |
| Seuhnghóiwá tùhng Gwokyúh | | Shanghai dialect and
Mandarin |
| dōu | | both |
| kéuih dōu sík góng | | he speaks both |
| Seuhnghóiwá tùhng Gwokyúh | | he speaks both Shanghai
dialect and Mandarin. |
| kéuih dōu sík góng | | sen. suf. for matter of
fact assertion. |
| ga | | |
| Seuhnghóiwá tùhng Gwokyúh kéuih | | He speaks both Shanghai dialect
and Mandarin. |
| dōu sík góng ga. | | |
| | <u>Jèung Siujé</u> | |
| Yingmán <u>or</u> Yingmàhn | | English language |
| Gám, néih sík m̀hsík Yingmán a? | | Well, do you know English? |
| | <u>Chàhn Sàng</u> | |
| sík góng sèsiu | | can speak a little |
| sé | | write |
| m̀hsík sé | | can't write |
| daahnhaih | | but |
| daahnhaih m̀hsík sé | | but can't write |
| Sík góng sèsiu, daahnhaih m̀hsík | | I can speak a little, but I |
| sé. | | can't write. |
| | <u>Jèung Siujé</u> | |
| hohk | | study, learn |
| séung | | wish to, want to, would
like to |
| séung hohk | | would like to learn |
| séung hohk Yingmán | | would like to learn English |
| dí | | a little, some |
| séung hohk dí Yingmán | | would like to learn a
little English |

| | |
|-------------------------------|--------------------------------------|
| Ngòh séung hehk dī Yíngmán-- | I'd like to learn a little English-- |
| dím a? | how? |
| dím góng a? | how (do you) say? |
| Yíngmán, díng góng a? | how is it said in English? |
| yāt yih sàam sei ngh | one two three four five |
| Yāt yih sàam sei ngh, Yíngmán | How do you say 'one two three |
| dím góng a? | four five' in English? |

Chàhn Sàng

One two three four five.

One two three four five.

Jèung Siujé

| | |
|------------------------------|-------------------------------------|
| chingchó | clear |
| mhchingchó | not clear |
| Ngòh têng mhchingchó. | I didn't hear clearly. |
| yāt chi | one time, once |
| góng yāt chi | say (it) one time |
| joi | again |
| joi góng yāt chi | say (it) once again |
| mhgòì néih | Would you please ... |
| Mhgòì néih joi góng yāt chi. | Would you please say it once again? |

B. Recapitulation:Wòhng Siujé:

| | |
|-----------------------------------|----------------------------------|
| Néih jì mhjì kéuihdeih góng mēyéh | What language are they speaking? |
| wá a? Haih mhhaih góng Gwokýúh a? | Are they speaking Mandarin? |

Chàhn Sàng:

| | |
|-------------------------------------|--|
| Mhhaih. Kéuihdeih góng Seuhnghóiwá. | (They) are not. They're speaking the Shanghai dialect. |
|-------------------------------------|--|

Jèung Siujé:

| | |
|-------------------------------|-------------------------------------|
| Néih sīk góng Seuhnghóiwá mē? | You can speak the Shanghai dialect? |
|-------------------------------|-------------------------------------|

Chàhn Sàng:

| | |
|---------------|------------------------------|
| Sīk sēsíu jē. | I know a little, that's all. |
|---------------|------------------------------|

Wòhng Siujé:

Seuhnghéiwá tùhng Gwokýuh He speaks both Shanghai dialect
kéuh dōu sīk góng ga. and Mandarin.

Jèung Siujé:

Gám, néih sīk àhsīk Yíngmán a? Well, do you know English?

Chàhn Sàang:

Sīk góng sèsiu, daahnhaih àhsīk I can speak a little, but I
sé. can't write.

Jèung Siujé:

Ngóh séung hohk dī Yíngmán-- I'd like to learn a little
Yāt yih sàam sei ngh, Yíngmán English--How do you say
dím góng a? 'one two three four five'
in English?

Chàhn Sàang:

One two three four five. One two three four five.

Jèung Siujé:

Ngóh tèng àhchíngchó. Àngòì I didn't hear clearly. Would
néih joi góng yāt chí. you please say it once again.

+ + + + + + + + + + + + +

Pronunciation

1. Open vowels before nasal consonants:

Practice the open vowel before a nasal final in the syllables of that structure you have had thus far in the text. Hold your nose, listen, and repeat:

-m: gám 敢 gám , sàam 衫 sàam .
-n: Yahtbún 日本 Yahtbún ,
Chàhn 陳 Chàhn , jóusàhn 早晨 jóusàhn .
-ng: séung 想 séung , Jèung 張 Jèung ,
góng 講 góng , sīnsàang 先生 sīnsàang ,
sing 姓 sing , gwaising 貴姓 gwaising .

2. Nasalized vowel following nasal consonant:

Vowels following nasal consonants in the same syllable are nasalized in Cantonese, whereas in English a vowel following a nasal consonant in the same syllable is open.

Listen to your teacher as he holds his nose and says:

ngóh 我

néih 你
 nē 呢
 Máh 馬
 Yíngmán 英文

You notice that the vowels are partially blocked when the nose is blocked, revealing that some air is normally released through the nose. Repeat the above words after your teacher, holding your nose to test if you are nasalizing the vowel.

If you can't quite say these right your pronunciation will sound foreign accented, but it won't make any significant difference because what you say won't have some other meaning, as it might if you got the tone wrong.

3. eung practice:

1. séung séung séung
2. Jèung Jèung Jèung

4. eu practice: (Remember that the -i here represents the lip-rounded yu sound.)

1. kéuih kéuih kéuih
2. deuih^hjyuh deui deui

5. eu/oi contrast practice:

1. deui deui deui
2. joi joi joi
3. deui joi , deui joi , deui joi .
4. joi deui , joi deui , joi deui .

6. ok, as in hohk, Júnggwok

-k: k in final position is produced by the back of the tongue pressing against the roof of the mouth, stopping the air flow at the junction of the hard and soft palates. In final position k is unreleased--[k^h].

o: o before k has the same value as o elsewhere--mid back rounded vowel: [ɔ].

Listen and repeat:

1. hohk 學 (5 times)
2. Júnggwok 中國 (5 times)
3. ngóh hohk 我學 , ngóh hohk , ngóh hohk .
4. joi hohk 再學 , joi hohk , joi hohk .

5. hohk ^𨮒 góng ^𨮒 , hohk góng , hohk góng .

7. ng as in ng

The velar nasal consonant ng occurs as a vowel, in that the consonant ng is syllabic in the syllable ng. (There are also two surnames using the syllable ng.)

Listen and repeat:

- 想 五 1. séung séung , ng ng .
 我 五 2. ngoh ngoh , ng ng .
 一 二 三 四 五 3. yāt yih sàam sei ng .

II. NOTES

A. Culture Notes:

1. Chinese languages

Gwóngdùngwá: The language spoken in the area roughly coinciding with Kwangtung Province in SE China is called Gwóng-dùngwá 'Kwangtung - speech.' In English it is referred to as 'Cantonese,' named after the major city in which it was spoken when Westerners arrived in China and began to learn it.

There are many dialects of Gwóngdùngwá, of which the recognized standard is the language of Canton and Hong Kong. This book will not concern itself with the many dialects, but will concentrate solely on Standard Cantonese. (The dialect of Cantonese spoken by most American Chinese is Tòih sāanwá, spoken in Toishan county in Southern Kwangtung, from whence most American Chinese emigrated.)

Gwok yúh: [national-language] called in English 'Mandarin,' is the native language of the greater part of north and northwest China. Mandarin has been promoted as the national language by both the Communist Chinese and the Nationalists and is the language of instruction in the school systems of both China and Taiwan.

Seuhnghóiwá: 'Shanghai dialect' spoken in the area around Shanghai on the East Coast of China.

2. Dialect differences in Standard Cantonese: initial n l

In Standard Cantonese as spoken in Hong Kong there exist variations in pronunciation which cannot be called substandard, since they are used by educated persons. One such variation is to substitute an l sound for an n sound in words and syllables which begin with n. Some educated speakers do not have initial n in their speech, and substitute l wherever n occurs. This is quite common in Hong Kong.

Ex: néih → léih 'you (sing.)'
 néihdeih → léihdeih 'you (plu.)'

B. Structure Notes:1. Uninflected verb forms in Cantonese:

Verbs in English have compulsory differences in form (inflections) to represent action in progress (is eating), intended action (going to eat), past action (ate), general statement (eats), and others.

Broadly speaking, Cantonese verbs do not have the same compulsory differences in form. One form may cover action in progress, intended action, past action, general statement. For example: Kéuih gaau Gwóngdùngwá can mean: He is teaching Cantonese, He taught Cantonese, He teaches Cantonese.

(See Drill 1, 6)

Additional elements may be used by the speaker to particularize action in progress, repeated action, accomplished action, etc., but their use is not the compulsory feature of the language that it is in English.

2. Verbs in series: affirmative, negative, and question forms.

1. When two verbs occur together in series, it is the first verb which forms a set with the negative and the choice-type question.

Example: Kéuih sík góng Gwokyúh. He can speak Mandarin.
 Kéuih m̀hsík góng Gwokyúh. He can't speak Mandarin.
 Kéuih sík m̀hsík góng Gwokyúh a? Can he speak Mandarin?

2. Matter-of-fact ga and NP forming ge.

These two are sometimes difficult to differentiate. A test is that a NP ge sentence either uses the verb haih or can be expanded with haih, but a matter-of-fact ga sentence can't always be expanded with haih.

Ex: 1. Kéuih haih gaau Yíng- He is someone who teaches
mán ge. English.

(See Drill 18)

2. Kéuih (haih) sing He is someone named Wong.
Wòhng ge.

3. Seuhnghóiwá tùhng Shanghai dialect and Manda-
Gwokýúh kéuih dōu sīk rin, he can speak both,
góng ga. that's a fact.

6. Loose relationship of Subject-Predicate in Cantonese: Subject + Predicate as Topic + Comment.

We described full sentences above in Lesson One as being composed of Subject and Predicate, in that order.

Below are examples of Subject-Predicate sentences:

| <u>Subject</u> | <u>Predicate</u> |
|---------------------------------|----------------------------|
| 1. Ngóh | sing Chàhn. |
| 2. Kéuih | sīk góng Seuhnghóiwá mē?! |
| 3. Néih pàhngyáuh | góng mēyéh wá a? |
| 4. Síujé | gwaising a? |
| 5. Yíngmán | dím góng? |
| 6. Yāt yih sàam | Yíngmán díng góng a? |
| 7. Seuhnghóiwá
tùhng Gwokýúh | kéuih dōu sīk góng ga. |
| 8. Néih jí m̀hjí | kéuihdeih góng mēyéh wá a? |

You will note from the sentences above that Subject in Cantonese does not cover the same territory that Subject in English does. For example, Sentence No. 7 above might be rendered in English: "Shanghai dialect and Mandarin--he can speak both." The subject of that sentence is "he." If you were to say "Shanghai dialect and Mandarin are both spoken by him," the subject would be "Shanghai dialect and Mandarin." In English the subject of

| <u>Subject</u> | <u>Predicate</u> | |
|----------------|--------------------|------------------|
| | Nominal Expression | |
| Síusing | Hòh. | My name (is) Ho. |
| Síujé | gwaising a? | Miss your name? |

c. Sentence Predicate. The predicate can be in itself a full Subject-Predicate sentence.

| Ex: <u>Subject</u> | <u>Predicate</u> | |
|--------------------|-----------------------------|---|
| Ngóh m̀hjí | kéuihdeih góng
m̀yéh wá? | I don't know what
language they are
speaking. |
| Yāt yih sàam | Yíngmán dím góng a? | How do you say, one
two three in
English? |
| Yāt yih sàam | kéuih dōu m̀hsík
góng. | He can't even say one
two three. |

8. Subject-Verb-Object (SVO) Sentence.

A Subject-Predicate sentence in which the predicate contains a verb and its object is a very frequent sentence type in Cantonese. We take Subject-Verb-Object (SVO) as the base form of the Cantonese sentence.

Ex: Subject: Predicate:
 subject verb object
 Kéuihdeih góng Seuhngóiwá.

9. Absence of pronoun object.

Compare Cantonese and English:

- | | |
|----------------------------------|---|
| 1A. Néih sīk m̀hsík Yíngmán a? | 1A. Do you know English? |
| B. Ngóh sīk góng, m̀hsík sé. | B. I can speak (it), can't
write (it). |
| 2. M̀ngòl néih joi góng yāt chi. | 2. Please say (it) once again. |

Note that English requires a pronoun object, and Cantonese does not.

10. Subjectless sentence. The predicate sentence with no subject is a very common sentence type in Chinese.

Ex: Sīk s̀s̀siu jē. = (I) know just a little.

Note that the counterpart English sentence requires stated subject. (We are referring here to statement sentences ('I study'), not to imperative sentences ('study!'), which we will take up in Lesson 5.)

11. tùhng and yauh

- 1.
- tùhng
- , 'and,' links nominal expressions.

Seuhnghóiwá tùhng Gwokýuh kéuih dōu sīk góng ga.

He knows how to speak both Shanghai dialect and Mandarin.

(See Drills 10, 11)

- 2.
- yauh
- , 'and,' links verbal expressions. It is classed as an adverb because it is always linked to a verb, preceding it.

Kéuih sīk góng yauh sīk sé.

He can speak and write.

(See Drill 9)

- 3.
- yauh
- can be in a set with a second
- yauh
- , with the force of 'both... and ...'

Kéuih yauh sīk góng yauh sīk sé.

He can both speak and write.

(See Drill 9)12. dōu 'also,' 'both,' 'all'; 'even'dōu is classed as an adverb, because it appears always linked to a verb, preceding it.Ex: 1. Ngóh dōu haih Seuhng-hóiyahn.

I am also a Shanghai person.

2. Kéuih dōu sīk góng Gwokýuh.

He also can speak Mandarin.

3. Seuhnghóiwá tùhng Gwokýuh kéuih dōu sīk góng ga.

He can speak both Shanghai dialect and Mandarin.

13. dōu, 'even'In the Subject-Predicate pattern X dōu negative Verb, dōu translates into English as 'even'.Ex: Yāt yih sàam (kéuih) dōu m̄hsīk góng.(He) can't even say 'one two three.'(See Drill 14)14. Auxiliary verbs.Auxiliary verbs take other verbs as their objects. Two auxiliary verbs appear in Lesson Three: sīk, 'know (how),' and séung 'want to, plan to, be considering, have (it) in mind to ...'

Ex: 1. Néih sīk góng Seuhnghóiwá mē?!

You know how to speak Shanghai dialect?!

2. Ngóh séung hohk dí Yíngmán.

I want to learn a little English.

(See BC and Drill 2, 3, 4, 7)

15. sík 'know (how),' 'be acquainted with'; 'know (someone)'

sík operates both as an auxiliary verb and as a main verb.

1. As an auxiliary verb:

Ex: Kéuih sík góng Gwokýúh. He can speak Mandarin.

(See Drill 2)

2. As a main verb:

Ex: 1. Kéuih m̀hsík Seuhng̀hóiwá. He is unacquainted with
Shanghai dialect.

(See Drill 2a)

2. Ngóh m̀hsík kéuih. I don't know him.

(See Drill 13)

III. DRILLS

1. Transformation Drill: Transform the sentences from question to statement, following the pattern of the example.

Ex: T: Kéuih góng mēyéh wá a? T: What language is he speaking?
+ wá a? /Gwóngdùngwá/ /Cantonese/
(Cantonese)

S: Kéuih góng Gwóng- S: He's speaking Cantonese.
dùngwá.

- | | |
|--|---|
| 1. Kéuih góng mēyéh wá a?
/Seuhng̀hóiwá/ | 1. Kéuih góng Seuhng̀hóiwá. |
| 2. Kéuih góng mēyéh wá a? | 2. Kéuih góng Gwokýúh. |
| 3. Kéuih góng mēyéh wá a?
Yíngmáhn/ | 3. Kéuih góng Yíngmáhn. |
| + 4. Kéuih góng mēyéh wá a?
/Yahtbúnwá/
(Japanese spoken language) | 4. Kéuih góng Yahtbúnwá.
He's speaking Japanese. |
| 5. Kéuih góng mēyéh wá a?
/Gwóngdùngwá/ | 5. Kéuih góng Gwóngdùngwá. |

Comment: The examples in this drill could also serve as general statements:

T: What language(s) does he speak?

S: He speaks Cantonese.

2. Substitution Drill

- Ex: T: Kéuihdeih s̄ik góng Gwóngdùngwá.
/Seuhnghóiwá/ T: They can speak Cantonese.
/Shanghai dialect/
- S: Kéuihdeih s̄ik góng Seuhnghóiwá. S: They can speak Shanghai dialect.
1. Kéuih s̄ik góng Yíngmahn.
/Gwóngdùngwá/ 1. Kéuih s̄ik góng Gwóngdùngwá.
 2. Wòhng Sàang s̄ik góng Gwóngdùngwá. 2. Wòhng Sàang s̄ik góng Gwokyuh.
 3. Hòh Táai s̄ik góng Gwokyuh.
/Seuhnghóiwá/ 3. Hòh Táai s̄ik góng Seuhnghóiwá.
 4. Hòh S̄insàang s̄ik góng Seuhnghóiwá. /Yíngmán/ 4. Hòh S̄insàang s̄ik góng Yíngmán.
 5. Chàhn Siujé s̄ik góng Yíngmán.
/Yahtbúnwá/ 5. Chàhn Siujé s̄ik góng Yahtbúnwá.
- a. Repeat, omitting góng:
- T: Kéuihdeih s̄ik Gwóngdùngwá. /Seuhnghóiwá/ They know Cantonese.
/Shanghai dialect/
- S: Kéuihdeih s̄ik Seuhnghóiwá. They know Shanghai dialect.
- b. Repeat, adding mē:
- T: Kéuihdeih s̄ik góng Gwóngdùngwá. They know Cantonese.
- S: Kéuihdeih s̄ik góng Gwóngdùngwá mē!?! They know Cantonese?!?

3. Transformation Drill

- Ex: T: Méihgwokyahn m̄hs̄ik góng Gwóngdùngwá. Americans can't speak Cantonese.
- S: Méihgwokyahn s̄ik m̄hs̄ik góng Gwóngdùngwá a? Can Americans speak Cantonese?
1. Kéuih m̄hs̄ik góng Yíngmán. 1. Kéuih s̄ik m̄hs̄ik góng Yíngmán a?
 2. Hòh Siujé s̄ik góng Seuhnghóiwá. 2. Hòh Siujé s̄ik m̄hs̄ik góng Seuhnghóiwá a?

- | | |
|--|--|
| 3. Kéuihdeih sīk góng Gwok'yúh. | 3. Kéuihdeih sīk m̀hsīk góng Gwok'yúh a? |
| + 4. Méihgwokyàhn m̀hsīk sé <u>Jùngmàhn</u> .
Americans can't write Chinese. | 4. Méihgwokyàhn sīk m̀hsīk sé Jùngmàhn a?
Do Americans know how to write Chinese. |
| + 5. Kéuih sīk <u>gaau</u> Yahtbúnwá.
He knows how to <u>teach</u> spoken Japanese. | 5. Kéuih sīk m̀hsīk gaau Yahtbúnwá a? |

4. Response Drill

Ex: T: Kéuih hohk Gwóng-dùngwá.
/Seuhnghóiwá/ T: He studies Cantonese.
/Shanghai dialect/

S: Gám, kéuih hohk m̀hhohk Seuhnghóiwá a? S: Well, then, does he study Shanghai dialect?

- | | |
|--|--|
| 1. Kéuih sīk Yíngmán. /Jùngmàhn/ | 1. Gám, kéuih sīk m̀hsīk Jùngmán a? |
| 2. Kéuih gaau Gwóngdùngwá.
/Gwok'yúh/ | 2. Gám, kéuih gaau m̀hgaau Gwok-yuh a? |
| 3. Kéuih sīk góng Gwok'yúh.
/Seuhnghóiwá/ | 3. Gám, kéuih sīk m̀hsīk góng Seuhnghóiwá a? |
| 4. Kéuih sīk sé Jùngmàhn.
/Yíngmán/ | 4. Gám, kéuih sīk m̀hsīk sé Yíngmàhn a? |
| 5. Kéuih sīk gaau Yíngmán.
/Gwóngdùngwá/ | 5. Gám, kéuih sīk m̀hsīk gaau Gwóngdùngwá a? |

Comment: gám is a sentence prefix with the connotation of continuing from before, resuming the thread of previous discourse. The closest English approximations would be 'In that case,...', 'Then,...', 'Well, then,...' but these don't always fit. Gám is very frequent in Cantonese, but if translated in counter-part English sentences is not usually idiomatic. We will usually not translate gám in the English sentences. In the above examples gám is translated as 'Well, then,' suggesting continuation from the previous statement.

5. Transformation Drill

Ex: T: Wòhng Sàang hohk Gwóngdùngwá. T: Mr. Wong is studying Cantonese.

- | | |
|---|--|
| S: Wòhng Sàang haih
m̀hhaih hohk
Gwóngdùngwá a? | S: Is Mr. Wong studying Cantonese? |
| 1. Léih Táai gaau Gwokýúh. | 1. Léih Táai haih m̀hhaih gaau
Gwokýúh a? |
| 2. Hòh Sàang góng Yíngmán. | 2. Hòh Sàang haih m̀hhaih góng
Yíngmán a? |
| 3. Chàhn Siujé sé Jùngmàhn. | 3. Chàhn Siujé haih m̀hhaih sé
Jùngmàhn a? |
| 4. Jèung Sàang sīk góng
Yahtbúnwá. | 4. Jèung Sàang haih m̀hhaih sīk
góng Yahtbúnwá a? |
| 5. Làuh Táai sīk gaau Gwóng-
dùngwá. | 5. Làuh Táai haih m̀hhaih sīk
gaau Gwóngdùngwá a? |

6. Question and Answer Drill

- | | |
|--|---|
| Ex: T: Wòhng Sàang sé
Yíngmàhn.
+ /Yahtmàhn/(or)
Yahtmán/ | Mr. Wong is writing English
(right now). / <u>Japanese</u> / |
| S ₁ : Wòhng Sàang haih
m̀hhaih sé Yahtmán a? | Is Mr. Wong writing Japanese? |
| S ₂ : M̀hhaih. Kéuih m̀hhaih
sé Yahtmán; kéuih
sé Yíngmàhn. | No, he's not writing Japanese,
he's writing English. |
| 1. Jèung Táai góng Gwokýúh.
/Seuhng hóiwá/ | 1. S ₁ : Jèung Táai haih m̀hhaih
góng Seuhng hóiwá a?
S ₂ : M̀hhaih. Kéuih m̀hhaih
góng Seuhng hóiwá,
kéuih góng Gwokýúh. |
| 2. Wòhng Táai gaau Gwóngdùngwá.
/Yíngmàhn/ | 2. S ₁ : Wòhng Táai haih m̀hhaih
gaau Yíngmàhn a?
S ₂ : M̀hhaih. Kéuih m̀hhaih
gaau Yíngmàhn; kéuih
gaau Gwóngdùngwá. |
| 3. Léih Sàang hohk Yíngmàhn.
/Yahtbúnwá/ | 3. S ₁ : Léih Sàang haih m̀hhaih
hohk Yahtbúnwá a?
S ₂ : M̀hhaih. Kéuih m̀hhaih
hohk Yahtbúnwá; kéuih
hohk Yíngmàhn. |

Comment: The above sentence may also be translated 'He writes' instead of 'He is writing,' etc. For example: sé Yíngmàhn, 'writes English'--not knows how to,

but does it as a habit, custom or general rule. For instance, He writes English at the office. Likewise for sentences with main verb hohk, gaau, and góng. The situational context, not the structural form of the Cantonese verb, makes the meaning clear.

7. Expansion Drill

- Ex: T: Ngóh sĭk góng Gwokýúh. I can speak Mandarin.
/Seuhnghóiwá/ /Shanghai dialect/
- S: Ngóh sĭk góng Gwokýúh, I can speak Mandarin, but not
daahnhaih m̄hsĭk góng the Shanghai dialect.
Seuhnghóiwá.
1. Ngóh sĭk góng Gwóngdùngwá. 1. Ngóh sĭk góng Gwóngdùngwá,
/Seuhnghóiwá/ daahnhaih m̄hsĭk góng
Seuhnghóiwá.
 2. Kéuih sĭk góng Yíngmán. 2. Kéuih sĭk góng Yíngmán,
/Gwokýúh/ daahnhaih m̄hsĭk góng
Gwokýúh.
 - + 3. Kéuihdeih sĭk góng Tòihśānwá. 3. Kéuihdeih sĭk góng Tòihśān-
They can speak Toishan wá, daahnhaih m̄hsĭk góng
dialect. /Yíngmán/ Yíngmán.
 4. Hòh Táai sĭk góng Gwokýúh. 4. Hòh Táai sĭk góng Gwokýúh,
/Gwóngdùngwá/ daahnhaih m̄hsĭk góng
Gwóngdùngwá.
 5. Chàhn Táai sĭk góng Yíngmán. 5. Chàhn Táai sĭk góng Yíng-
/Yahtbúnwá/ mán, daahnhaih m̄hsĭk góng
Yahtbúnwá.

8. Expansion Drill

- Ex: T: Ngóh sĭk góng Yíng- I can speak English. /Cantonese/
máhn. /Gwóngdùngwá/
- S: Ngóh sĭk góng Yíngmáhn; I can speak English; (and I)
dōu sĭk góng Gwóng- can also speak Cantonese.
dùngwá.
1. Ngóh sĭk góng Gwóngdùngwá. 1. Ngóh sĭk góng Gwóngdùngwá'
/Seuhnghóiwá/ dōu sĭk góng Seuhnghóiwá.
 2. Kéuih sĭk Gwokýúh. /Yíngmán/ 2. Kéuih sĭk góng Gwokýúh;
dōu sĭk góng Yíngmán.
 3. Léih Sàang sĭk góng Seuhng- 3. Léih Sàang sĭk góng Seuhng-
hóiwá. /Gwokýúh/ hóiwá; dōu sĭk góng Gwokýúh.

- | | |
|---|---|
| 4. Chàhn Táai sĭk góng Yíngmán.
/Gwóngdùngwá/ | 4. Chàhn Táai sĭk góng Yíngmán;
dōu sĭk góng Gwóngdùngwá. |
| 5. Hòh Siujé sĭk góng Seuhnghóiwá.
/Gwóngdùngwá/ | 5. Hòh Siujé sĭk góng Seuhnghóiwá;
dōu sĭk góng Gwóngdùngwá. |

9. Expansion Drill

- | | |
|---|---|
| Ex: T: Kéuih sĭk góng Gwóngdùngwá. /Gwok-yuh/ | He can speak Cantonese. /Mandarin/ |
| + S: Kéuih (yauh) sĭk góng Gwóngdùngwá, <u>yauh</u> sĭk góng Gwok-yuh. [(both) ... and ...] | He can speak Cantonese <u>and</u> Mandarin. <u>or</u> He can speak <u>both</u> Cantonese <u>and</u> Mandarin. |
-
- | | |
|--|---|
| 1. Kéuih hohk Yahtmán. /Yíngmán/ | 1. Kéuih jauh hohk Yahtmán, jauh hohk Yíngmán.
He's studying written Japanese and English. |
| 2. Ngóh gaau Jùngmán. /Yíngmán/ | 2. Ngóh jauh gaau Jùngmán, jauh gaau Yíngmán. |
| 3. Kéuih sĭk sé Yíngmán. /Yahtmán/ | 3. Kéuih jauh sĭk sé Yíngmán, jauh sĭk sé Yahtmán. |
| 4. Kéuih m̀hahh Méihgwok-yahn. /Yínggwok-yahn/ | 4. Kéuih jauh m̀hahh Méihgwok-yahn, jauh m̀hahh Yínggwok-yahn. |
| 5. Ngóh m̀hhohk góng Gwok-yuh. /Seuhnghóiwá/ | 5. Ngóh jauh m̀hhohk góng Gwok-yuh, jauh m̀hhohk góng Seuhnghóiwá. |

10. Expansion Drill

- | | |
|--|--|
| Ex: T: Léih Sàang haih Seuhnghóiyahn. /Léih Táai/ | Mr. Lee is from Shanghai /Mrs. Lee/ |
| S: Léih Sàang tùng Léih Táai dōu haih Seuhnghóiyahn. | Mr. [Lee] and Mrs. Lee are both from Shanghai. |
-
- | | |
|--|---|
| 1. Wòhng Táai sĭk góng Gwok-yuh. /Chàhn Siujé/ | 1. Wòhng Táai tùng Chàhn Siujé dōu sĭk góng Gwok-yuh. |
| 2. Kéuih sĭk Wòhng Sàang. /ngóh/ | 2. Kéuih tùng ngóh dōu sĭk Wòhng Sàang. |

- | | |
|--|---|
| 3. Jèung Siujé hohk Gwóngdùngwá.
/kéuih pahnngyáuh/ | 3. Jèung Siujé tùhng kéuih
pahnngyáuh dōu hohk Gwóng-
dùngwá. |
| 4. Ngóh haih sing Jèung ge.
/kéuih/ | 4. Ngóh tùhng kéuih dōu haih
sing Jèung ge. |
| 5. Hòh Táai sīk sé Yahtmáhn.
/Chàhn Siujé/ | 5. Hòh Táai tùhng Chàhn Siujé
dōu sīk sé Yahtmáhn. |

11. Expansion Drill

Ex: T: Kéuih sīk góng Gwokyúh. He can speak Mandarin. /Canton-
/Gwóngdùngwá/ ese/

S: Kéuih sīk góng Gwokyúh He can speak Mandarin and
tùhng Gwóngdùngwá. Cantonese.

- | | |
|--|---|
| 1. Kéuih hohk Yíngmán. /Yahtmán/ | 1. Kéuih hohk Yíngmán tùhng
Yahtmán. |
| 2. Kéuihdeih gaau Jùngmáhn.
/Yíngmán/ | 2. Kéuihdeih gaau Jùngmáhn
tùhng Yíngmán. |
| 3. Léih Táai sīk sé Yahtmáhn.
/Jùngmáhn/ | 3. Léih Táai sīk sé Yahtmán
tùhng Jùngmáhn. |
| + 4. Ngóh sīk Léih Sàang. /Léih
Táai/ (<u>know (someone)</u>) | 4. Ngóh sīk Léih Sàang tùhng
Léih Táai.
I know Mr. and Mrs Lee. |

12. Substitution Drill

+ Ex: T: Bíngo gaau Gwóng- Who teaches Cantonese?
dùngwá a?
/Léih Sàang/

S: Léih Sàang gaau Gwóng- Mr. Lee teaches Cantonese.
dùngwá.

- | | |
|---|---|
| 1. Bíngo góng Seuhnghóiwá a?
/Hòh Táai/ | 1. Hòh Táai góng Seuhnghóiwá. |
| 2. Bíngo hohk Gwokyúh a?
/Wòhng Sàang/ | 2. Wòhng Sàang hohk Gwokyúh. |
| 3. Bíngo gaau Yíngmáhn a?
/Chàhn Siujé/ | 3. Chàhn Siujé gaau Yíngmáhn. |
| 4. Bíngo sīk góng Yahtbúnwá a?
/Jèung Sàang/ | 4. Jèung Sàang sīk góng Yaht-
búnwá. |

5. Bīngō sīk gaau Gwóngdùngwá
a? /Léih Táai/

5. Léih Táai sīk gaau Gwóng-
dùngwá.

13. Response & Expansion Drill

Ex: 1.T: Néih sīk m̄hsīk
Wòhng Sàang a?
/nod/

T: Do you know Mr. Wong?

S: Ngóh sīk kéuih.
Kéuih haih ngóh
páhngyáuh.

S: Yes, he is a friend of mine.

2.T: Néih sīk m̄hsīk
Wòhng Sàang a?
/shake/

T: Do you know Mr. Wong?

S: Ngóh m̄hsīk kéuih.
Kéuih haih bīngō
a?

S: No, who is he?

1. Néih sīk m̄hsīk Hòh Táai a?
/nod/

1. Ngóh sīk kéuih. Kéuih haih
ngóh páhngyáuh.

2. Néih sīk m̄hsīk Chàhn Sàang a?
/shake/

2. Ngóh m̄hsīk kéuih. Kéuih haih
bīngō a?

3. Néih sīk m̄hsīk Jèung Síujé a?
/nod/

3. Ngóh sīk kéuih. Kéuih haih
ngóh páhngyáuh.

4. Néih sīk m̄hsīk Léih Sàang a?
/shake/

4. Ngóh m̄hsīk kéuih. Kéuih haih
bīngō a?

14. Response Drill

Ex: T: Néih sīk m̄hsīk góng
Yahtbúnwá a?
/shake/

T: Do you know how to speak
Japanese? /shake/

S: M̄hsīk. Yahtbúnwá
+ ngóh yāt geui dōu
m̄hsīk góng.

S: No. I don't even know one
sentence in Japanese.

T: /nod/

S: Sīk sèsiu jē.

S: (I) know just a little.

1. Néih sīk m̄hsīk góng Gwóng-
dùngwá a? /shake/

1. M̄hsīk. Gwóngdùngwá ngóh
yāt geui dōu m̄hsīk góng.

2. Néih sīk m̄hsīk góng Gwokýuh a?
/shake/

2. M̄hsīk. Gwokýuh ngóh yāt geui
dōu m̄hsīk góng.

- | | |
|---|---|
| 3. Néih sĭk m̄hsĭk góng Seuhng-hóiwá a? /nod/ | 3. Sĭk sèsĭu jē. |
| 4. Néih sĭk m̄hsĭk góng Yingmáhn a? /nod/ | 4. Sĭk sèsĭu jē. |
| 5. Néih sĭk m̄hsĭk góng Yahtbúnwá a? /shake/ | 5. M̄hsĭk. Yahtbúnwá ngóh yāt geui dōu m̄hsĭk góng. |

15. Expansion Drill

- | | |
|---|--|
| Ex: T: Kéuihdeih góng mēyēh wá a? | T: What language are they speaking? |
| S: Néih jĭ m̄hji kéuihdeih góng mēyēh wá a? | S: Do you know what language they're speaking? |
-
- | | |
|---|---|
| 1. Kéuih sing mēyēh a?
What is his name? | 1. Néih jĭ m̄hji kéuih sing mēyēh a?
Do you know what his name is? |
| 2. Kéuih gaau mēyēh wá a?
What language does he teach? | 2. Néih jĭ m̄hji kéuih gaau mēyēh wá a? |
| 3. Kéuih sé mēyēh a?
What is he writing? | 3. Néih jĭ m̄hji kéuih sé mēyēh a? |
| 4. Kéuih haih bĭngó a?
Who is he? | 4. Néih jĭ m̄hji kéuih haih bĭngó a? |
| 5. Kéuih haihm̄h haih sing Hòh ga?
Is her name Ho? | 5. Néih jĭ m̄hji kéuih haih m̄h haih sing Hòh ga?
Do you know if her name is Ho? |

16. Translation Drill

- | | |
|--|---------------------------------------|
| Ex: T: "Pàhngyáuh" Yingmán dĭm góng a? | T: How do you say "friend" in English |
| S: Friend | S: Friend. |
-
- | | |
|--------------------------------------|----------------|
| 1. "Hohk," Yingmán dĭm góng a? | 1. "Learn". |
| 2. "Gaau," Yingmán dĭm góng a? | 2. "Teach!" |
| 3. "Daahn haih," Yingmán dĭm góng a? | 3. "But." |
| 4. "Sèsĭu," Yingmán dĭm góng a? | 4. "A little!" |
| 5. "Gwok yúh," Yingmán dĭm góng a? | 5. "Mandarin!" |

- | | |
|-------------------------------------|---|
| 6. "Jidou", Yingmán dím góng a? | 6. "Know" (something)." |
| 7. "Sik", Yingmán dím góng a? | 7. "Know how to <u>or</u> know (a person)." |
| 8. "Sé", Yingmán dím góng a? | 8. "Write." |
| 9. "Hohksāang, "Yingmán dím góng a? | 9. "Student." |

17. Translation Drill

- | | |
|--|---------------------------------------|
| Ex: T: "Two" Gwóngdùngwá dím góng a? | T: How do you say "two" in Cantonese? |
| S: "Yih". | S: "Yih". |
| 1. "Three" Gwóngdùngwá dím góng a? | 1. "Sàam." |
| 2. "Teach" Gwóngdùngwá dím góng a? | 2. "Gaaü." |
| 3. "They" Gwóngdùngwá dím góng a? | 3. "Kéuihdeih." |
| 4. "Who" Gwóngdùngwá dím góng a? | 4. "Bíngó." |
| 5. "Know how" Gwóngdùngwá dím góng a? | 5. "Sik." |
| 6. "But" Gwóngdùngwá dím góng a? | 6. "Daahnhaih." |
| 7. "Please say it again" Gwóngdùngwá dím góng a? | 7. "Mhgoi néih joi góng yāt chí." |
| 8. "I don't know" Gwóngdùngwá dím góng a? | 8. "Ngóh mhji." |
| 9. "Teacher" Gwóngdùngwá dím góng a? | 9. "Sínsàang." |
| 10. "Four" Gwóngdùngwá dím góng a? | 10. "Sei." |
| 11. "Five" Gwóngdùngwá dím góng a? | 11. "Ńgh." |

18. Response Drill:

- | | |
|--|---|
| Ex: T: Kéuih haih bíngó a?
/gaaü Yingmán/ | T: Who is he?
/teach English/ |
| S: Kéuih haih gaaü
Yingmán ge. | S: He's someone who teaches
English. |

- | | |
|--|---|
| 1. Kéuih haih bīngō a?
/sing wòhng/ | 1. Kéuih haih sing Wòhng ge. |
| 2. Kéuih haih bīngō a?
/gaaú Gwóngdùngwá/ | 2. Kéuih haih gaaú Gwóngdùng-
wá ge. |
| 3. Kéuih haih bīngō a?
/gaaú Yíngmán/ | 3. Kéuih haih gaaú Yíngmán ge. |
| 4. Kéuih haih bīngō a?
/hohk Gwokýuh/ | 4. Kéuih haih hohk Gwokýuh ge. |

a. Repeat, teacher cueing with right hand column, students responding with correspond haih m̀h haih question sentence, thus:

T: Kéuih gaaú ngóh Yíngmán ge.

S: Kéuih haih m̀h haih gaaú néih Yíngmán ga?

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE:

A. Ask your neighbor:

1. if he can speak the Shanghai dialect.
2. who teaches him to speak Cantonese.
3. if Mrs. Wong teaches Cantonese.
4. if his friend can speak Cantonese.
5. how to say 'Good morning' in Cantonese.
6. if he can write Chinese.
7. if Mr. Chan can speak the Taishan dialect.
8. if Mr. Cheung can speak Japanese and English.

B. And he answers:

1. that he can't, but that he can speak Mandarin.
2. that Mr. Cheung does.
3. that she doesn't; she teaches English.
4. that he can't say even one sentence.
5. that he didn't hear you (hear clearly)--would you repeat.
6. that he can't write it, but can speak a little.
7. that he can speak Taishan dialect and also can speak Shanghai dialect.
8. Yes, he can speak both Japanese and English.

- | | |
|---|---|
| 9. if he knows what language they are speaking. | 9. they're speaking English. |
| 10. whether his student is American. | 10. No, he's not an American, he's an Englishman. |

Vocabulary Checklist for Lesson 3

| | |
|---------------------|--|
| 1. bīngō? | QW: who? |
| 2. chí | m: time, occasion |
| 3. chīngchó | adj: clear |
| 4. daahnhaih | cj: but |
| 5. dī | m: a little, some |
| 6. dīm? | QW: how? |
| 7. dōu | adv: both |
| 8. gaau | v: teach |
| 9. ga/ge/g | ss: sen. suf. for matter of fact assertion |
| 10. geui | m: sentence |
| 11. góng | v: speak |
| 12. Gwokýúh | n: Mandarin spoken language |
| 13. Gwóngdùngwá | n: Cantonese spoken language |
| 14. hohk | v: study, learn |
| 15. jē | ss: sen. suf. only, merely; that's all |
| 16. jí(dou) | v: know (something) |
| 17. joi | adv: again |
| 18. Joi góng yātchi | Ph: Say it again. |
| 19. Jùngmàhn | n: Chinese (written) language |
| 20. mē | ss: sen. suf. for question indicating surprise |
| 21. Mhngòì néih... | Ph: Please..., Would you please....
sen. pre. preceding a request |
| 22. ñgh | nu: five |
| 23. sàam | nu: three |
| 24. sé | v: write |
| 25. sèsíu | Ph: a little |
| 26. sei | nu: four |
| 27. Seuhnghóiwá | n: Shanghai dialect (spoken language) |

| | | |
|-------------------------------------|----------|--|
| 28. séung | aux v: | wish to, want to, would like to, am considering, be of a mind to |
| 29. sīk | v: | to know someone |
| 30. sīk | aux v/v: | know how (to do something) |
| 31. t̀ng | v: | hear, listen |
| 32. Tòih sānwá | n: | Toishan dialect |
| 33. t̀ng | cj: | and (connects nouns) |
| 34. wá | n: | spoken language, dialect |
| 35. Yahtbúnwá | n: | Japanese (spoken) language |
| 36. Yahtmán | n: | Japanese (written) language |
| 37. Yahtmàhn | n: | Japanese (written) language |
| 38. yāt | nu: | one |
| 39. yāt chi | Ph: | once [one-time] |
| 40. yauh | adv: | also (connects Verb Phrases) |
| 41. yauh <u>V</u> , yauh <u>V</u> . | PAdv: | both..., and |
| 42. yih | nu: | two |
| 43. Yíngmàhn | n: | English language |
| 44. Yíngmán | n: | English language |

CLASSROOM PHRASES

Learn to respond to the following classroom instructions. First look at the English equivalents as the teacher reads the Cantonese instructions. Then close your books and listen to the teacher and watch his gestures to help you understand. Check your book if you have difficulty. The teacher will say the sentences several times to help you become familiar with them. Your goal is to be able to respond to the Cantonese without needing to do mental translations into English.

- | | |
|---|---|
| 1. Yíngā néihdeih tái daih
<u>1</u> yíhp. | 1. Now look at page <u>1</u> . |
| 2. Dáhòì néih bún syù, daih
<u>1</u> yíhp. | 2. Open your book to page ____. |
| 3. Yíngā ngóhdeih dukk daih <u>4</u>
fo gèibún wuihwá. | 3. Now we'll read aloud Lesson <u>4</u> ,
Basic Conversation. |
| 4. Yíngā ngóhdeih wánjaahp daih
<u>3</u> fo. | 4. Now we'll review Lesson <u>3</u> . |
| 5. Káhmyaht gaaudou bīndouh a? | 5. Where did we get to [lit. teach to]
yesterday? |
| 6. Seuhng chí gaaudou bīndouh a? | 6. Where did we get to last time? |
| 7. Káhmyaht gaaudou daih <u>2</u>
yíhp, daih <u>2</u> fo, daih
<u>2</u> go, lihnjaahp, daih
<u>2</u> geui. | 7. Yesterday we got to page <u>2</u> ,
Lesson <u>2</u> , Drill <u>2</u> ,
Sentence <u>2</u> . |
| 8. Dāk meih? | 8. Are you ready yet? |

Responses:

Dāk laak.

Ready.

Meih dāk a. or Meih dāk.

Not ready yet.

I. BASIC CONVERSATION

A. Buildup:

Léih Baak-chiu appears at the door of Làuh Gwok-jūng's office. The two had planned to have lunch together, and Mr. Léih has come to get Mr. Làuh.

Léih:

dāk meih?

ready?

Baak-chiu, dāk meih?

Baak-chiu, are you ready?

Làuh:

meih

not yet

Meih a.

Not yet.

dīmjūng or dīm

hour, o'clock

géidīm or géidīmjūng?

what time?

Géidīm a?

What time is it?

Léih:

yīngā

now

daahp yāt

five after the hour

yāt dīm daahp yāt

five after one

Yīngā ... (he looks at his watch)

It's ...five after one.

yāt dīm daahp yāt.

Làuh:

wá?

sentence suffix 'what did
you say?'

Géidīm wá?

What time did you say?

Léih:

yāt go jih

five minutes

Yāt dīm yāt go jih.

It's one oh five.

Làuh:

jéun

accurate

jéun m̀hjéun a?

accurate/not accurate

bīu

wristwatch, watch

go bīu

a watch

néih go bīu

your watch

Néih go bīu jéun m̀hjéun ga?

Your watch accurate one? (i.e.
Is your watch accurate?)

Léih

Cháahdō--

faai

la

faai sèsiu la

lā = la + raised sentence

final intonation

waahkjé

Waahkjé faai sèsiu lā.

Approximately--

fast

sentence suffix indicating
change from previous
condition: 'has become'.

gotten a bit fast

raised final intonation =
a sentence suffix indi-
cating casualness.

maybe, or

Maybe it's a little fast. or

Or a little fast.

Lāuh

fānjūng

gái

gái fānjūng

dāng

dāng gái fānjūng

dāng ngòh gái fānjūng

joi dāng ngòh gái fānjūng

tīm

lā

Gám, joi dāng ngòh gái fānjūng

tīm lā.

minute(s)

several

several minutes

wait

wait a few minutes

wait for me a few minutes

again wait for me a few
minutes

in addition, also, more

sentence suffix for
suggestion--polite
imperative.Well, wait for me a few minutes
more, please.Léih

hóu

Hóu, ngòh dāng néih lā.

OK, all right, fine

OK, I'll wait for you.

Lāuh

àh hóu yisi

I'm sorry. or It's
embarrassing. (used in
apologizing for social
gaffe.)

| | | |
|---------------|-------------|---|
| bo | | sentence suffix, expressing
certainty. |
| Mhóu yisi bo. | | I'm sorry. |
| | <u>Léih</u> | |
| Mhángnyiu. | | It's all right. |

B. Recapitulation:

| | | |
|---|-------------|---|
| | <u>Léih</u> | |
| Baak-chiu, dāk meih? | | Baak-chiu, are you ready? |
| | <u>Làuh</u> | |
| Meih a. Géidim a? | | Not yet. What time is it? |
| | <u>Léih</u> | |
| Yihgā ... (he looks at his
watch) ... yāt dim daahp yāt. | | It's ... five after one. |
| | <u>Làuh</u> | |
| Géidim wá? | | What time did you say? |
| | <u>Léih</u> | |
| Yāt dim yāt go jih. | | It's one oh five. |
| | <u>Làuh</u> | |
| Néih go bíu jéun mhjéun ga? | | Is your watch accurate?
[Your watch accurate one?] |
| | <u>Léih</u> | |
| Chàhdō--waahkjé faai sèsiu lā. | | Approximately--or a little fast. |
| | <u>Làuh</u> | |
| Gám, joi dáng ngóh géi
fānjūng tím lā. | | Well, wait for me a few minutes
more, please. |
| | <u>Léih</u> | |
| Hóu, ngóh dáng néih lā. | | OK, I'll wait for you. |
| | <u>Làuh</u> | |
| Mhóu yisi bo. | | I'm sorry. |
| | <u>Léih</u> | |
| Mhángnyiu. | | That's all right. |

+ + + + + + + + + + + + + + +

PRONUNCIATION PRACTICE

1. aa, (written in our text as a when it is in syllable-final position)
as in yíngā, Máh, wá

aa as syllable final is a low back vowel [a]. It is similar to the vowel in the American word "Pa," though the American vowel is less backed than the Cantonese one. (American [a]; Cantonese [a]). Some Americans have the backed vowel in their pronunciation of the English word "balm." [balm] Since the backed mid-central vowel in Cantonese [ə̃] which we write with the letter a does not occur as a syllable final but only as the first part of a two-part final, we use a single a to write the lowback vowel aa [a] when it is final in its syllable.

Listen and repeat:

1. Máh , Máh , Máh . 馬
2. wá , wá , wá . 話
3. yíngā , yíngā , yíngā . 而家

2. aap, as in daahp

aap is a two-part final composed of the low back vowel aa [a] plus the bilabial stop consonant p [p]. As a final p is unreleased: [p̚]. aa before p is produced the same way as aa finally, as a low back vowel, relatively long in an isolated syllable [aːp̚]. The nearest American counterpart is the op in the American word "pop," but the vowel portion is more backed than the American vowel. (American [a], Cantonese [a]).

Listen and repeat:

- daahp , daahp , daahp . 踏

3. ap, as in sahp, 'lo'

ap is a two-part final composed of the backed mid-central vowel a [ə̃] plus the bilabial stop consonant p [p]. As a final p is unreleased: [p̚]. The a is relatively short in an isolated syllable: [ə̃p̚], but it can be attenuated in sentence context under certain conditions. The nearest American counterpart to ap is the mid-central vowel [ə] in the up of general American "cup," [kəp], but the Cantonese vowel is more backed than the American one (Cantonese [ə̃], American [ə]).

Listen and repeat:

sahp , sah , sah , sah . 拾

4. ap/aap contrasts

Listen and repeat:

1. sah , sah , sah . 拾

2. daahp , daahp , daahp . 踏

3. sah daahp , sah daahp , sah daahp 拾踏.

4. daahp sah , daahp sah , daahp sah 踏拾.

5. eung practice

1. léuhng (5 times) 兩

2. séung (5 times) 想

3. Jèung (5 times) 張

6. eun, as in jéun

eun is a two-part final composed of the lower mid-central rounded vowel eu [œ] plus the dental nasal n. eu before n is lower and more backed than the same vowel before ng. eun = [œ n]; eung = [œ ŋ] The vowel eu before n is relatively long: [œ :n]. The vowel is an open vowel before the nasal final. The rounded eu has a rounding effect on a consonant preceding and following it. There is no close counterpart in English.

Listen and repeat: (Watch the teacher, copy his lip position)

準準準 1. jéun, jéun, jéun ; jéun, jéun, jéun .
準唔準呀? 2. jéun m̀h jéun a? , jéun m̀h jéun a? ,
jéun m̀h jéun a? .

7. eun/eung contrast

1. jéun (3 times) , séung (3 times) .

2. jéun (3 times) , Jèung (3 times) .

3. jéun (3 times) , léuhng (3 times)

4. séung, Jèung, léuhng , jéun jéun jéun ;

5. jéun, jéun, jéun , séung, Jèung, léuhng .

8. eun/eui contrast

1. jéun jéun deui deui

2. jéun deui , deui jéun , jéun deui ,
deui jéun .

9. uk, as in luhk, 'six'

uk is a two-part final composed of the high back rounded vowel u plus the velar stop consonant k. k as a final is unreleased: [k̚] Before k, the tongue position for u is considerably lowered in regard to tongue height from cardinal high position to upper-mid position: [o]. The vowel is relatively short before k: [o k]. The closest American counterpart is the ook of "look," but the Cantonese vowel is lower than the American one. (Cantonese [õk], American [U k].)

Listen and repeat:

1. luhk luhk luhk
2. luhk , luhk , luhk . 六

10. ung, as in tùhng

ung is a two-part final composed of the high back rounded vowel u plus the velar nasal consonant ng: [ŋ]. The tongue position for u before ng is the same as that of u before k--lowered from cardinal high back position to upper mid position: [oŋ]. The vowel is an open vowel before the nasal final. Lips are rounded.

Listen and repeat:

1. tùhng tùhng tùhng
2. tùhng , tùhng , tùhng . 冚

11. ung/uk contrast

1. luhk tùhng , luhk tùhng , luhk tùhng .
2. tùhng luhk , tùhng luhk , tùhng luhk .
3. luhk tùhng , tùhng luhk ,
tùhng luhk , luhk tùhng .

12. un/ung contrast [ũn]/[o ŋ]

Compare: Listen and repeat:

1. tùhng tùhng 冚 , bun bun 半 .
2. bun tùhng , tùhng bun .
3. tùhng bun tùhng
4. bun tùhng bun

II. NOTES

A. Culture Notes:

Greetings. When two Americans meet for the first time during the day they use some sort of greeting before ordinary talk begins. Hi, hello, good morning, good afternoon, whatever seems appropriate to the situation. In English it is a bit rude not to offer a greeting before getting down to the business at hand. But Cantonese doesn't have one to one correspondences with American greetings and uses greeting forms more sparingly than English does. A good all-purpose greeting is just to greet the addressee by name.

Ex: Mr. Chan (to Mr. Lee): Léih Sàang.

Mr. Lee: A, Chàhn Sàang.

In this connection notice the first lines of dialogue in the opening conversation.

Ex: When A comes to B's office to get him for lunch:

A: Bāk-chiu dāk meih? Bāk-chiu, are you ready?

B: Meih a. Not yet.

In an equivalent English situation, A would be likely to say "Hi" or some such greeting before saying "Ready yet?"

B. Structure Notes:1. 'Dāk meih?'

Dāk means 'OK, all right' and meih, 'not yet,' Together they form a positive-negative question--'OK?, or not yet?,' i.e., "Ready yet?"

Responses to Dāk meih? are:

Dāk la. = Ready.

Meih dāk. = Not ready yet.

2. Time Expressions

1. The following time expressions are used in telling time in Cantonese:

dīm or dīmjūng = hour, o'clock

fānjūng = minute (not used as much in Cantonese as in English)

gwāt = quarter-hour sections of the hour (transliteration of English "quarter")

jih = five-minute sections of the hour (jih)

literally means "figure," here the 12 numbers on the clock dial.)

2. The above time-words combine as follows:

1. yāt dīm (jūng) = one o'clock
2. yāt dīm yāt fānjūng = one minute after one o'clock
3. yāt dīm yāt go jih = five minutes after one

(See Drill 7)

4. yāt dīm yāt go gwāt = a quarter after one

(See Drill 6)

5. yāt dīm bun = half past one

(See Drill 3)

3. daahp in time expressions

daahp, literally "tread on" is used in reference to the number on the clock face to which the minute hand points to tell time:

Ex: yāt dīm daahp yāt = five minutes after one

yāt dīm daahp yih = ten minutes after one

(See BC and Drills 4, 7)

4. gēi? 'which number?' in time expressions

gēi in time expressions operates as an interrogative number, and occupies the position in the sentence which the reply number occupies.

Ex: 1. gēidīm a? = what time is it? [What number o'clock?]

Ńghdīm. = It's five o'clock.

2. Yíngā daahp gēi a? = What time is it? [Now treads on what number?]

Yíngā daahp sei. = It's 20 after. [Now treads 4.]

(See BC and Drills 1, 3, 4)

5. Positioning of time expressions in relation to main verbs:

1. A time expression which precedes the verb in the sentence indicates the time that the action represented by the verb took/takes/will take place. We refer to the pre-verb time expression as a 'time when' expression.

Ex: Kéuih sah p dīmjūng gaau He teaches Cantonese at

Gwóngdùngwá. 10 o'clock.

(See Drill 10)

Kéuih go m̀hjúun. His one isn't accurate.

(See Drill 8)

We defer fuller treatment of Measures to Lessons 6 and 7.

5. Adjectives:

Adjectives in Cantonese are descriptive words. Examples in this lesson are jéun, 'accurate,' faai, 'fast,' maahn, 'slow.'

Adjectives are classed with Verbs, since they can be preceded by the negative m̀h.

Ex: Néih go bíu jéun m̀h-
júun ga?

Is your watch accurate?

Ngóh go bíu m̀hjúun.

My watch isn't accurate.

(See BC)

Note that whereas in English an appropriate form of the verb "be" is needed when an adjective is used in the predicate, in Cantonese adjectives are used in the predicate without any other verb.

Compare:

| Subject | | Predicate |
|-------------|-------|------------------|
| My | watch | is not accurate. |
| Ngóh go bíu | | m̀hjúun. |

This class of words which we call "adjectives," some other writers refer to as "stative verbs."

Adjectives will be treated more fully in Lesson 8.

6. Numbers:

1. Simple numerals

a. From 1 to 10:

- | | |
|---------|----------|
| 1. yāt | 6. luhk |
| 2. yih | 7. chāt |
| 3. sàam | 8. baat |
| 4. sei | 9. gáu |
| 5. ngh | 10. sahp |

b. From 11 to 19 Cantonese numbers use an adding formula:

ten-one, ten-two, etc:

- | | |
|--------------|---------------|
| 11. sahp yāt | 13. sahp sàam |
| 12. sahp yih | 14. sahp sei |

15. sahpn̄gh 18. sahpb̄aat
 16. sahpluhk 19. sahpgáú
 17. sahpchāt

2. yih and léuhng = "2"

yih and léuhng both represent "2."

yih is used in counting off: yāt, yih, sàam, 'one, two, three,' and in compound numbers: sahpyih, '12,' yihshahp, '20,' yihshahpyih, '22,' etc.

léuhng represents "2" usually, but not in every case, before Measures.

Ex: léung dím = 2:00

léuhng dím yāt go jih = 2:05

léuhng dím léuhng go jih = 2:10

(See Drills 1, 2, 5, 7)

We recommend that students not try to generalize at first about when to use léuhng and when to use yih, but simply learn them as vocabulary in the places where they occur.

7. Sentence suffix la

la is a sentence suffix indicating that the condition described in the sentence to which it is attached is changed from the way it used to be.

Ex: Ngóh go bíu faai My watch has gotter a little
 sèsíu la. fast.

More on sentence suffix la in Lesson 5.

8. Raised final intonation.

In the Basic Conversation of this lesson, raised final intonation transforms sentence suffix la into lā in the following:

Waahkjé faai sèsíu lā. Maybe (it's) a little fast.

Raised final intonation here indicates uncertainty, doubt.

9. Sentence suffix lā

lā attaches to imperative sentences, with the effect of making the imperative a gentle one, definitely a suggestion politely intended rather than a command. (By imperative we

1. Listen and repeat: number drill: clock hours. Teacher uses pointer and blackboard clock. The students repeat after the teacher in the pauses provided.
- | | | | |
|---------------------------------|------------------------------|-----------------------------|--------------------|
| 1. yāt (pause) | yāt dīm. (pause) | yāt dīmjūng. (pause) | 1, 1:00. |
| + 2. yih (pause) | <u>léuhng</u> dīm
(pause) | léuhng dīmjūng. (pause) | 2, 2:00. |
| 3. sàam (pause) | sàam dīm. (pause) | sàam dīmjūng. (pause) | 3, 3:00. |
| 4. sei (pause) | sei dīm. (pause) | sei dīmjūng. (pause) | 4, 4:00. |
| 5. ngh (pause) | ngh dīm. (pause) | ngh dīmjūng. (pause) | 5, 5:00. |
| 6. luhk (pause) | luhk dīm. (pause) | luhk dīmjūng. (pause) | 6, 6:00. |
| 7. chāt (pause) | chāt dīm. (pause) | chāt dīmjūng. (pause) | 7, 7:00. |
| 8. baat (pause) | baat dīm. (pause) | baat dīmjūng. (pause) | 8, 8:00. |
| 9. gáu (pause) | gáu dīm. (pause) | gáu dīmjūng. (pause) | 9, 9:00. |
| 10. sahpyāt (pause) | sahpyāt dīm. (pause) | sahpyāt dīmjūng. (pause) | 10, 10:00. |
| + 11. <u>sahpyāt</u>
(pause) | sahpyāt dīm.
(pause) | sahpyāt dīmjūng.
(pause) | <u>11</u> , 11:00. |
| + 12. <u>sahpyih</u>
(pause) | sahpyih dīm.
(pause) | sahpyih dīmjūng.
(pause) | <u>12</u> , 12:00. |
| 13. géi (pause) | géidīm? (pause) | géidīmjūng? (pause) | |
| | Which
number? | What o'clock? | What o'clock? |
- a. Random order. Teacher silent, points to different numbers on clock dial in random order, students call out time. Individual or group response, or both.
- Comment: géi? 'which?' is an interrogative pronoun of number.

2. Expansion Drill: Props: A big clock drawn on blackboard. Teacher silent, gives visual cues by pointing to numbers on clock.

Ex: T: (points to 7 on the clock dial)

S: Yīngā chāt dīm. It's seven o'clock. [Now seven o'clock.]

- | | |
|--------|----------------------|
| 1. (3) | 1. Yīngā sàam dīm. |
| 2. (6) | 2. Yīngā luhk dīm. |
| 3. (9) | 3. Yīngā gáu dīm. |
| 4. (8) | 4. Yīngā baat dīm. |
| 5. (2) | 5. Yīngā léuhng dīm. |

- a. Continue, teacher pointing to numbers on clock to cue students. Teacher signals for choral or individual response.

3. Expansion Drill: Props: A big clock drawn on blackboard. Teacher points to number and says cue word.

Ex: T: /yāt/

T: /one/

S: Yīngā daahp yat.

S: It's five after.

- | | |
|------------------------------------|--|
| 1. /sàam/ | 1. Yīngā daahp sàam. |
| 2. /baat/ | 2. Yīngā daahp baat. |
| 3. /gáu/ | 3. Yīngā daahp gáu. |
| 4. /sei/ | 4. Yīngā daahp sei. |
| 5. /chāt/ | 5. Yīngā daahp chāt. |
| 6. /yih/ | 6. Yīngā daahp yih. |
| 7. /sahpyat/ | 7. Yīngā daahp sahpyāt. |
| + 8. / <u>bun</u> /
<u>half</u> | 8. Yīngā daahp bun.
It's half past. |
| 9. /ngh/ | 9. Yīngā daahp ngh. |

4. Conversation Drill: Props: A big clock drawn on blackboard. Teacher provides visual cues only, by pointing to number on clock.

Ex: T: 1

S₁: Yīngā daahp géi a?

T: What time is it?

S₂: Yīngā daahp yāt.

S: It's five after.

- | | |
|--------|---|
| 1. 5 | 1. A. Yīngā daahp géi a?
B. Yīngā daahp ngh. |
| 2. 7 | 2. A. Yīngā daahp géi a?
B. Yīngā daahp chāt. |
| 3. 11 | 3. A. Yīngā daahp géi a?
B. Yīngā daahp sahpyāt. |
| 4. 8 | 4. A. Yīngā daahp géi a?
B. Yīngā daahp baat. |
| 5. 6 | 5. A. Yīngā daahp géi a?
B. Yīngā <u>daahp bun</u> .
(<u>daahp bun = half past</u>) |
| + 6. 2 | 6. A. Yīngā daahp géi a?
B. Yīngā daahp yih. |

5. Expansion Drill: Props: Blackboard clock. Teacher points first to hour number then to the half-hour number, as he voices the cue sentence.

Ex: T: Yíngā sàam dím bun. T: It's half past three.
[Now three o'clock half.]

+ S: Yíngā ngāamngāam sàam dím bun. S: It's exactly half past three.
(ng)āam(ng)āam =
exactly, just.

- | | |
|--------------------------|-------------------------------------|
| 1. Yíngā léuhng dím bun. | 1. Yíngā ngāamngāam léuhng dím bun. |
| 2. Yíngā ngh dím bun. | 2. Yíngā ngāamngāam ngh dím bun. |
| 3. Yíngā luhk dím bun. | 3. Yíngā ngāamngāam luhk dím bun. |
| 4. Yíngā baat dím bun. | 4. Yíngā ngāamngāam baat dím bun. |
| 5. Yíngā sahp dím bun. | 5. Yíngā ngāamngāam sahp dím bun. |

6. Expansion Drill: Props: Blackboard clock. Teacher says cue then points to the quarter hour on the clock to signal students' response.

Ex: T: Sahrp dím. T: Ten o'clock
S: Yíngā sahp dím S: It's a quarter after ten.
+ yāt go gwāt. [Now ten o'clock one quarter.]

- | | |
|---------------|----------------------------------|
| 1. yāt dím | 1. Yíngā yāt dím yāt go gwāt. |
| 2. sei dím | 2. Yíngā sei dím yāt go gwāt. |
| 3. chāt dím | 3. Yíngā chāt dím yāt go gwāt. |
| 4. ngh dím | 4. Yíngā ngh dím yāt go gwāt. |
| 5. sàam dím | 5. Yíngā sàam dím yāt go gwāt. |
| 6. léuhng dím | 6. Yíngā léuhng dím yāt go gwāt. |

Comment: gwāt 'quarter', a transliteration from English.
Grammatically gwāt is a Noun, having the Measure go.
It occurs in combination with numbers 1 and 3 to form time phrases marking the 2 quarter-hours:

sàam dím yāt go gwāt - Three o'clock one quarter
= 3:15

sàam dím sàam go gwāt - Three o'clock three quarters
= 3:45

7. Alteration Drill:

Ex: T: Yíngā sàam dím
daahp yāt.

It's five after three.
or It's three-oh-five.
[three touch one]

S: Yíngā sàam dím
yāt go jìh.

It's five after three.
or It's three-oh-five.
[Now three o'clock one figure.]

(TO STUDENT: Take out paper & pencil and write a column of numbers from 1 to 7. As you respond orally, write down the times on paper (e.g. 3:05.) After the exercise, the teacher will give responses in English, and you correct your paper.)

- | | |
|-------------------------------|----------------------------------|
| 1. Yíngā sàam dím daahp yìh. | 1. Yíngā sàam dím léuhng go jìh. |
| 2. Yíngā sàam dím daahp séi. | 2. Yíngā sàam dím séi go jìh. |
| 3. Yíngā sàam dím daahp chāt. | 3. Yíngā sàam dím chāt go jìh. |
| 4. Yíngā sàam dím daahp sàam. | 4. Yíngā sàam dím sàam go jìh. |
| 5. Yíngā sàam dím daahp sahp. | 5. Yíngā sàam dím sahp go jìh. |

Comment: a. jìh, 'figure'. Grammatically jìh is a Noun, having the Measure go. It occurs in combination with the numbers 1 through 11 to form a series of time phrases marking the five-minute subdivisions of the hour.

yāt go jìh = 5 after

léuhng go jìh = 10 after, etc.

b. The go jìh part of the above phrases may be omitted, with the meaning unchanged:

sàam dím sàam go jìh - sàam dím sàam = 3:15

8. Expansion Drill:

Ex: T: Léih Táai go bīu
faai sèsiu.
/maahn sèsiu/

Mrs. Lee's watch is a little
fast. /slow a little/

B: Léih Táai go bīu faai
sèsiu; ngòh go
maahn sèsiu.

Mrs. Lee's watch is a little
fast, mine's a little slow.

- | | |
|--|--|
| 1. Léih Táai go bīu maahn sèsiu.
/faai sèsiu/ | 1. Léih Táai go bīu maahn
sèsiu, ngòh go faai sèsiu. |
| 2. Léih Táai go bīu faai yātgo-
jìh. /maahn yātgojìh/ | 2. Léih Táai go bīu faai yātgo-
jìh, ngòh go maahn yātgo-
jìh. |

- | | |
|---|---|
| 3. Léih Táai go bíu maahn
yāt fānjūng /faai yāt fān-
jūng/
Mrs. Lee's watch is one
minute slow. | 3. Léih Táai go bíu maahn yāt
fānjūng, ngòh go faai yāt
fānjūng. |
| 4. Chàhn Táai go bíu faai sèsiu.
/maahn sèsiu/ | 4. Chàhn Táai go bíu faai sèsiu,
ngòh go maahn sèsiu. |
| 5. Chàhn Táai go bíu maahn léuhng-
gojih. /faai yāt go gwāt/ | 5. Chàhn Táai go bíu maahn
léuhng go jih, ngòh go
faai yāt go gwāt. |

9. Response Drill:

- | | |
|--|---|
| Ex: T: Kéuihdeih haih m̀hhaih
Yínggwokyàhn a?
/Méihgwokyàhn/ | Are they English?
/Americans/ |
| S: Ngòh m̀hji. Waahkjé
haih Yínggwokyàhn,
waahkjé haih
Méihgwokyàhn. | I don't know - They may be
English, may be Americans. |
| 1. Kéuih haih m̀hhaih Gwóng-
dùngyàhn a? /Seuhngóiyàhn/ | 1. Ngòh m̀hji, waahkjé haih
Gwóngdùngyàhn, waahkjé
haih Seuhngóiyàhn. |
| 2. Kéuih haih m̀hhaih Méihgwok-
yàhn a? /Yínggwokyàhn/ | 2. Ngòh m̀hji, waahkjé haih
Méihgwokyàhn, waahkjé
haih Yínggwokyàhn. |
| 3. Kéuih haih m̀hhaih Seuhngóih-
yàhn a? /Gwóngdùngyàhn/ | 3. Ngòh m̀hji, waahkjé haih
Seuhngóiyàhn; waahkjé
haih Gwóngdùngyàhn. |
| 4. Kéuih haih m̀hhaih Jùnggwok-
yàhn a? /Yahtbúnyàhn/ | 4. Ngòh m̀hji, waahkjé haih
Jùnggwokyàhn; waahkjé
haih Yahtbúnyàhn. |
| a. Repeat, Teacher giving the two fillers only, students
taking both parts of conversation, thus: | |
| T: /Yínggwokyàhn/ Méihgwokyàhn/ | |
| S1: Kéuih haih m̀hhaih Yínggwokyàhn a? | |
| S2: Waahkjé haih Yínggwokyàhn, waahkjé haih Méihgwokyàhn. | |

10. Combining Drill:

- | | |
|--|--|
| Ex: T: Yíngā sahp dím bun.
Keuihdeih hohk
Gwóngdùngwá. | T: It's ten thirty.
They study Cantonese. |
|--|--|

S: Kéuihdeih sahp dím bun hohk Gwóngdùng-wá. S: They study Cantonese at 10:30.

- | | |
|---|---|
| 1. Yíngā gáu dímjūng.
Kéuih gaau bīngō a? | 1. Kéuih gáu dímjūng gaau
bīngō a? |
| 2. Yíngā léuhng dím yātggōwāt.
Bīngō hohk Yíngmāhn a? | 2. Bīngō léuhng dím yātggōwāt
hohk Yíngmāhn a? |
| 3. Yíngā sàam dím sàamgōwāt.
Léih Sàang hohk mēyéh a? | 3. Léih Sàang sàam dím sàamgō-
gwāt hohk mēyéh a? |
| 4. Yíngā sahp yāt dím bun.
Ngóhdeih hohk sé Jūngmāhn. | 4. Ngóhdeih sahp yāt dím bun
hohk sé Jūngmāhn. |
| 5. Yíngā sei dím bun.
Hòh Sīujé gaau Méihgwokyàhn
Gwokyúh. | 5. Hòh Sīujé sei dím bun gaau
Méihgwokyàhn Gwokyúh. |
| 6. Yíngā baat dím sàamgōwāt.
Jéung Táai gaau néih góng
Gwóngdùngwá. | 6. Jéung Táai baat dím sàamgō-
gwāt gaau néih góng
Gwóngdùngwá. |

Comment: A time phrase which indicates the time that the action represented by the verb takes place, precedes the verb in the sentence.

11. Response Drill: Make a wá? question out of each statement, substituting the appropriate question word for the expression underlined in the cue sentence.

Ex: T: Yíngā sahpdím bun. T: It is now 10:30.

S: Yíngā géidím wá? S: What time did you say it was now?

- | | |
|--|--|
| 1. Kéuih sing <u>Làuh</u> . | 1. Kéuih sing mēyéh wá? |
| 2. <u>Kéuih</u> haih ngóh hohksàang. | 2. Bīngō haih néih hohksàang
wá? |
| 3. <u>Hòh Sīujé</u> gaau ngóh Seuhng-
hóiwá. | 3. Bīngō gaau néih Seuhnghó-
wá wá? |
| 4. <u>Chàhn Táai</u> haih kéuih sīnsàang.
Mrs. Chan is her teacher. | 4. Bīngō haih kéuih sīnsàang
wá? |
| 5. <u>Léih Sàang</u> haih Méihgwokyàhn. | 5. Bīngō haih Méihgwokyàhn wá? |

12. Substitution Drill: Repeat the first sentence, then substitute as directed.

- | | |
|---|---|
| 1. Ngóhí néih dāng ngóh géi
fānjūng. | 1. Ngóhí néih dāng ngóh géi
fānjūng. |
|---|---|

- | | |
|---------------------|--|
| 2. /gèi go jih/ | 2. M̀ngòì nēih dǎng ngóh gèi go jih. |
| 3. /yāt go jih/ | 3. M̀ngòì nēih dǎng ngóh yāt go jih. |
| 4. /léuhng fānjūng/ | 4. M̀ngòì nēih dǎng ngóh léuhng fānjūng. |
| 5. /léuhng go jih/ | 5. M̀ngòì nēih dǎng ngóh léuhng go jih. |
-

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE.

A. Ask your neighbor:

1. if his watch is accurate.
2. what time Mr. Chan teaches English.
3. if Mr. Wong teaches English at 2:15.
4. how to say 'five after three' in Cantonese.
5. to wait for you 10 more minutes.
6. if he's ready.
7. if he's ready.
8. what time he said it was.
9. if Mr. and Mrs. Chan are from Shanghai.
10. what time his watch has, adding that your own might not be accurate.

B. And he replies:

1. that it is a little slow.
 2. that he is sorry but he doesn't know.
 3. no, he teaches English at 2:45.
 4. telling you two ways to say it.
 5. OK, he'll wait.
 6. that he is.
 7. that he's not--and asks you to wait a few minutes.
 8. 10:30.
 9. that Mr. Chan is from Shanghai but Mrs. Chan is from Taishan.
 10. that it's exactly 11:02.
-

Vocabulary Checklist for Lesson 4

| | | |
|-------------------|--------|---|
| 1. āamāam | adv: | exactly |
| 2. baat | nu: | eight |
| 3. bīu | n: | watch |
| 4. bo | ss: | sen. suf. for certainty |
| 5. bun | nu: | half |
| 6. chāmhdō | Ph: | approximately |
| 7. chāt | nu: | seven |
| 8. daahp | v: | tread on |
| 9. daahp bun | TW: | half past |
| 10. daahp géi? | TW: | how many five minutes past the hour? |
| 11. Dāk meih? | Ph: | Ready? |
| 12. dāng | v: | wait (for) |
| 13. dīm(jūng) | m: | o'clock |
| 14. faai | adj: | fast |
| 15. fānjūng | m: | minute(s) |
| 16. gáu | nu: | nine |
| 17. géi | nu: | several |
| 18. géi? | QW: | which number? |
| 19. géidīm(jūng)? | Ph: | What o'clock? What time? |
| 20. go | m: | M. for nouns |
| 21. gwāt | (bf)n: | quarter (hour) |
| 22. Hóu | adj: | OK. All right. (response used in agreeing with someone.) |
| 23. jéun | adj: | accurate, right |
| 24. jih | n: | written figure; word |
| 25. lā | ss: | sen. suf. <u>la</u> for change + raised intonation for doubt. |
| 26. lā | ss: | sen. suf. for polite suggestion |
| 27. la | ss: | sen. suf. indicating change from previous condition. |
| 28. léuhng | nu: | two |
| 29. luhk | nu: | six |
| 30. maahn | adj: | slow |
| 31. Meih | adv: | Not yet. |

32. Mhóu yisi Ph: I'm sorry; It's embarrassing.
33. ngāamngāam adv: exactly (see āamāam)
34. sām go gwāt Ph: three quarters after the hour
35. sah̄p nu: ten
36. sah̄pyāt nu: eleven
37. sah̄pyih nu: twelve
38. tīm ss: in addition, also, more
39. wá ss: interrogative sen. suf. calling for repeat of preceding sentence. i.e., '____ did you say?'
40. waahkjé cj: maybe; or
41. yāt go gwāt Ph: a quarter after the hour
42. yāt go jih Ph: five minutes
43. yīngā TW: now

I. BASIC CONVERSATION

A. Buildup:

| | | |
|---|-----------------|---|
| Mrs. Wòhng stops in to see her friend Mrs. Jèung at home. | | |
| jyúyàhn | | host, hostess |
| | <u>Jyúyàhn</u> | |
| chóh | | sit |
| chèuihbín | | As you wish, at your
convenience |
| Chèuihbín chóh lā. | | Sit anywhere you like. |
| yàhnhaak | | guest |
| | <u>Yàhnhaak</u> | |
| ̀m̀gòì | | thank you |
| Hóu, ̀m̀gòì. | | All right, thank you. |
| (The hostess extends a pack of cigarettes) | | |
| | <u>Jyúyàhn</u> | |
| yín | | tobacco |
| síhk | | eat |
| síhk yín | | smoke tobacco, smoke |
| Síhk yín lā. | | Have a cigarette. |
| | <u>Yàhnhaak</u> | |
| haakhei | | polite |
| ̀m̀hsáì | | unnecessary, no need to |
| ̀m̀hsáì haakhei. | | You don't need to be polite.
(i.e., no thanks) |
| | <u>Jyúyàhn</u> | |
| ̀m̀hóu | | don't ... (as a command)
[not good to ...] |
| ̀m̀hóu haakhei a. | | Don't be polite. (i.e., Do
have one) |
| | <u>Yàhnhaak</u> | |
| Hóu, ̀m̀gòì. | | All right, thanks. |
| | <u>Jyúyàhn</u> | |
| ̀m̀hsáì ̀m̀gòì. | | No need to thank. (i.e.,
You're welcome.) |

(A servant brings in tea and cakes.)

Jyúhàhn

cháh
yám
Yám cháh lā.

tea
drink
Have some tea.

Yáhnhaak

Mhngòì.

Thank you.

Jyúyáhn

béng
Sihk béng lā.

cake(s), cookie(s)
Have some cookies.

Yáhnhaak

laak

sentence suffix la
indicating change or
potential change + k =
lively. la + k = laak.

Mhshái laak; mhngòì.

No thanks.

Jyúyáhn

si
Siháh lā.

try
Try a little.

Yáhnhaak

jánhah
léh

really
sentence suffix for
definiteness.

Jánhah mhshái haakhei léh.

No thanks--really.

(They talk awhile, then the guest prepares to leave.)

Yáhnhaak

aiya!
Aiya! Ngh díng la.
jáu
yiu jáu
Ngóh yiu jáu laak.

exclamation of consternation
Oh--oh. It's five o'clock.
leave
must go
I must be going.

Jyúyáhn

faai
gam
gam faai
gam faai jáu

fast
so
so fast, so soon
go so soon

| | | |
|-------------------------|-----------------|-------------------|
| Áh hóu gam faai jáu lā. | <u>Yáhnhaak</u> | Don't go so soon! |
| Áh haih a-- | | No-- |
| Ján haih yiu jáu laak. | | I really must go. |

B. Recapitulation:

Mrs. Wóhng stops in to see her friend Mrs. Jèung at home.

| | | |
|----------------------|-----------------|--|
| | <u>Jyúyáhn</u> | |
| Chéuh bíng choh lā. | | Sit anywhere you like. |
| | <u>Yáhnhaak</u> | |
| Hóu, àh gòí. | | All right; thanks. |
| | | (The hostess extends a pack of cigarettes.) |
| | <u>Jyúyáhn</u> | |
| Síhk yín lā. | | Have a cigarette. |
| | <u>Yáhnhaak</u> | |
| Áh sái haakhei. | | You don't have to be polite.
(i.e., No thanks.) |
| | <u>Jyúyáhn</u> | |
| Áh hóu haakhei a. | | Don't be polite. (i.e., Do
have one.) |
| | <u>Yáhnhaak</u> | |
| Hóu, àh gòí. | | All right, thanks. |
| | <u>Jyúyáhn</u> | |
| Áh sái àh gòí. | | No need to thank. (i.e.,
you're welcome.) |
| | | (A servant brings in tea and cakes.) |
| | <u>Jyúyáhn</u> | |
| Yám chàh lā. | | Have some tea. |
| | <u>Yáhnhaak</u> | |
| Áh gòí. | | Thank you. |
| | <u>Jyúyáhn</u> | |
| Síhk béng lā. | | Have some cookies. |
| | <u>Yáhnhaak</u> | |
| Áh sái laak; àh gòí. | | No thanks. |

Jyúyàhn

Siháh lā.

Try a little.

Yàhnhaak

Jànhaih m̀hsái haakhei lóh.

No thanks--really.

(They talk awhile, then the guest prepares to leave.)

YàhnhaakAiyá! Ngh díng laak. Ngóh yiu
jáu laak.Oh--oh. It's five o'clock. I
must be going.Jyúyàhn

M̀hóu gam faai jáu lā.

Don't go so soon!

Yàhnhaak

M̀hhaih a--

No--

Jànhaih yiu jáu laak.

I really must go.

+ + + + + + + + + + + + + + +

Pronunciation:

1. ai

ai is a two-part final composed of the backed mid central vowel a [ə^ɰ] plus high front unrounded offglide i [i^ɰ]. The a portion is quite short in an isolated syllable--[ə^ɰi]. The syllable may be lengthened when it occurs in stress position in a sentence, in which case it is the i part that lengthens, not the a part.

m̀hsái (5 times) 唔使

2. aai

aai is a two-part final composed of the low back vowel aa [a] plus high front unrounded offglide i, which following aa is somewhat lower than it is following a, [a^ɰ]. The aa portion is relatively long in an isolated syllable--[a:^ɰ]. The aai syllable may be lengthened when it occurs in stress position in a sentence, in which case it is the aa part that lengthens, not the i part. The Cantonese aai is similar to the ie of the American words 'fie,' 'die,' 'tie.'

Listen and repeat:

1. faai (five times) 快
2. táai (five times) 太

3. ai/aai contrasts

Listen and repeat:

1. m̄hsái, faai . (5 times)

2. faai, m̄hsái . (5 times)

4. ang in dáng (Lesson 4)

ang is a two-part final composed of the backed mid central vowel a [ə̄] plus the velar nasal consonant ng. The closest American counterpart to the Cantonese vowel is the mid central vowel in the English "dung." The Cantonese vowel is shorter than the American one, more backed, and not nasalized before the nasal final.

Compare English and Cantonese--Listen:

dung d^áng (5 times) 凍等

Listen and repeat:

d^áng (5 times) 等

5. aang in cháang

aang is a two-part final composed of the low back vowel aa [a] plus the velar nasal consonant ng. The aa before ng is pronounced the same way as aa before p and before i. The closest American counterpart is the low central vowel of "dong" [a] in "ding dong," but the Cantonese aa [a] is more backed and not nasalized before the final nasal consonant.

Compare English and Cantonese--Listen:

dong ch^áang (5 times) 橙

Listen and repeat:

ch^áang (5 times) 橙

s^íns^àang (5 times) 先生

6. ang/aang contrasts

Listen and repeat:

1. d^áng (3 times)

2. ch^áang (3 times)

3. d^áng ch^áang (3 times)

4. ch^áang d^áng (3 times)

7. ak in dāk (Lesson 4)

ak is a two-part final composed of the backed mid central vowel a [ə̄] plus velar stop consonant k. As a final k is unreleased--[k⁷], a is as elsewhere--short in an isolated unstressed syllable, more backed than its closest American counterpart, which is the [ə̄] of "duck." It is also tenser than the American counterpart.

Compare English and Cantonese:

duck dāk (5 times)

Listen and repeat:

dāk (5 times)

Compare the a before k with the a elsewhere:--

Listen and repeat:

1. dāk (3 times)
2. chāt (3 times)
3. sah̄p (3 times)
4. dāk chāt sah̄p (3 times)
5. gām (3 times)
6. Chàhn (3 times)
7. dāng (3 times)
8. gām, Chàhn, dāng
9. m̄hsái

8. aak in yàhnhaak, haakhei

aak is a two-part final composed of the low back vowel aa [a] plus the velar stop k. As a final k is unreleased [k̚], aa is produced the same way as before -ng, -p and elsewhere. It is somewhat more backed than the vowel of "hock," the closest general American counterpart.

Listen and repeat:

1. yàhnhaak (3 times) 人客
2. haakhei (3 times) 客氣

9. ak/aak contrasts

Listen and repeat:

1. meih dāk (3 times) 未得
2. yàhnhaak (3 times) 人客
3. meih dāk, yàhnhaak (3 times)
4. yàhnhaak, meih dāk (3 times)

10. Fast speech forms.

Listen to fast speech pronunciation:

1. haakhei 客氣
2. m̄hsái haakhei 唔使客氣
3. m̄hhóu haakhei 唔好客氣

Comments: 1. You notice that there is a tendency for the friction of the h consonant to disappear in fast speech. This is particularly true in such ritual courtesy forms as the above. We similarly abbreviate courtesy forms in English without perhaps noticing it. Ex: 'anksalot' = Thanks a lot.

2. The k in syllable final but not word final position has a tendency in fast speech to be pronounced as a glottal stop rather than as a velar stop. Listen:

1. waahkjé (3 times)
2. Jünggwokyáhn (3 times)
3. haakhei (3 times)
4. hohksāang (3 times)

We are not going to give much specific attention to fast speech forms in this text. It is probably just as well for you not to try to produce them, because chances are you would notice some and not others.

11. The -k final of sentence suffix laak.

We have used k to represent the final sound in the sentence suffix laak. This sound is a glottal stop, rather than the velar stop which is the sound k normally represents. Linguistically this is a messy way to handle this situation, but in practice, restricted as it is to sentence suffix position, it has not given previous students difficulty.

The laak spelling derives thus:

la is initial l plus the low back aa vowel [ɑ], which we spell a when it is final in a syllable. (The mid central a vowel [ə] never occurs in syllable final position.)

Adding k as final makes the aa not final in its syllable, so its spelling is represented as aa: la + -k = laak

Ex: Ngóh haih yáhnhaak.
Ngóh yiu jáu laak.

I am a guest.
I must go now.

12. au as in jáu, gáu

au is a two-part final composed of the backed mid central vowel a [ə[>]] and the high back rounded vowel u [u]. The a before u has a tongue position slightly lower than in other positions (before -i, -p, -k, etc.). The nearest American counterpart is general American ow in "cow."

Listen and repeat:

1. jáu (3 times) 酒
2. bējáu (3 times) 啤酒
3. gáu (3 times) 九
4. jáu jái ("son") 酒仔, jáu jái , jáu jái .

13. aa in gaau

aa is a two-part final composed of the low back vowel aa and the high back rounded vowel u [u]. In this position the aa is more fronted [a[<]] than in other positions. The nearest American counterpart is in the relatively fronted vowel of the Southern Pronunciation of "cow," the vowel of which begins with the low front a [æ] of "cat."

Listen and repeat:

gaau (5 times)

14. au/aa

Listen and repeat, comparing au and aa:

1. jáu gaau (3 times) 酒教
2. gaau jáu (3 times) 教酒
3. gáu gaau (3 times) 九教
4. gau ('enough') gaau (3 times) 夠教
5. gaau gau (3 times) 教夠

II. NOTES

A. Culture Notes1. Customs of polite behavior for host and guest.

In a host-guest situation in Cantonese, it is standard courtesy for the host to offer some refreshment, for the guest to politely decline, and for the host to urge the guest again to have some, at which point the guest politely accepts or declines as he wishes.

Since it is customary to decline offered refreshments, in offering them it is best to avoid phrasing your offer in a choice-type question, because your Cantonese friends will feel it pushy to answer yes when asked this way. If the food is already at hand it is better to use the polite suggestion form: Sihk béng lā.

'Have some cookies.' If the refreshments are not right at hand, use the question-word question: Yám dī mēyéh a? [Drink a little what?] 'What would you like to drink?

2. sihk faahn [eat rice] means 'to have a meal,' 'to eat.' It may also mean to eat Chinese food, in contrast to eating Western food.

3. yám cháh, 'drink tea.'

yám cháh also has a wider meaning, reflecting a distinctively Cantonese custom. This is the custom of going to the teahouse in the morning to drink tea and eat hot snacks, generally steamed shrimp dumplings [hā gāau] and steamed dumplings of minced pork and mushrooms [sīu mǎai]. This is called 'going out to yám cháh!' It is on the whole a morning custom, though in Hong Kong, perhaps influenced by the British custom of afternoon tea, some teahouse also serve tea and snacks in the afternoon. yám cháh doesn't correspond to the coffee break; instead it substitutes for a regular meal, either breakfast or lunch. At a 'regular' meal you have rice, but when you go to a teahouse to yám cháh, by tradition you don't get rice. Now that custom too is breaking down, and you may, though the chances are against it, get rice with a yám cháh meal.

4. Aiya! is an exclamation of consternation. English equivalents are very much dependent on the speaker, ranging from "Oh, my!" to "Good Lord!" to "Oh my god!" etc.

Aiya! is said to be used more by women than by men. Men use Wah! more often instead.

5. m̀hgòì, 'thank you' is appropriate for thanking someone for a service. When someone gives you some information or does you a favor, you thank them with m̀hgòì. There is another word, dòjeh, 'thank you,' which is appropriate for thanking someone for a gift. (We encounter this word in the text of Lesson 14.)

In the Conversation which opens this lesson, the guest accepted a cigarette with m̀hgòì--viewing this as more of a courtesy than a gift.

(See BC and Drills 7, 8, 9)

B. Structure Notes

1. Sentence suffix laak.

laak is a fusion of sentence suffix la indicating change-- (that change has occurred, or is about to occur, or may occur)-- plus k, which is suffixed to a few sentence suffixes, giving the sentence a lively air.

Whether la or laak is used depends partly on the speaker-- some speakers habitually tend to use laak more than la--, partly on whether the conversation is spirited or matter-of-fact, laak tending to be used more in spirited than in matter-of-fact discourses.

Because la/laak has to do with change, it works pretty well to translate it in English as "now," keeping in mind that it contrasts the present situation to some previous or future one.

Examples from the Basic Conversation:

1. M̀hsái laak, m̀hgòì. (In response to being offered some cookies:) Not [necessary] now, thanks. (It's not that I don't want your cookies, I might change and have some later, but not just now, thanks.)
2. Aiya! Ngh dím laak! Wow! It's five o'clock already (I didn't realize it had gotten so late.)

3. Ngóh yiu jáu laak. I must be going now.

(See BC and Drills 7, 8, 9)

2. -k for lively speech.

-k is a glottal stop ending to certain sentence suffixes-- for example, la and a which adds liveliness.

(See BC, Drills 7, 8, 9, and Structure Notes 1, 3)

3. Sentence suffix aak.

aak is a fusion of sentence suffix a (which softens abruptness) and the final -k, giving a lively air.

a + k = aak (cf: la + -k = laak)

Example:

Host: Sihk yīn lā. Have a cigarette.

Guest: Hóu aak, m̀h̀gòì. OK, thanks.

(See Drills 7, 8, 9)

4. Sentence suffix léh.

léh is an emphatic sentence suffix, adding the connotation that you are quite definite about what you say. (léh is probably derived from sentence suffix la.) The tone of voice is polite.

Example from the Basic Conversation:

Jànhaìh m̀hsáì haakhei (Declining cookies which the
léh. host has urged you twice to
take) No thanks, really.

(See BC and Drill 11)

5. Sentence suffix lā for polite suggestion.

This lesson has many examples of sentence suffix lā, first encountered in Lesson 4.

lā is suffixed to command sentences, softening the command to a polite suggestion.

Ex: Sihk yīh lā. Have a cigarette. (polite tone
of voice.)

(See BC and Drills 1, 2, 4, 5, 7, 8, 9)

6. Imperative sentences without sentence suffix.

Without a softening sentence suffix an imperative sentence has the force of a command rather than a suggestion.

Example:

M̀h̀hóu sihk béng. Don't eat those cookies.

(See Drill 5)

The above sentence might be one said by a father or mother to a child.

7. -háh, Verb suffix for casualness.

-hah is a verb suffix which gives a somewhat casual air to the verb it attaches to. In this lesson -háh attaches to the verb si, 'try.' Siháh has the force of 'give it a try,'--a bit more casual than 'thr it.'

(See BC)

8. yiú, 'must,' and mhsái, 'mustn't,' 'needn't'

yiú used as an auxiliary verb preceding another verb can have the meaning 'must V,' 'have to V,' 'need to V.' The basic meaning of yiú is 'require,' and it can be used as a full verb, though in this lesson it is introduced only in its auxiliary verb use.

Ex: yiu jáu = must leave, have to be going
 Ngóh yiu jáu laak. I must be going.

To express that you needn't do something, or to ask if something is necessary, Cantonese doesn't use the negative and question forms of yiú, but uses the negative and question forms of the verb sái, 'need,' 'have to.'

| | | | | |
|----------------|-------|-------|-----------|---|
| Ex: Ngóh yìngā | yiu | hohk | Yìngmàhn. | I have to study English right now. |
| Ngóh yìngā | mhsái | hohk | Yìngmàhn. | I don't have to study English right now. |
| Néih yìngā | sái | mhsái | hohk | Yìngmàhn a? Do you have to study English right now? |

(See BC)

III. DRILLS

1. Substitution Drill

Ex: T: Sīhk bēng lā.
/yīn/

T: Have a cookie [polite].
/tobacco/

or

Have some cookies [polite].

S: Sīhk yīn lā.

S: Have a cigarette [polite].

+ 1. Sīhk yīn lā. /faahn/
(rice)

1. Sīhk faahn lā.
Dinner is ready; come eat.

+ 2. Sīhk faahn lā. /pīhnggwó/
(apple)

2. Sīhk pīhnggwó lā.
Have an apple.

+ 3. /cháang/
(orange)

3. Sīhk cháang lā.
Have an orange.

4. /bēng/

4. Sīhk bēng lā.

5. /yīn/

5. Sīhk yīn lā.

+ 6. /jīu/
(banana)

6. Sīhk jīu lā.

2. Substitution Drill

+ Ex: T: Yám cháh lā! /gafē/
S: Yám gafē lā!

T: Have some tea! [polite] /coffee/
S: Have some coffee!

1. Yám cháh lā. /gafē/

1. Yám gafē lā.

+ 2. Yám gafē lā. /heisēui/
(soft drink)

2. Yám heisēui lā.
Have a soft drink.

+ 3. Yám heisēui lā. /bējáu/
(beer)

3. Yám bējáu lā.
Have a beer.

+ 4. Yám bējáu lā. /séui/
(water)

4. Yám séui lā.
Have some water.

5. Yám séui lā. /cháh/

5. Yám cháh lā.

+ 6. /ngàuhnáaih/
(milk)

6. Yám ngàuhnáaih lā.

+ 7. /jau/
(alcoholic beverage)

7. Yám jáu lā.

3. Substitution Drill

Ex: T: Yám m̄hyám heiséui a? T: Would you like a soft drink?
/bējáu/ /beer/

S: Yám m̄hyám bējáu a? S: Would you like a beer?

- | | |
|-----------------|-----------------------------|
| 1. /gafē/ | 1. Yám m̄hyám gafē a? |
| 2. /heiséui/ | 2. Yám m̄hyám heiséui a? |
| 3. /séui/ | 3. Yám m̄hyám séui a? |
| 4. /bējáu/ | 4. Yám m̄hyám bējáu a? |
| 5. /ngàuhnáaih/ | 5. Yám m̄hyám ngàuhnáaih a? |

Comment: The above sentences could also mean 'Do you drink?'
(as a custom, as opposed to an intention)

Social comment: Chinese custom makes one feel awkward to answer choice type question affirmatively. It is better to ask 'Yám dī mēyéh a?' 'You'll drink a little what?', i.e. "What'll you have to drink?"

4. Expansion Drill

| | |
|-------------------|-------------------|
| Ex: 1. T: ch̀ah | T: tea |
| S: Yám ch̀ah lā! | S: Have some tea. |
| 2. T: b́eng | T: cookies |
| S: Sihk b́eng lā! | S: Have a cookie. |

or

Have some cookies.

- | | |
|-------------|----------------------|
| 1. gafē | 1. Yám gafē lā! |
| 2. heiséui | 2. Yám heiséui lā! |
| 3. faahn | 3. Sihk faahn lā! |
| 4. bējáu | 4. Yám bējáu lā! |
| 5. yīn | 5. Sihk yīn lā! |
| 6. p̄hnggwó | 6. Sihk p̄hnggwó lā! |
| 7. séui | 7. Yám séui lā! |
| 8. cháang | 8. Sihk cháang lā! |
| 9. b́eng | 9. Sihk b́eng lā! |
| 10. ch̀ah | 10. Yám ch̀ah lā! |
| 11. jáu | 11. Yám jáu lā! |
| 12. jīu | 12. Sihk jīu lā! |

5. Transformation Drill

Ex: T: Sihk yīn lā!

T: Have a cigarette. (polite invitation)

S: M̄hóu sihk yīn!

S: Don't smoke! (abrupt; note absence of lā)

1. Yám bējáu lā.

1. M̄hóu yám bējáu!

2. Sihk yīn lā.

2. M̄hóu sihk yīn!

3. Yám gafē lā.

3. M̄hóu yám gafē!

4. Sihk bēng lā.

4. M̄hóu sihk bēng!

5. Yám heiséui lā.

5. M̄hóu yám heiséui!

a. Repeat. as polite negative request, thus:

T: Sihk yīn lā!

T: Have a cigarette.

S: M̄hóu sihk yīn lā.

S: Please don't smoke.

6. Expansion Drill

Ex: T: Kéuih yám cháh.
/gafē/

T: He drinks tea. /coffee/

S: Kéuih yám cháh,
daahnhaih m̄hyám
gafē.S: He drinks tea, but he doesn't
drink coffee.or

He drinks tea, but not coffee.

1. Kéuih yám heiséui. /bējáu/

1. Kéuih yám heiséui,
daahnhaih m̄hyám bējáu.

2. Kéuih yám gafē. /cháh/

2. Kéuih yám gafē, daahnhaih
m̄hyám cháh.

3. Kéuih sihk p̄hnggwó. /cháang/

3. Kéuih sihk p̄hnggwó, daahn-
haih m̄hsikh cháang.

4. Kéuih sihk bēng. /yám cháh/

4. Kéuih sihk bēng, daahnhaih
m̄hyám cháh.5. Kéuih sík sé Jùngmahn. /Ying-
mán/5. Kéuih sé Jùngmán, daahnhaih
m̄hsík sé Yìngmahn.

7. Response Drill

- Ex: 1. T: Yám gafē lā? /nod/ T: Would you like some coffee?
/nod/
+ S: Hóu aak. M̀ngòì. S: Yes; thanks.
2. T: Yám gafē lā? /shake/ T: Would you like some coffee?
/shake/
S: M̀hyám laak, m̀ngòì. S: No thanks, not right now.

- | | |
|----------------------------|-------------------------|
| 1. Yám chàh lā? /nod/ | 1. Hóu aak. M̀ngòì. |
| 2. Yám bējáu lā? /nod/ | 2. Hóu aak. M̀ngòì. |
| 3. Yám heisēui lā? /shake/ | 3. M̀hyám laak, m̀ngòì. |
| 4. Yám gafē lā? /shake/ | 4. M̀hyám laak, m̀ngòì. |
| 5. Yám séui lā? /nod/ | 5. Hóu aak. M̀ngòì. |

Comment: aak occurs in a set with hóu as a fixed phrase, followed by pause: Hóu aak. 'Agreed.', 'OK.' But hóu, when it introduces a comment, is not followed by aak. Compare the pausing of:

Hóu, m̀ngòì. OK, thanks.
Hóu aak. M̀ngòì. OK. Thanks.

8. Response Drill

- Ex: 1. T: Sīhk béng lā! /nod/ T: Have a cookie. /nod/
S: Hóu aak. M̀ngòì. S: All right. Thanks you.
2. T: Sīhk béng lā! /shake/ T: Have a cookie. /shake/
S: M̀hsīhk laak; m̀ngòì. S: Not just now, thanks.

- | | |
|----------------------------|--------------------------|
| 1. Sīhk pihnggwó lā! /nod/ | 1. Hóu aak. M̀ngòì. |
| 2. Sīhk yīn lā! /nod/ | 2. Hóu aak. M̀ngòì. |
| 3. Sīhk faahn lā! /shake/ | 3. M̀hsīhk laak; m̀ngòì. |
| 4. Sīhk cháang lā! /shake/ | 4. M̀hsīhk laak; m̀ngòì. |
| 5. Sīhk béng lā! /nod/ | 5. Hóu aak. M̀ngòì. |
| 6. Sīhk jīu lā! /nod/ | 6. Hóu aak. M̀ngòì. |

Comment: If you don't smoke, the way to say so colloquially, when you are invited to have a cigarette, is: "Sīu sīhk", 'smoke very little', 'seldom smoke', i.e. "I don't smoke."

9. Response Drill: Respond appropriately, following patterns established in Drills 7 and 8. (For the negative use hshik and hshám, although hshái is equally appropriate.)

- | | |
|----------------------------|------------------------|
| 1. Yám chàh lā? /nod/ | 1. Hóu aak. Hngòì. |
| 2. Yám bējáu lā? /shake/ | 2. Hshám laak. Hngòì. |
| 3. Sihk yīn lā! /nod/ | 3. Hóu aak. Hngòì. |
| 4. Sihk bēng lā! /shake/ | 4. Hshihk laak. Hngòì. |
| 5. Yám gafē lā? /nod/ | 5. Hóu aak. Hngòì. |
| 6. Sihk pīhnggwó lā! /nod/ | 6. Hóu aak. Hngòì. |
| 7. Yám heisēui lā? /shake/ | 7. Hshám laak. Hngòì. |
| 8. Sihk cháang lā? /shake/ | 8. Hshihk laak. Hngòì. |

a. Repeat, teacher cueing nouns only, students doing Q&A, answering Hshái laak, hngòì. 'No, thanks.'

10. Substitution Drill: Substitute in Subject or Object position as appropriate.

- | | |
|--|---|
| Ex. 1. T: Néih yám mēyéh a? /néih pāhngyáuh/ | T: What would you like to drink? /your friend/ |
| S: Néih pāhngyáuh yám mēyéh a? | S: What would your friend like to drink? |
| T: Néih pāhngyáuh yám mēyéh a? /heisēui/ | T: What would your friend like to drink? /soft drink/ |
| S: Néih pāhngyáuh yám heisēui. | S: Your friend would like a soft drink. |
| 1. Kéuih yám mēyéh a? /kéuih pāhngyáuh/ | 1. Kéuih pāhngyáuh yám mēyéh a? |
| 2. /séui/ | 2. Kéuih pāhngyáuh yám séui. |
| 3. /jáu/ | 3. Kéuih pāhngyáuh yám jáu. |
| 4. /ngóhdeih pāhngyáuh/ | 4. Ngóhdeih pāhngyáuh yám jáu. |
| 5. /néih pāhngyáuh/ | 5. Néih pāhngyáuh yám jáu. |
| 6. /bīngo/ | 6. Bīngo yám jáu a? |
| 7. /kéuih/ | 7. Kéuih yám jáu. |
| 8. /mēyéh/ | 8. Kéuih yám mēyéh a? |

Comment: Yám Object can mean (1) 'intend to yám object' and it can mean (2) in process of yám-ing object or could mean (3) 'customarily yám object'. The situation governs which interpretation is appropriate. This follows for all the sentences in this drill.

12. Conversion Drill

Ex: Waiter: Yám mēyéh a? A: What'll you have to drink?
 Customer: Ngóh yám chàh. B: I'll have tea.
 Waiter: Síujé haih A: Will the young lady have tea
 m̀hhaih dōu too?
 yám chàh a?
 Customer: M̀hhaih. Kéuih B: No, she'll have coffee.
 yám gafē.

- | | |
|-------------------------|--|
| 1. W.? | 1. W. Yám mēyéh a? |
| C. bējáu. | C. Ngóh yám bējáu. |
| W. Néih p̀hngyáuh? | W. Néih p̀hngyáuh haih
m̀hhaih dōu yám bējáu a? |
| C.gafē. | C. M̀hhaih. Kéuih yám gafē. |
| 2. W.? | 2. W. Yám mēyéh a? |
| C.heiséui. | C. Ngóh yám heiséui. |
| W. Kéuih? | W. Kéuih haih m̀hhaih dōu
yám heiséui a? |
| C. bējáu. | C. M̀hhaih. Kéuih yám bējáu. |
| 3. W. S̀insàng? | 3. W. S̀insàng yám mēyéh a?
What will you have to
drink, sir? |
| C. chàh. | C. Ngóh yám chàh. |
| W. Síujé? | W. Síujé haih m̀hhaih dōu
yám chàh a?
Will the young lady
have tea too? |
| C.heiséui. | C. M̀hhaih.Kéuih yám heiséui. |
| 4. W. Hòh Sàng? | 4. W. Hòh Sàng yám mēyéh a?
What'll you have to
drink, Mr. Ho? |
| C. bējáu. | C. Ngóh yám bējáu. |
| W. Hòh Táai? | W. Hòh Táai haih m̀hhaih dōu
yám bējáu a?
Will Mrs. Ho have beer
too? |
| C.heiséui. | C. M̀hhaih.Kéuih yám heiséui. |

Comment: In a different situation the Example conversation (and likewise those below) could also be appropriately interpreted as:

A. What's that you're drinking?

B: I'm drinking tea.

A: Is he drinking tea too?

A: No, he's drinking coffee.

13. Conversation Drill



Ex: Guest: Aiya! Yīngā
sahp dīm daahp
chāt. Ngóh yiu
jáu laak.

Guest: Oh-oh! It's 10:35.
I must be going.

Host: Mhhóu gam faai
jáu lā!

Host: Oh don't go so soon!

Guest: Mhhaih a. Jàn-
haih yiu jáu
laak.

Guest: No. Really, I must go.

1.

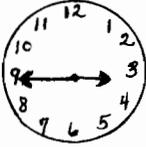


1. A. Aiya! Yīngā yāt dīm daahp
chāt. Ngóh yiu jáu laak.

B. Mhhóu gam faai jáu lā!

A. Mhhaih a. Jàn-haih yiu
jáu laak.

2.



2. A. Aiya! Yīngā sàam dīm
sàamgogwāt. Ngóh yiu
jáu laak.

B. Mhhóu gam faai jáu lā!

A. Mhhaih a. Jàn-haih yiu
jáu laak.

3.



3. A. Aiya! Yīngā lukh dīm
daahp sah. Ngóh yiu
jáu laak.

B. Mhhóu gam faai jáu lā!

A. Mhhaih a. Jàn-haih yiu
jáu laak.

4.



4. A. Aiya! Yīngā sahpyih dīm
daahp sei. Ngóh yiu
jáu laak.

B. Mhhóu gam faai jáu lā!

A. Mhhaih a. Jàn-haih yiu
jáu laak.

5.



5. A. Aiyā! Yīngā baat dīm yāt-gogwāt. Ngòh yiu jáu laak.

B. Mhóu gam faai jáu lā!

A. Mhah a. Jànhaih yiu jáu laak.

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

A. Student A to Student B:

1. offers him tea.
2. Have some cookies.
3. It's 6:30--I have to go.
4. Sit anywhere you like.
5. (acting the part of a waiter:) What'll you have to drink?
6. Don't go so soon!
7. (offering cookies to a guest who has politely declined them already:) Do try some!

B. Student B replies:

1. Thank you.
2. No thanks.
3. Don't go so soon!
4. Thanks.
5. I'll have beer.
6. No, I really have to go.
7. I really don't care for any, thanks. [really not eat]

Vocabulary Checklist for Lesson 5

| | |
|-------------------------|---|
| 1. aak | ss: sen. suf. <u>a</u> to soften abruptness + <u>-k</u> for liveliness |
| 2. Aiya! | ex: exclamation of consternation |
| 3. bējáu | m: beer |
| 4. bēng | n: cake |
| 5. cháang | n: orange |
| 6. chàh | n: tea |
| 7. ch̀euihbin | adv: As you wish, At your convenience |
| 8. ch̀euihbin ch̀oh lā. | Ph: 'Sit anywhere you like.' |
| 9. ch̀oh | v: sit |
| 10. faahn | n: rice (cooked) |
| 11. gafē | n: coffee |
| 12. gam | adv: so, such |
| 13. haakhei | adj: polite |
| 14. -háh | Vsuf: Verb suffix for casual effect |
| 15. heiséui | n: soft drink |
| 16. Hóu aak | Ph: OK. Agreed. Response indicating agreement. |
| 17. jánhah | adv: really, indeed |
| 18. jáu | n: alcoholic beverage |
| 19. jáu | v: leave, depart |
| 20. jīu | n: banana |
| 21. jyúyahn | n: host, hostess |
| 22. -k | ss: a glottal stop ending to certain sentence suffixes, giving sentence a lively air. |
| 23. la | ss: sen. suf. indicating potential change |
| 24. laak | ss: sen. suf. <u>la</u> (change) + sen. suf. <u>-k</u> (liveliness) |
| 25. léh | ss: sen. suf. for definiteness |
| 26. M̀ngòì | Ph: Thank you (for service) |
| 27. m̀hhóu | Ph: don't (as a command) |
| 28. M̀hhóu haakhei | Ph: 'Don't be polite.' |
| 29. M̀hsái | Ph: no need to, not necessary |
| 30. M̀hsái la(ak) | Ph: No thanks (when offered something) [not necessary now] |

31. M̄hsái m̄hgōi. Ph: You're welcome. [not necessary] Polite response when someone thanks you for doing him a service
32. M̄hsái haakhei Ph: [don't need to be polite.]
"No thanks." (to an offer)
"You're welcome." (when someone thanks you.)
33. ngàuhnáaih n: milk
34. p̄hnggwó n: apple
35. séui n: water
36. si v: try
37. siháh Vsuf: give it a try
38. sihk v: eat
39. sihk yīn vo: to smoke
40. Sīu sihk Ph: 'I don't smoke.' non-smoker's response in refusing a cigarette. [seldom-smoke]
41. yàhnhaak n: guest
42. yám v: drink
43. yīn (bw)n: tobacco; smoke
44. yiu auxV: must, need, have to

I. BASIC CONVERSATION

A. Buildup:

(Clerk and Customer in a department store)

| | | |
|---------------------------------|------------------|-----------------------------------|
| sauhfoyhñ | <u>Sauhfoyhñ</u> | sales clerk |
| máaih | | buy |
| Máaih mōyéh a? | | Buy what? (i.e., May I help you?) |
| guhaak | <u>Guhaak</u> | customer |
| sēutsāam | | shirt |
| gihn | | measure for clothing |
| séung máaih | | wish to buy, want to buy |
| Ngóh séung máaih gihn sēutsāam. | | I want to buy a shirt. |
| chín | | money |
| géidō? | | how much? |
| géidō chín a? | | how much money? |
| nī | | this |
| nī gihn | | this one (this 'measure') |
| Nī gihn géidō chín a? | | How much is this one? |
| | <u>Sauhfoyhñ</u> | |
| mān | | dollar |
| yahsei | | twenty-four |
| yahsei mān | | \$24 |
| Nī gihn yahsei mān. | | This one is \$24. |
| | <u>Guhaak</u> | |
| gó | | that |
| gó gihn | | that one (that 'measure') |
| gó léuhng gihn | | those two |
| dōu haih yahsei mān | | is also \$24, are also \$24. |
| haih àh haih dōu haih | | are (they) also \$24? <u>or</u> |
| yahsei mān a? | | is (it) also \$24? |
| Gó léuhng gihn haih àh haih | | Those two, are they also \$24 |
| dōu haih yahsei mān gihn a? | | each? |

Sauhfoyhñ

Áhah; yhsahp mán jē.

No; twenty dollars only

Áhah--yhsahp mán gihn jē.

No--Only \$20 each.

Guhaak

béi

give

béi ngóh

give me

béi ní gihn ngóh

give this one (to) me

Hóu, béi ní gihn ngóh lā.

OK, give me this one.

Sauhfoyhñ

géidō gihn

how many ones

Yiu géidō gihn a?

How many do you want?

Guhaak

gau

enough

Yāt gihn gau laak.

One is enough.

Sauhfoyhñ

Gám, néih máaih mhmáaih gó

Are you going to buy those

léuhng gihn a?

two?

Guhaak

Mhmáaih laak.

Not buy.

B. Recapitulation:Sauhfoyhñ

Máaih méyéh a?

What would you like to buy?

Guhaak

Ngóh séung máaih gihn séutsāam.

I'm looking for a shirt.

Ní gihn géidō chín a?

How much is this one?

Sauhfoyhñ

Ní gihn yahsei mán.

This one is \$24.

Guhaak

Gó léuhng gihn haih mhmah

Are those two also \$24 each?

dōu haih yahsei mán gihn a?

Sauhfoyhñ

Áhah; yhsahp mán gihn jē.

No; only \$20 each.

Guhaak

Hóu, béi ní gihn ngóh lā.

OK, give me this one.

| | | |
|--|------------------|---------------------------------|
| | <u>Sauhfoyhñ</u> | |
| Yiu géidō gihn a? | | How many do you want? |
| | <u>Guhaak</u> | |
| Yāt gihn gau laak. | | One is enough. |
| | <u>Sauhfoyhñ</u> | |
| Gám, néih máaih ñhmáaih gó
léuhng gihn a? | | Are you going to buy those two? |
| | <u>Guhaak</u> | |
| Ñhmáaih laak. | | Not now, thanks. |

+ + + + + + + + + + + + + + +

Pronunciation.

1. at in chāt, bāt, maht

at is a two-part final composed of the mid central vowel a [ə̃], plus the consonant stop t. To produce t the tongue tip stops the flow of air at the dental ridge, close to the base of the lower teeth. In final position the t is unreleased:--[t̚]. The closest American counterpart to the Cantonese at is the ut of general American "but," but the Cantonese syllable is shorter in an isolated syllable, more backed, and tenser.

Listen and repeat:

| | | |
|------|-----------|---|
| chāt | (3 times) | 七 |
| bāt | (3 times) | 筆 |
| maht | (3 times) | 勿 |

2. aat in baat

aat is two-part final composed of the low back unrounded vowel aa [ɑ], plus the consonant stop t. t is produced as described above, with the tongue tip stopping the air flow at the dental ridge at the base of the upper teeth, with the air unreleased. aa before t is produced the same way as before the other final stops (-k and -p). The nearest American counterpart to aat is the ot sound in general American "hot," [ɑ], but the Cantonese syllable is more backed, and somewhat longer in the isolated syllable.

3. at/aat contrasts

Listen and repeat:

1. bāt baat (3 times)
2. baat bāt (3 times)
3. baat baat bāt bāt (3 times)
4. bāt bāt baat baat (3 times)
5. chāt baat baat chāt . (3 times)
6. maht baat (3 times)
7. baat maht (3 times)
8. baat maht maht baat (3 times)
9. chāt baat maht (3 times)
10. maht baat chāt (3 times)

4. eui

Listen and repeat-(Remember that the eui final is rounded throughout, that the i part here represents that rounded yu [ü] sound, and that a rounded vowel has a rounding effect on a consonant preceding it in a syllable):

1. chèuihbín (3 times) 隨便
2. chèuih (3 times) 隨
3. séui (3 times) 水
4. deuiṁhjyuh (3 times) 對唔住
5. deui (3 times) 對

5. au/aau practice

Listen and repeat: (Watch the teacher)

1. gau , gau , gau . 夠
2. gaau , gaau , gaau . 教
3. gau gaau , gau gaau , gau gaau .
4. gaau gau , gaau gau , gaau gau .
5. gau gaau gaau gau
6. gaau gau gau gaau
7. ṁhgau 唔夠, ṁhgaau 唔教。
8. gau ṁhgau a? , gaau ṁhgaau a? .
9. Jáu gau ṁhgau a? 酒夠唔夠呀?
10. ṁhgau jáu.

6. eut, as in sēutsāam

eut is a two-part final composed of the single vowel eu and the consonant stop t. eu before t is a lowered mid front rounded vowel [œ] produced the same way as before n and i. The t as final is produced as elsewhere as final, with the tongue tip stopping the flow of air at the dental ridge, near the base of the upper teeth, unreleased--[t']. There is no close comparison in American English to the eut sound, though the "sēut" of "sēutsāam" is a transliteration into Cantonese of the English word "shirt."

Listen and repeat: (Remember that the rounded vowel has a rounding effect on the consonant preceding it in a syllable)

1. sēutsāam (3 times) 恤衫
2. sēut sēut sēut , sēut sēut sēut . 恤恤恤
3. sēut séui (3 times) 恤水
4. séui sēut (3 times) 水恤
5. sēut jéun (3 times) 恤俾
6. jéun sēut (3 times) 俾恤

7. eu before dentals in contrast to eu before velars: Notice the difference in tongue height of eu before the dentals t, n, and yu (spelled i following eu); and eu before the velar nasal ng. The eu is relatively lowered before the dentals, raised before the velar.

1. sēut sēun séung séung
2. sēut sēut léuhng léuhng
3. séui séui séung séung
4. deui deui Jèung Jèung
5. jéun jéun Jèung Jèung
6. jéun jéun séung séung

II. NOTES

1. Numbers 20 - 99

a. 20 through 90. For the even 10's the Cantonese use a multiplying formula: two-ten's, three-ten's, etc.

| | |
|-------------|--------------|
| 20. yihshp | 60. luhksahp |
| 30. sàamshp | 70. chātsahp |
| 40. seishp | 80. baatsahp |
| 50. nghshp | 90. gāushp |

b. 21 through 99. For these numbers which are not the even 10's, a combination of the multiplying and adding formula is used: two-ten's-one, two-ten's-two, etc.

| |
|------------------------|
| 21. yihshpyāt |
| 22. yihshpyih |
| 23. yihshpsām etc., to |
| 99. gāushpgāu |

c. Full forms and abbreviated forms:

There is a full form and an abbreviated form for the numbers from twenty to ninety-nine. Both forms are used in everyday speech. The contracted form shortens the shp element to -ah-.

| Ex: | Full form | Abbreviated form |
|-----|------------|------------------|
| 20 | yihshp | yah |
| 21 | yihshpyāt | yahyāt |
| 22 | yihshpyih | yahyih |
| 30 | sàamshp | sà'ah |
| 31 | sàamshpyāt | sà'ahyāt |
| 40 | seishp | sei'ah |
| 50 | ngshp | ng'ah |
| 60 | luhksahp | luhk'ah |
| 70 | chātsahp | chāt'ah |
| 80 | baatsahp | baat'ah |
| 90 | gāushp | gāu'ah |
| 99 | gāushpgāu | gāu'ahgāu |

(See Drill 6)

2. Measures

In Lesson 4 we touched briefly on Measures, saying they were a class of word in Cantonese which comes between a number (or a limited set of other entities) and a noun.

| | | | |
|-----|------|----|------------------------|
| Ex: | M | N | |
| | ngóh | go | bīu my watch |
| | sàam | go | gwāt three-quarters |

In English some nouns are counted in terms of a measure of their volume or size or shape. For example, we do not ordinarily say 'a water,' but rather 'a glass of water,' 'a gallon of water,' 'a tub of water,' etc. In English 'glass, gallon, tub' type words are measures used in counting nouns perceived as a mass--(sand, bread, milk, tobacco, etc.) but not ordinarily in counting nouns perceived as individual units--(pencil, man, shirt, etc.)

In Chinese, however, a measure word precedes every noun when it is counted. For a mass-type noun the measure is variable--one cup, bowl, pound, etc. of rice, for example--but every individual-type noun has its own invariable measure which is by nature a pronoun standing in apposition to the noun.

a. Individual Measures

In Lesson Six you will encounter several new individual measures.

| | | | |
|-----|-------|------|---------------------------------------|
| Ex: | M | Noun | |
| 1. | yāt | tiuh | tāai one [M] tie = one tie |
| 2. | ngóh | bá | jē my umbrella = my umbrella |
| 3. | kéuih | gihn | sēutsāam his [M] shirt = his shirt |

The individual measures are in apposition to the noun that follows. Some individual measures have a degree of independent meaning apart from their structural function. For example, bá means 'handle,' and is a measure for objects having handles, tiuh means 'strip' and is a measure for objects which are long and narrow in shape. However, go, statistically the most frequent measure, has no independent meaning of its own.

What we have called individual measures some writers have called classifiers, indicating that nouns are classified according

to shape. We use the wider term 'measure' to cover individual measures and other types of measure as well.

(See Drills 1, 2, 3, 4)

b. Group Measures

In addition to individual measures, there are other types of measures. One type is the group measure. An example is deui, 'pair.' Structurally group measures do not differ from individual measures-- they fill the same position in a sentence that individual measures do, and combine with the same kinds of words. Semantically, of course, a group measure differs from an individual measure.

| Ex: | <u>Measure</u> | + | <u>Noun</u> | |
|-----|----------------|---|-------------|------------------------------------|
| yāt | deui | | hàaih | one pair shoes = one pair of shoes |
| yāt | jek | | hàaih | one [M] shoe = one shoe |

What we call group measures some writers have called 'collective' measures.

c. Standard Measures

Another type of measure is the standard measure. In English we talk of 'standard weights and measures'--pounds, inches, gallons, etc. This is the type involved in the Cantonese category of standard measure. The standard measure is of itself a meaningful unit. Some examples which you have encountered so far are:

| | <u>Number</u> | + | <u>Standard Measure</u> | |
|-----|---------------|---|-------------------------|--------------------|
| yāt | mān | | | one dollar |
| yāt | dīm | | | one o'clock (hour) |
| yāt | fānjūng | | | one minute |

Standard measures, like all measures, may follow a number directly. They differ from individual and group measures in that they are not in apposition to a following noun, and do not depend on a following noun to give them meaning. Thus they are measures only in the grammatical sense; they behave like measures in that they follow numerals directly. Semantically they are like nouns.

3. Nouns

A word which requires a measure between a number and itself is classed as a noun in Cantonese.

Ex: Number + Measure + Noun

| | | | |
|--------|------|----------|--|
| léuhng | gihn | sēutsāam | two shirts |
| sāam | go | bīu | three watches |
| sei | go | jih | 4 figures (in reference to time, 4 numbers on the clock dial, i.e. 20 minutes) |

4. Measure as substitute for noun.

In a follow sentence a measure substitutes for the noun it represents. In this way a measure operates like a pronoun.

| | | |
|-----|------------------------------------|----------------------------------|
| Ex: | A. Ngóh máaih léuhng
tiuh tāai. | I'm buying two <u>[M] ties</u> . |
| | B. Bīn léuhng tiuh a? | Which two <u>[ones]</u> ? |
| | C. Nī léuhng tiuh. | These two <u>[ones]</u> . |

(See BC and Drills 3,4)

5. Measure without preceding number.

We noted in Lesson 2 that nouns do not indicate singular and plural in Cantonese. (sēutsāam = shirt, shirts) The use of a measure without a number preceding it indicates singular number.

| | |
|--|---|
| Ex: 1. Kéuih séung máaih
séutsaam. | 1. He wants to buy some shirts. <u>or</u>
He wants to buy a shirt. |
| 2. Kéuih séung máaih gihn
sēutsāam. | 2. He wants to buy a shirt. |

(See BC)

6. mhsái not used in affirmative.

The verb sái 'need,' 'have to,' is used in the negative and in choice-type question, but not in the affirmative.

| | |
|---|---|
| Ex: Q: Sái mhsái máaih lukh
gihn gám dô a? | Do you need to buy 6--
so many? (doubtful
that it is necessary) |
| A: Mhsái máaih lukh gihn--
sāam gihn gau laak. | I don't need 6--3 are
enough. |

(See Drills 1, 3, 12)

To answer a sái m̀hsái? question affirmatively you use yi 'require,' 'need,' 'have to.'

Ex: Q: Sái m̀hsái máaih lukh Do you need to buy so
gihh gám dò a? many as six?

A: Yiu máaih lukh gihh-- I need to buy six--
sám gihh m̀hgau. three aren't enough.

(See Drill 12)

7. Free words and boundwords

Words in Cantonese which can be spoken as one word sentences are free words, and ones which are never spoken as a one-word sentence, but always with some other word accompanying, are boundwords. Words which are always bound to an element which follows them we call right-bound (b-), and ones which are always bound to an element which precedes them we call left-bound (-b). Some boundwords can be bound in either direction.

8. nī, 'this,' and gó, 'that' classed as specifiers.

nī, 'this,' and gó, 'that,' are boundwords functioning as modifier in a Noun Phrase (NP). They are right bound, bound to a following element or elements, commonly a measure, or a number + measure:

Ex: nī/gó nu. M
nī gihh = this one [this M]
gó léuhng go = those two [that-two-M]

(See BC and Drills 2, 3, 11)

Note the word order of nī/gó constructions:

| | <u>N/Pro.</u> | <u>nī/gó</u> | <u>Nu.</u> | <u>M</u> | <u>N</u> | |
|----|---------------|--------------|------------|----------|----------|------------------------|
| 1. | | nī | léuhng | gihh | sēutsāam | these two shirts |
| 2. | | gó | sei | bá | jē | those 4 umbrellas |
| 3. | ngóh | nī | léuhng | tíuh | tāai | these two ties of mine |

(See Drills 1, 11)

nī and gó fill a position in a sentence that can be occupied by only a few words. bīn? 'which?' fills this same position. We use the class name Specifier to refer to this small group.

We call nī and gó 'this' and 'that' to give you memory-aid definitions. More specifically, nī refers to what is relatively near, and gó to what is relatively distant.

9. Relative word order of direct and indirect object.

Some verbs, such as béi, 'give,' take two objects: a direct object (thing), and indirect object (usually a person). In Cantonese the word order is Verb + Direct object + Indirect object.

Verb + Direct obj + Indirect obj

Béi nī gihn ngóh lā. Give this one (to) me.

Béi sàam mán kéuih lā. Give \$3 (to) him.

(See BC and Drills 11, 12, 15)

10. géi(dō)?, 'how many, how much?' as an interrogative number.

géidō? and

occupying the position in a question-word sentence that a number occupies in the response sentence. In this frame géi(dō) is classed as an interrogative number. As a number it precedes a measure.

| Ex: | <u>Number</u> | <u>Measure</u> | |
|---------------------|---------------|----------------|------------------------------|
| Kéuih máaih géi(dō) | gihn | a? | How many is he going to buy? |
| Kéuih máaih sàam | gihn. | | He's going to buy three. |

(See BC and Drill 9)

You will remember that géi has another meaning which you encountered in Lesson Four. géi, 'several' is an approximate number and is distinguished from géi?, 'how many?', in a sentence by the presence of the sentence suffix a in the question sentence but not in the statement sentence.

| | |
|------------------------------------|------------------------------------|
| Ex: 1. Kéuih séung máaih géi gihn. | He's thinking of buying several. |
| 2. Kéuih séung máaih géi gihn a? | How many is he thinking of buying? |

11. géidō?, 'how many?' and géi-?, 'how many?' differentiated.

The difference between géi-? and géidō? is that géi-? is a boundword bound to a following Measure, and géidō? is a free word which can be bound to a following measure as modifier (in which case it is interchangeable with géi-?), but may also be head in a nominal construction, which gei-? cannot.

| | |
|---|--------------------------------|
| Ex: 1. Kéuih séung máaih {géi } gihn a? | 1. How many [Ms] does he want? |
| | {géidō} |
| 2. Kéuih séung máaih géidō a? | 2. How many does he want? |

12. Mhji... $\left. \begin{array}{l} \text{nē?} \\ \text{a?} \end{array} \right\}$ as polite question form: 'I wonder...?', i.e., 'I wonder (if you could tell me)...?'

By extension mhji, 'don't know,' may be taken to mean something like 'I wonder...?' 'Could you tell me...?' a polite way of making a question without being abrupt. By adding the sentence suffix a or nē to the end of the negative sentence, the negative is transformed to the polite 'I wonder...?' question.

Ex: Mhji yiu géidō chin. (I)don't know how much it costs.
Mhji yiu géidō chin $\left. \begin{array}{l} \text{nē} \\ \text{a} \end{array} \right\}$? (I) wonder how much it costs?
 (You assume that the person you're talking to does know and in this indirect way prompt him to tell you.)

III. DRILLS

1. Expansion Drill: (Students repeat sentence after the teacher.)

- | | |
|--|---|
| + 1. a. Máaih <u>yúhlāu</u> . | 1. a. Buy a <u>raincoat/raincoats</u> . |
| b. Máaih gihn yúhlāu. | b. Buy a raincoat. |
| c. Máaih ngh gihn yúhlāu. | c. Buy 5 raincoats. |
| d. Máaih nī ngh gihn yúhlāu. | d. Buy these 5 raincoats. |
| e. Ngóh máaih nī ngh gihn yúhlāu. | e. I'll take these 5 raincoats. |
| + 2. a. Máaih <u>fu</u> .
(<u>slacks, trousers, long-pants</u>) | 2. a. Buy slacks. |
| + b. Máaih <u>tíuh fu</u> .
(<u>M. for trousers</u>) | b. Buy a pair of slacks. |
| c. Máaih léuhng tíuh fu. | c. Buy two pairs of slacks. |
| d. Máaih nī léuhng tíuh fu. | d. Buy these two pairs of slacks. |
| e. Máaih nī léuhng tíuh fu lā! | e. Buy these two pairs of slacks! |
| + 3. a. Máaih <u>maht</u> . | 3. a. Buy <u>socks</u> . |
| + b. Máaih <u>deui maht</u> . | b. Buy a <u>pair</u> of socks. |
| c. Máaih sàam deui maht. | c. Buy three pairs of socks. |
| d. M̄hsái máaih sàam deui maht. | d. You don't need to buy three pairs of socks. |
| e. M̄hsái máaih sàam deui maht laak. | e. You don't need to buy 3 pairs of socks just now. |
| + 4. a. Máaih <u>bāt</u> .
(<u>writing implements</u>) | 4. a. Buy pens (<u>or</u> pencils) |
| + b. Máaih <u>jí bāt</u> .
(<u>M. for bāt</u>) | b. Buy a pen (<u>or</u> pencil) |
| + c. Máaih jí <u>yùhnbāt</u> . | c. Buy a <u>pencil</u> . |
| d. Séung máaih jí yùhnbāt. | d. Want to buy a pencil |
| e. M̄hséung máaih jí yùhnbāt. | e. Don't want to buy a pencil. |
| f. Séung m̄hséung máaih jí yùhnbāt a? | f. Do (you) want to buy a pencil? |
| | <u>or</u> |
| | Are you planning to buy a pencil? |

- or
Would you like to buy a pencil?
- | | |
|--|---|
| <p>+ 5. a. <u>Jūng</u>.
b. Máaih jūng.
c. Máaih go jūng.
d. Séung máaih go jūng.
e. Séung máaih léuhng go jūng.
f. Ngóh séung máaih léuhng go jūng.</p> <p>+ 6. a. <u>Kwàhn</u>.
b. Máaih kwàhn.
c. Máaih tiuh kwàhn.
+ d. Máaih tiuh <u>dáikwàhn</u> (slip, <u>petticoat</u>)
e. Máaih léuhng tiuh dáikwàhn.
f. Séung máaih léuhng tiuh dáikwàhn.
g. Ngóh séung máaih léuhng tiuh dáikwàhn.</p> <p>7. a. <u>Siujé</u>
+ b. Go <u>wái</u> siujé
c. Sīk go wái siujé.
d. M̄hsīk go wái siujé.
e. Ngóh m̄hsīk go wái siujé.</p> <p>+ 8. a. <u>Jē</u>
+ b. <u>Bá jē</u> (M. for umbrella)
c. Máaih nī bá jē.
d. Máaih nī bá jē, géidō chīn a?
+ e. Máaih nī bá jē <u>yiuh</u> géidō chīn a?
(yiuh + money expression = want <u>X</u> amount, costs <u>X</u> amount, i.e., the asking price)</p> | <p>5. a. <u>Clock</u>
b. Buy clock(s)
c. Buy a clock.
d. Plan to buy a clock.
e. Plan to buy two clocks.
f. I plan to buy two clocks.</p> <p>6. a. <u>Skirt</u>
b. Buy skirt(s).
c. Buy a skirt.
d. Buy a slip.
e. Buy two slips.
f. Wish to buy two slips.
g. I wish to buy two slips.</p> <p>7. a. Lady
b. That lady (<u>wái = polite M for person</u>)
c. Know that lady
d. Not know that lady.
e. I don't know that lady.</p> <p>8. a. <u>Umbrella</u>
b. An umbrella
c. Buy this umbrella.
d. How much does this raincoat cost?
e. How much (do you) want for this raincoat?</p> |
|--|---|

- | | |
|---|---|
| f. Ngóh m̀hji máaih ní bá jē
yiu géidō ch́n. | f. I don't know how much
this umbrella is. |
| + g. Ngóh m̀hji máaih ní bá jē yiu
geidō ch́n a?
[(Ngóh) m̀hji...a? =
I wonder...? i.e. polite
question introduction] | g. I wonder how much this
raincoat is? |

2. Transformation Drill: Transform the sentences from affirmative to choice type question.

- | | |
|---|------------------------------------|
| Ex: T: Ní gihn sēutsāam
sahpsāam m̄n. | T: This shirt is thirteen dollars. |
| S: Ní gihn sēutsāam
haih m̀hhaih sahpsāam m̄n a? | S: Is this shirt thirteen dollars? |
-
- | | |
|---|---|
| 1. Ní gihn sēutsāam sahpyāt m̄n. | 1. Ní gihn sēutsāam haih m̀hhaih sahpyāt m̄n a? |
| + 2. Gó tiuh tāai sei m̄n.
That tie is four dollars. | 2. Gó tiuh tāai haih m̀hhaih sei m̄n a? |
| 3. Ní tiuh fu sahpsāam m̄n. | 3. Ní tiuh fu haih m̀hhaih sahpsāam m̄n a? |
| + 4. Gó deui hàaih yahnḡh m̄n.
That pair of shoes is twenty-five dollars. | 4. Gó deui hàaih haih m̀hhaih yahnḡh m̄n a? |
| 5. Ní deui maht sām m̄n. | 5. Ní deui maht haih m̀hhaih sām m̄n a? |
| 6. Gó bá jē sahpyāt m̄n. | 6. Gó bá jē haih m̀hhaih sahpyāt m̄n a? |
| 7. Ní gihn yúhlāu sahpgáu m̄n. | 7. Ní gihn yúhlāu haih m̀hhaih sahpgáu m̄n a? |
| 8. Ní go bíu ngh'ahgáu m̄n. | 8. Ní go bíu haih m̀hhaih ngh'ahgáu m̄n a? |
| + 9. Gó jí yùhnjibāt yāt m̄n.
That ball point pen is one dollar. | 9. Gó jí yùhnjibāt haih m̀hhaih yāt m̄n a? |

3. Response Drill: Teacher should point to a spot near himself for ní-, students should point away for gó-, to link the words with the situation.

- | | |
|---------------------------------|--------------------------------|
| Ex: T: Ní gihn sahpyāt m̄n. | T: This one is eleven dollars. |
| S: Gó gihn dōu yiu sahpyāt m̄n. | S: That one is eleven dollars. |

- | | |
|--|------------------------------------|
| 1. Ní t̄uh sah̄psei m̄n. | 1. Gó t̄uh dōu yiu sah̄psei m̄n. |
| 2. Ní deui luhk m̄n. | 2. Gó deui dōu yiu luhk m̄n. |
| 3. Ní gih̄n sah̄pbaat m̄n. | 3. Gó gih̄n dōu yiu sah̄pbaat m̄n. |
| 4. Ní j̄i yāt m̄n. | 4. Gó j̄i dōu yiu yāt m̄n. |
| 5. Ní go yah̄gáu m̄n. | 5. Gó go dōu yiu yah̄gáu m̄n. |
| + 6. Ní t̄uh dáifu ñgh m̄n.
(underpants, undershorts) | 6. Gó t̄uh dáifu dōu yiu ñgh m̄n. |

Comment: Note that in the sentences above, numbered money expressions stand as predicate without the inclusion of a verb. The inclusion of haih is, however, also permitted: Ní gih̄n haih sah̄pyāt m̄n. 'This one is \$11'.

4. Expansion Drill

Ex: T: Ní gih̄n yúhlāu sah̄p man. T: This raincoat is \$10.

S: Ní gih̄n yúhlāu sah̄p man, gó gih̄n dōu haih sah̄p m̄n. S: This raincoat is \$10. That one is also \$10.

- | | |
|------------------------------------|--|
| 1. Ní gih̄n sēutsāam sah̄pñgh m̄n. | 1. Ní gih̄n sēutsāam sah̄pñgh m̄n, gó gih̄n dōu haih sah̄pñgh m̄n. |
| 2. Ní deui hàaih yah̄luhk m̄n. | 2. Ní deui hàaih yah̄luhk m̄n, gó deui dōu haih yah̄luhk m̄n. |
| 3. Ní bá jē sah̄pchāt m̄n. | 3. Ní bá jē sah̄pchāt m̄n, gó bá dōu haih sah̄pchāt man. |
| 4. Ní t̄uh fu yah̄yih m̄n. | 4. Ní t̄uh fu yah̄yih m̄n, gó t̄uh dōu haih yah̄yih m̄n. |
| 5. Ní t̄uh tāai baat m̄n. | 5. Ní t̄uh tāai baat m̄n, gó t̄uh dōu haih baat m̄n. |

5. Substitution Drill: Repeat the first sentence after the teacher, then substitute the cues as appropriate to make new sentences.

- | | |
|--|---|
| 1. Ngóh séung máaih gih̄n yúhlāu.
I want to buy a raincoat. | 1. Ngóh séung máaih gih̄n yúhlāu. |
| 2. /gó go yàhn/ | 2. Gó go yàhn séung máaih gih̄n yúhlāu. |

- | | |
|---|--|
| | That man wants to buy this raincoat. |
| 3. Gó go Yíngwok ^y àhn. | 3. Gó go Yíngwok ^y àhn séung maaih gihn yuhláu. |
| 4. deui maht | 4. Gó go Yíngwok ^y àhn séung maaih deui maht. |
| + 5. Gó go <u>siujé</u>
(<u>woman</u>) | 5. Gó go siujé séung máaih deui maht.
That lady wants to buy a pair of socks. |
| + 6. Gó wái <u>sínsàang</u>
(<u>man</u>) | 6. Gó wái sínsàang séung máaih deui maht. |
| 7. tiuh fu | 7. Gó wái sínsàang séung máaih tiuh fu. |

6. Transformation Drill: Transform the numbers from full form to abbreviated form.

Ex: T: Ní tiuh sàamsahp mán. T: This one is thirty dollars.

S: Ní tiuh sà'ah mán. S: This one is thirty dollars.

- | | |
|---|--|
| 1. Ní tiuh yihsahpsei mán.
[24] | 1. Ní tiuh yahsei mán. |
| 2. Ní tiuh yihsahpchāt mán.
[27] | 2. Ní tiuh yahchāt mán. |
| 3. Ní tiuh sàamsahp ^{ng} h mán.
[35] | 3. Ní tiuh sá'ah ^{ng} h mán. |
| 4. Ní tiuh sàamsahpyih mán.
[32] | 4. Ní tiuh sà'ahyih mán. |
| 5. Ní tiuh seisahpbaat mán.
[48] | 5. Ní tiuh sei'ahbaat mán. |
| 6. Ní tiuh seisahpluhk mán.
[46] | 6. Ní tiuh sei'ahluhk mán. |
| 7. Ní tiuh nghsahpsei mán.
[54] | 7. Ní tiuh ngh'ahsei mán. |
| 8. Ní tiuh nghsahpyih mán.
[51] | 8. Ní tiuh ngh'ahyih mán. |
| 9. Ní tiuh luhksahp ^{ng} h mán.
[65] | 9. Ní tiuh luhk'ah ^{ng} h mán. |
| 10. Ní tiuh luhksahp ^g áu mán.
[69] | 10. Ní tiuh luhk'ah ^g áu mán. |

7. Response Drill: Teacher points away for gó-, students near for ní-.

Ex: T: Gó tiuh fu sahp
mān. /baat mān/

T: That pair of trousers is ten
dollars.

S: Ní tiuh baat mān jē. S: This pair is only eight dollars.

1. Gó deui haaih yabsāam mān.
/yahyāt mān/

1. Ní deui yahyāt mān jē.

2. Gó deui maht lukh mān. /sei mān/

2. Ní deui sei mān jē.

3. Gó tiuh fu sahp̄yih mān.
/sahp mān/

3. Ní tiuh sahp mān jē.

4. Gó go biu sà'ahnḡh mān.
/yahchāt mān/

4. Ní go yahchāt mān jē.

5. Gó gihn yúhlāu yihsahp mān.
/sahpgāu mān/

5. Ní gihn sahp̄gāu mān jē.

8. Response Drill

Ex: T: Ní gihn sahp̄lukh
mān.

T: This one is sixteen dollars.

S: Gám, gó gihn haih
m̄h̄h̄aih dōu haih
sahp̄lukh mān a?

S: Well, is that one sixteen
dollars too?

1. Ní bá sahp̄baat mān.

1. Gám, gó bá haih m̄h̄h̄aih dōu
haih sahp̄baat mān a?

2. Ní tiuh ŋgh mān.

2. Gám, gó tiuh haih m̄h̄h̄aih
dōu haih ŋgh mān a?

3. Ní gihn sahp̄sei mān.

3. Gám, gó gihn haih m̄h̄h̄aih
dōu haih sahp̄sei mān a?

4. Ní deui yabsāam mān.

4. Gám, gó deui haih m̄h̄h̄aih
dōu haih yabsāam mān a?

5. Kéuih haih Gwóngdūngyāhn.
/kéuih pāhngyāuh/

5. Gám, kéuih pāhngyāuh haih
m̄h̄h̄aih dōu haih Gwóng-
dūngyāhn a?

9. Response Drill

Ex: T: Néih máaih géidō
gihn a? /ŋgh/

T: How many do you want to buy?
are you going to get?
/5/

S: Ngóh máaih ŋgh gihn. S: I want five.

- | | |
|--|---------------------------|
| 1. Néih máaih géidō bá a?
/léuhng/ | 1. Ngóh máaih léuhng bá. |
| 2. Néih máaih géidō tíuh a? /sàam/ | 2. Ngóh máaih sàam tíuh. |
| 3. Néih máaih géidō deui a? /luhk/ | 3. Ngóh máaih luhk deui. |
| 4. Néih máaih géidō gihn a? /sei/ | 4. Ngóh máaih sei gihn. |
| 5. Néih máaih géidō jí a? /sei/ | 5. Ngóh máaih sei jí. |
| 6. Néih máaih géidō go a? /
/sahpyih/ | 6. Ngóh máaih sahpyih go. |

a. Repeat, teacher cuing with Measure and number only, students giving question and answer, thus:

- | | |
|---------------------------------|------------------------------------|
| T: /gihn/ŋgh/ | T: /M:/5/ |
| S1: Néih máaih géidō
gihn a? | S1: How many are you going to buy? |
| S2: Ngóh máaih ŋgh
gihn. | S2: I'm going to buy 5. |

10. Expansion Drill

- | | |
|----------------------------------|--------------------------|
| Ex: T: Máaih sēutsāam. | T: Buy shirts. |
| S: Kéuih máaih gihn
sēutsāam. | S: She's buying a shirt. |

Note that the measure is not cued, that student must supply it.

- | | |
|----------------------|--------------------------------|
| 1. Máaih fu. | 1. Kéuih máaih tíuh fu. |
| 2. Máaih tāai. | 2. Kéuih máaih tíuh tāai. |
| 3. Máaih maht. | 3. Kéuih máaih deui maht. |
| 4. Máaih jē. | 4. Kéuih máaih bá jē. |
| 5. Máaih hàaih. | 5. Kéuih máaih deui hàaih. |
| 6. Máaih yúhlāu. | 6. Kéuih máaih gihn yúhlāu. |
| 7. Máaih sēutsāam. | 7. Kéuih máaih gihn sēutsāam. |
| 8. Máaih bíu. | 8. Kéuih máaih go bíu. |
| 9. Máaih cháang. | 9. Kéuih máaih go cháang. |
| 10. Máaih kwàhn. | 10. Kéuih máaih tíuh kwàhn. |
| 11. Máaih dáikwàhn. | 11. Kéuih máaih tíuh dáikwàhn. |
| 12. Máaih pihnggwó. | 12. Kéuih máaih go pihnggwó. |
| 13. Máaih bāt. | 13. Kéuih máaih jí bāt. |
| 14. Máaih yùhnbat. | 14. Kéuih máaih jí yùhnbat. |
| 15. Máaih yùhnjibāt. | 15. Kéuih máaih jí yùhnjibāt. |

16. Máaih bējáu.

16. Kéuih máaih jí bējáu.

17. Máaih jūng.

17. Kéuih máaih go jūng.

11. Expansion Drill: Expand the given sentence by adding the cue word in the appropriate place.

Ex: T: Béi léuhng tuih
tāai ngóh lā. /ní/

T: Give me two ties. /this/

S: Béi ní léuhng tuih
tāai ngóh lā.

S: Give me these two ties.

1. Béi bá ngóh lā. /ní/

1. Béi ní bá ngóh lā.

2. Béi tuih fu ngóh lā. /gó/

2. Béi gó tuih fu ngóh lā.

3. Béi deui maht ngóh lā. /luhk/

3. Béi luhk deui maht ngóh lā.

4. Béi sàam gihn ngóh lā. /gó/

4. Béi gó sàam gihn ngóh lā.

5. Béi sàam tuih ngóh lā. /ní/

5. Béi ní sàam tuih ngóh lā.

6. Béi léuhng tuih ngóh lā. /tāai/

6. Béi léuhng tuih tāai ngóh
lā.

7. Béi gó deui hàaih ngóh lā.
/léuhng/

7. Béi gó léuhng deui hàaih
ngóh lā.

8. Béi léuhng gihn sēutsāam ngóh
lā. /gó/

8. Béi gó léuhng gihn sēutsāam
ngóh lā.

9. Béi tuih kwàhn ngóh lā. /gó/

9. Béi gó tuih kwàhn ngóh lā.

12. Response Drill

Ex: 1. T: Néih máaih m̄h-
máaih ní deui
hàaih a? /nod/

T: Are you going to get this pair
of shoes? Do you want this
pair of shoes?

S: Hóu, béi ní deui
ngóh lā.

S: OK, give me that pair.

2. T: Néih máaih m̄h-
máaih ní deui
hàaih a? /shake/

T: Do you want this pair of
shoes?

S: M̄hmáaih laak.

S: Not today, thanks. [not buy
now.]

1. Néih máaih m̄hmáaih ní gihn
sēutsāam a? /nod/

1. Hóu, béi ní gihn ngóh lā.

2. Néih máaih m̄hmáaih ní gihn
yúhlāu a? /nod/

2. Hóu, béi ní gihn ngóh lā.

- | | |
|--|------------------------------|
| 3. Néih máaih m̄hmáaih ní bá jē
a? /shake/ | 3. M̄hmáaih laak. |
| 4. Néih máaih m̄hmáaih ní t̄ih
fu a? /shake/ | 4. M̄hmáaih laak. |
| 5. Néih máaih m̄hmáaih ní deui maht
a? /nod/ | 5. Hóu, bēi ní deui ngóh lā. |
| 6. Néih máaih m̄hmáaih ní t̄ih
tāai a? /shake/ | 6. M̄hmáaih laak. |
| 7. Néih máaih m̄hmáaih ní deui
hāaih a? /nod/ | 7. Hóu, bēi ní deui ngóh lā. |
| 8. Néih máaih m̄hmáaih ní jí
yúhnbāt a? /shake/ | 8. M̄hmáaih laak. |
| 9. Néih máaih m̄hmáaih ní go b̄iu
a? /nod/ | 9. Hóu, bēi ní go ngóh lā. |

Comment: In these sentences idiomatic English counterparts for máaih might be 'take,' 'get,' 'want,' as well as 'buy.'

13. Expansion/Substitution Drill: Expand or substitute as appropriate with the cue provided.

- | | |
|---------------------------------|--|
| Ex: T: Máaih ní gihn.
/ngóh/ | T: Buy this one. /I/ |
| S: Ngóh máaih ní gihn. | S: I'll take this one.
(said to clerk in store) |
| T: /gó gihn/ | T: That one. |
| S: Ngóh máaih gó gihn. | S: I'll take that one.
(said to clerk) |
-
- | | |
|--|--|
| 1. Gó go yàhn máaih sēutsāam.
/séung/
That man is buying shirts. | 1. Gó go yàhn séung máaih
sēutsāam.
That man wants to buy
shirts. |
| 2. /gihn/ | 2. Gó go yàhn séung máaih gihn
sēutsāam. |
| 3. /léuhng/ | 3. Gó go yàhn séung máaih
léuhng gihn sēutsāam. |
| 4. /géidō/ | 4. Gó go yàhn séung máaih
geidō gihn sēutsāam a? |
| 5. /sei/ | 5. Gó go yàhn séung máaih sei
gihn sēutsāam. |
| 6. /m̄hséung/ | 6. Gó go yàhn m̄hséung máaih
sei gihn sēutsāam. |

7. /séung m̄hséung a?/

7. Gó gó yáhn séung m̄hséung
m̄aih sei gihn s̄eutsāam a?

8. /léuhng t̄iuh tāai/

8. Gó go yáhn séung m̄hséung
m̄aih léuhng t̄iuh tāai a?

14. Conversation Exercise:

Ex: A: M̄hsái m̄aih luhk
gihn s̄eutsāam,
sāam gihn gau laak.A: You needn't buy 6 shirts;
3 is enough.B: M̄hah. Sāam gihn
m̄hgau; yiu m̄aih
luhk gihn.B: No, 3 isn't enough; I need to
get 6.1. A. ...sāam deui maht;
Yāt deui1. A. M̄hsái m̄aih sāam deui
maht; yāt deui gau laak.

B.

B. M̄hah. Yāt deui m̄hgau;
yiu m̄aih sāam deui.2. A. ...léuhng bá jē;
Yāt bá.....2. A. M̄hsái m̄aih léuhng bá jē;
yāt bá gau laak.

B.

B. M̄hah. Yāt bá m̄hgau;
yiu m̄aih léuhng bá.3. A. ...sahp go cháang;
Gáu go.....3. A. M̄hsái m̄aih sah p go
cháang; gáu go gau laak.

B.

B. M̄hah. Gáu go m̄hgau;
yiu m̄aih sah p go.4. A. ...chāt jí bējáu;
luhk jí.....4. A. M̄hsái m̄aih chāt jí bējáu;
luhk jí gau laak.

B.

B. M̄hah. Luhk jí m̄hgau;
yiu m̄aih chāt jí.5. A. ...sei go bēng;
Léuhng go.....5. A. M̄hsái m̄aih sei go bēng;
léuhng go gau laak.

B.

B. M̄hah. Léuhng go m̄hgau;
yiu m̄aih sei go.

15. Response Drill: Respond affirmatively or negatively as directed, following the pattern of the example.

Ex: 1. T: Yāt bá jē gau T: Is one umbrella enough?
 m̀hgau a? /nod/

S: Gau laak. Yāt bá S: Yes, one is enough.
 gau laak.

2. T: Yāt bá jē gau T: Is one umbrella enough?
 m̀hgau a? /shake/

S: Yāt bá m̀hgau. S: One is not enough. Please give
 m̀hgòì néih béi me two.
 léuhng bá ngòh
 lā.

- | | |
|---|---|
| 1. Léuhng jí yùhnjībāt gau
m̀hgau a? /nod/ | 1. Gau laak. Léuhng jí gau laak. |
| 2. Yāt gihn yúhlāu gau m̀hgau a?
/shake/ | 2. Yāt gihn m̀hgau. M̀hgòì néih
béi léuhng gihn ngòh lā. |
| 3. Luhk jí heisēui gau m̀hgau a?
/nod/ | 3. Gau laak. Luhk jí gau laak. |
| 4. Yāt deui hàaih gau m̀hgau a?
/shake/ | 4. Yāt deui m̀hgau. M̀hgòì néih
béi léuhng deui ngòh lā. |
| 5. Sàam go pihnggwó gau m̀hgau a?
/shake/ | 5. Sàam go m̀hgau. M̀hgòì néih
béi sei go ngòh lā. |
| 6. Léuhng go bíu gau m̀hgau a?
/nod/ | 6. Gau laak. Léuhng go gau
laak. |
| 7. Səhp go béng gau m̀hgau a?
/shake/ | 7. Səhp go m̀hgau. M̀hgòì néih
béi səhpyāt go ngòh lā. |

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

- | | |
|--|--------------------------------|
| A. You ask your neighbor: | B. And he replies: |
| 1. What he wants to buy. | 1. That he wants to buy a tie. |
| 2. How many (ties) he wants. | 2. He wants to buy two. |
| 3. How much these shoes cost. | 3. They are \$60 a pair. |
| 4. Whether those (shoes) are
also \$60.00 a pair. | 4. No, they are \$65. |

- | | |
|---|--|
| 5. Whether three pairs of socks are enough. | 5. That he doesn't need three pairs--two pairs are enough. |
| 6. How much that ballpoint pen is. | 6. That it is \$1--two sell for \$1.90. |
| 7. Whether 5 pencils are enough. | 7. That five aren't enough--he wants ten. |
| 8. How much that petticoat costs. | 8. That it sells for \$12.50. |
| 9. Who that gentleman is. | 9. That he doesn't know. |
| 10. Who that lady is. | 10. That her name is Chan--she teaches Cantonese. |

Vocabulary Checklist for Lesson 6

- | | | |
|-------------|--------|--|
| 1. bá | m: | M. for things with handles, such as umbrellas |
| 2. bāt | n: | writing implement; pen or pencil |
| 3. béi | v: | give |
| 4. chín | n/m: | money |
| 5. dáifu | n: | underpants, undershorts |
| 6. dáikwàhn | n: | slip, petticoat |
| 7. deui | m; | pair; group measure for shoes, socks, chopsticks |
| 8. fu | n: | trousers |
| 9. gau | adj: | enough |
| 10. géi(dō) | QW/nu: | how much? how many? |
| 11. gihn | m: | M. for clothes |
| 12. gó | sp: | that |
| 13. go | m: | general M. for nouns |
| 14. guhask | n: | customer (restricted use) |
| 15. hàaih | n: | shoes |
| 16. jē | n: | umbrella |
| 17. jí | m: | M. for pen, pencil, bottles |
| 18. jūng | n: | clock |
| 19. kwàhn | n: | skirt |
| 20. máaih | v: | buy |
| 21. maht | n: | socks |

| | |
|----------------------------|--|
| 22. mǎn | m: dollar |
| 23. Mhji(dou)...a? | Ph: I wonder...? |
| 24. nǐ | sp: this |
| 25. sauhfoyhǎn | n: Salesclerk [sell-goods-personnel] |
| 26. sēutsām | n: shirt |
| 27. sīnsàng | n: man |
| 28. síujé | n: lady, woman |
| 29. tāai | n: tie |
| 30. tǐuh | m: M. for trousers, ties, roads |
| 31. wái | m: polite M. for persons |
| 32. yǎhn | n: person |
| 33. yiu + money expression | v: wants <u>X</u> amount, costs <u>X</u> amount, (i.e.,
the asking price is <u>X</u> amount.) |
| 34. yúhlāu | n: raincoat |
| 35. yùhnbat | n: pencil |
| 36. yùhnjibāt | n: ball point pen |

CLASSROOM PHRASES

Below are some sentences for students to say to the teacher. Don't try to memorize them all at once, but learn them as you find them useful.

- | | |
|--|---|
| 1. Ngóh m̀hji ____ dím gáai. | I don't know what ____ means.
[lit. I don't know how ____ is explained.] |
| 2. M̀ngòì néih gáaisíkháh. | Please explain. |
| 3. M̀ngòì néih géui go laih
lah táiháh. | Please give an example to demonstrate. |
| 4. M̀ngòì néih yuhng ____ jough
yāt geui béi ngóh t̀nggháh. | Please use ____ to make a sentence for me to hear. |
| 5. Háì m̀yéh síhauh sínji
góng? | When do you say that? (i.e., in what kind of situation?) |
| 6. Háì m̀yéh chíhngyíhng sínji
góng? | In what circumstances is that said? |
| 7. <u>A</u> t̀uhng <u>B</u> yáuh móuh
fànbíht? | Is there any difference between <u>A</u> and <u>B</u> ? |
| 8. <u>A</u> t̀uhng <u>B</u> yáuh m̀yéh
fànbíht? | What is the difference between <u>A</u> and <u>B</u> ? |
| 9. Ngóh ní geui yáuh dī
mahntáih. | I have a question about this sentence. |
| 10. Ngóh ní go jih yáuh dī
mahntáih. | I have a question about this word. |
| 11. Gám góng dāk m̀hdāk a? | Is it OK to say it this/that way? |
| 12. ____ hóu m̀hóu t̀ng? | Does ____ sound right? |
| 13. ____ duhk m̀yéh síng a? | What tone is ____? |

I. BASIC CONVERSATION

A. Buildup:

(Customer and clerk in a grocery store:)

| | | |
|-------------------------------------|---------------|--|
| | <u>Fógei</u> | |
| fógei | | clerk |
| Máaih mēyéh a? | | What will you have? |
| | <u>Guhaak</u> | |
| haih ... làih go | | is...(grammatical structure
emphasizing enclosed noun.) |
| haih mēyéh làih ga? | | is what? |
| dí | | mass measure; plural
measure |
| ní dí | | this (mass); these (units) |
| Ní dí haih mēyéh làih ga? | | What's <u>this</u> ? |
| | <u>Fógei</u> | |
| ngàuhyuhk | | beef |
| Ní dí haih ngàuhyuhk. | | This is beef. |
| oi, <u>or</u> ngoi | | want, want to possess,
want to have |
| oi àhoi, <u>or</u> ngoi àhngoi | | want/net want? |
| Néih oi àhoi nē? | | Do you want some? |
| | <u>Guhaak</u> | |
| gyúyuhk | | perk |
| dí gyúyuhk | | some pork |
| Àhoi, ngóh séung oi dí gyúyuhk. | | No, I don't; I want to get
some pork. |
| gán | | catty (unit of measure =
600 gms. ca. 1 1/3 pounds) |
| Géidō chin gán a? | | How much is it per catty? |
| | <u>Fógei</u> | |
| sei go luhk | | \$4.60 [4 measure 6 (dimes),
money [silver-money] |
| ngàhnchin | | \$4.60 [4 dollars 6 (dimes)] |
| sei go luhk ngàhnchin | | \$4.60 per catty |
| sei go luhk ngàhnchin gán | | This is \$4.60 per catty. |
| Ní dí sei go luhk ngàhnchin
gán. | | |

Guhaak

| | |
|--------------------------------------|-----------------------------|
| béi ngóh lā | give (it to) me please |
| léuhng gàn | two catties |
| Béi léuhng gàn ngóh lā. | Please give me two catties. |
| (They go over to the fruit section.) | |

Guhaak

| | |
|--------------------------|-------------------------------|
| maaih | sell |
| dím maaih nē? | how sell? |
| cháang díng maaih nē? | oranges--how sell? |
| Dí cháang díng maaih nē? | What do the oranges sell for? |

Fógei

| | |
|----------------|---------------------|
| hòuh(jí) | dime |
| Ńgh hòuhjí go. | 50¢ [5 dimes] each. |

Guhaak

| | |
|-----------------|-----------------|
| Dí pihnggwó nē? | And the apples? |
|-----------------|-----------------|

Fógei

| | |
|---------------------------|---------------------|
| yātyeuhng | same |
| Yātyeuhng--Ńgh hòuhjí go. | The same--50¢ each. |

Guhaak

| | |
|--------------------------------|----------------------------|
| tòhng | sugar |
| bohng tòhng | a pound of sugar |
| léuhng bohng tòhng | two pounds of sugar |
| A! Ngóh dōu séung máaih léuhng | Oh! I also want to buy two |
| bohng tòhng. | pounds of sugar. |
| gēi chín a? | how much money? |
| Gēidō chín bohng a? | How much is it per pound? |

Fógei

| | |
|-------------------------|-------------------------|
| luhk hòuh bun | 65¢ [6 dimes + half] |
| luhk hòuh bun jí | 65¢ [6 dimes half dime] |
| Luhk hòuh bun jí bohng. | 65¢ per pound. |

B. Recapitulation:Fógei

| | |
|----------------|---------------------|
| Máaih mēyéh a? | What will you have? |
|----------------|---------------------|

Guhaak

Ní dī haih mēyéh láih ga?

What's this?FógeiNí dī haih ngáuhyhk. Néih oi
àhoi nē?This is beef. Do you want
some?GuhaakÀhoi, ngóh séung oi dī jyúyhk.
Géidō chín gàn a?No, I don't; I want to get
some pork. How much is it
per catty?FógeiNí dī sei go lukh ngáhnchín
gàn.

This is \$4.60 per catty.

Guhaak

Béi léuhng gàn ngóh lā.

Please give me two catties.

(They go over to the fruit counter.)

Guhaak

Dí cháang dím maaih nē?

What do the oranges sell for?

Fógei

Ngh hòuhjí go.

50¢ [5 dimes] each.

Guhaak

Dí pihnggwó nē?

And the apples?

Fógei

Yātyeuhng--ngh hòuhjí go.

The same--50¢ each.

GuhaakA! Ngóh dōu séung máaih léuhng
bohng tòhng. Géidō chín
bohng a?Oh! I also want to buy two
pounds of sugar. How much
is it per pound?Fógei

Lukh hòuh bun jí bohng.

65¢ per pound.

Note to teacher:

In drill #2 of this lesson there are some
visual props needed which you may want to
assemble early.

+ + + + + + + + + + + + +

Pronunciation

1. Tone practice:

A. Tone practice with Measures: Repeat during the pauses provided:

1. mǎh (= yard (in length)) (3 times)
2. yāt jí , yāt bá , yāt go ; yāt tǐuh , yāt mǎh ,
yāt gihn .
3. yāt jí, yāt bá, yāt go ; yāt tǐuh, yāt mǎh, yāt gihn
4. yāt jí, yāt tǐuh , (3 times)
5. yāt go, yāt gihn (3 times); yāt gihn, yāt go . (3 times)
6. yāt bá, yāt mǎh (3 times); yāt mǎh, yāt bá . (3 times)
7. yāt gihn, yāt tǐuh (3 times)
8. chēut (= M. for movie) . (3 times)
9. yāt chēut, yāt go, yāt gihn ; yāt gihn, yāt go, yāt chēut .
10. jí bá go chēut , tǐuh mǎh gihn .
11. jí bá go chēut tǐuh mǎh gihn .

B. Tone practice with Numbers:

1. líhng (= 'zero') . (3 times)
2. sàam, gáu sei ; líhng, ñgh, yih .
3. sàam, gáu, sei, líhng, ñgh, yih .
4. sàam, gáu, sei, chāt ; líhng, ñgh, yih .
5. sàam, gáu, sei, chāt, líhng, ñgh, yih .
6. chāt sei , sei chāt ; yih sei , sei yih .
7. gáu ñgh , ñgh gáu .
8. líhng yih , yih líhng .
9. chāt go, baat go, sahp go , sahp go, baat go, chāt go .
10. sahp go, baat go; baat go, sahp go .
11. chāt go, baat go , baat go, chāt go .
12. gáu go, léuhng go , léuhng go, gáu go .

2. ai/aai contrasts

Listen and repeat: (Notice that ai is shorter and tenser in an isolated syllable than is aai; that the a of ai is a mid central vowel, whereas the aa of aai is a low back vowel; that i after a is high front unrounded, after aa is somewhat lower (i after a is more like the ee sound of English "see," after

aa it is more like the i sound of English "is.")

1. gāi gāi gāi 蟹, tāai tāai tāai 太.
2. gāi tāai, tāai gāi.
3. haih haih haih, maaih maaih maaih.
4. haih m̄h haih a?, maaih m̄hmaaih a?.
5. haih m̄h haih a?, máaih m̄hmáaih a?.
6. Gó wái taaitái haih m̄h haih máaih hàaih a?
7. Ján haih m̄hsái máaih hàaih.

3. maaih and máaih

Listen and repeat:

1. maaih, maaih, máaih, máaih.
2. máaih, máaih, maaih, maaih.
3. máaih m̄hmáaih a?, maaih m̄hmaaih a?.
4. maaih m̄hmaaih a?, máaih m̄hmáaih a?.
5. m̄hséung maaih, m̄hséung máaih.
6. máaih léuhng go, máaih léuhng go, maaih léuhng go, maaih léuhng go.

4. yuk = y + uk

yuk is a syllable composed of y as initial and uk as a two-part final, composed of the high back rounded vowel u plus the velar consonant stop k. The high front rounded y [ü] plus velar stop consonant k doesn't occur as a two-part final in Cantonese. Therefore the spelling yuk, which on paper could be ambiguously interpreted as either yu + k or y + uk, can only be y + uk.

Listen and repeat:

1. jyúyuhk jyúyuhk 猪肉
2. yuhk yuhk 肉肉
3. luhk luhk 六肉
4. yuhk luhk (2 times) 肉六

1. NOTES

1. dī 'some,' as general plural measure for individual nouns

a. Plurality unspecified in number is expressed by the plural measure

dī, 'some.'

1. go p̄hnggwó = the apple, an apple
dī p̄hnggwó = the apples, some apples
2. nī go p̄hnggwó = this apple
nī dī p̄hnggwó = these apples

b. Individual nouns have different individual measures, but dī serves as plural measure for all individual nouns.

- Ex: 1. bá jē = the umbrella, an umbrella
dī jē = the umbrellas, some umbrellas
2. t̄iuh tāai = the tie, a tie
dī tāai = the ties, some ties
3. go cháang = the orange, an orange
dī cháang = the oranges, some oranges

(See BC and Drill 4)

c. In a follow sentence dī substitutes for the noun it represents, serving in such position as an impersonal pronoun.

Béi gó dī cháang ngóh lā. = Give me those [M] oranges.

Béi gó dī ngóh lā. = Give me those. [distant ones]

d. dī is not used as Measure following a number. When number is specified, the individual measure follows the number.Ex: sp+nu +m +n

- nī dī jē = these umbrellas
sàam bá jē = three umbrellas
nī sàam bá jē = these three umbrellas
(-) sàam dī jē -- doesn't occur
(-)nī sàam dī jē -- doesn't occur

(See BC and Drills 1.5, 1.6)

2. Mass Nouns

- a. Mass nouns designate substances which are perceived in the mass rather than as discrete units. For example:

tòhng - 'sugar'

séui - 'water'

iyúyuhk - 'pork'

- b. When counted, mass nouns do not use individual measures. Instead they are counted in terms of their length, weight, or some other standard; or in terms of a container of their volume; or in terms of a segment of their whole.

Ex: Nu. + M + N

| | | | |
|------|-------|-------|-------------------------|
| sàam | bohng | tòhng | = three pounds of sugar |
| sàam | máh | bou | = three yards of cloth |
| sàam | bùi | chàh | = three cups of tea |
| sàam | faai | pāi | = three pieces of pie |

Certain individual nouns may also be counted in terms of weight or other standard; but they are not limited to being counted this way:

Ex: sàam bohng cháang = three pounds of oranges
 sàam go cháang = three oranges

- c. Similarities and differences between individual and mass measures.

The standard/container/segment measures used in counting mass nouns occupy the same position in the sentence that individual measures occupy. The measures for mass nouns, however, differ from individual measures in not being in apposition with the following noun. They also differ in having independent meaning.

3. dí, general measure for mass nouns.

When mass nouns are particularized but not counted by number, the plural measure dí serves as general mass measure for all mass nouns. It is translated in English as 'the' in subject position, 'some,' 'a little,' in object position. Incorporated into a ní or gó compound, it translates as 'this' or 'that' in both subject and object positions.

- | | |
|--|--|
| Ex: 1. <u>Ní dī ngàuhyuhk</u> yiu luhk
man gan. | 1. This beef costs \$6.00
a catty. |
| 2. <u>Dī faahn</u> dungjó. | 2. The rice has gotten cold. |
| 3. Ngóh séung máaih dī
<u>ngàuhyuhk</u> . | 3. I'd like to buy some beef. |
| 4. Néih séung yám <u>dī mēyéh</u>
a? | 4. You'd like to drink a little
what? (i.e. What would
you like to drink?) |

(See BC and Drills 6, 7, 10, 11, 12 for subject position examples: See BC and Drills 1, 2, 3 for object position examples.)

4. haih ..X.. làih ga?
 ge.

haih ..X.. làih ga? (& ge) is a phrase frame which has the effect of emphasizing the noun it envelopes.

- | | |
|------------------------------|----------------------------|
| Ex: Ní dī haih mēyéh a? | What's this? |
| Ní dī haih mēyéh làih
ga? | What in the world is this? |
| Gó go haih bīngó làih
ga? | Who in the world is that? |

(See BC and Drill 14)

Note that the question: Ní dī haih mēyéh làih ga? permits the mass/plural dī regardless of whether the object referred to is unit or mass, or whether, if unit, is singular or plural. If the item is singular, using the singular pronoun is also permitted.

- | | |
|---|------------------------|
| Ex: Q: Ní jī haih mēyéh
làih ga? | What's <u>this</u> ? |
| A: Ní jī haih yùhnbāt
làih ge. | It's a <u>pencil</u> . |
| <u>or</u> Q: Ní dī haih mēyéh
làih ga? | What's <u>this</u> ? |
| A: Ní dī haih yùhnbāt
làih ge. | It's a <u>pencil</u> . |

5. Money Measures.

The unit of currency in Hong Kong is the Hong Kong dollar.
HK\$1.00 = US\$0.16 2/3; US\$1.00 = approximately HK\$6.00 in 1970.

a. The money measures used in counting money are the following:

1. mān = measure for 'dollar,' used when the figure is a round number. The word is derived from the first syllable of the English word 'money.'

2. go ngàhnchín = measure + noun. The compound of the two is used to represent 'dollar' when the figure is a round number. This form less common than the mān form for round number dollar figures. The basic meaning of ngàhnchín is 'money,' [literally 'silver-money']

Ex: sàam gò ngàhnchín = three dollars

3. go = measure for 'dollar' when the figure is not a round number.

Ex: \$3.10 = sàam go yāt = three dollars one (dime)
= \$3.10

4. hòuh(jí) = measure for 'dime,' used when the amount is less than one dollar.

Ex: sàam hòuh(jí) = three dimes, i.e. thirty cents

Note (in #3 above) that when dimes are part of a money expression which is larger than a dollar the dime measure is not stated. That a number following the dollar measure would indicate the dime number is predictable on the basis of the decimal system used in counting money.

5. The penny measure is not used in Hong Kong, except perhaps in banking. 5¢ is expressed, however, thus:

sei hòuh bun = 4 dimes (and) half = 45¢

In fact bun following any measure is left-bound to that measure, and means 'plus half that measure.'

Ex: sàam go bun = three dollars and a half

- b. '\$1.00 apiece,' '\$1.00 a pound' type phrases.

In 'one dollar apiece' expressions in Cantonese the order of parts is irreversible with the money part coming first. (In English the order is often reversible: '5 cents for two/two for 5 cents.'

In the Cantonese phrase, the last number of the money measure must not directly precede the noun measure.

Ex: (read across)

| | Nu | M | Nu | M | Nu | M | |
|--------|-----|----|-----|-----------|--------|-----|--|
| 1. | sei | go | sei | ngàhnchín | | bá | } 4 dollars 4 dimes
for one [M] =
\$4.40 each. |
| 2. | sei | go | sei | | yāt | bá | |
| 3. | sei | go | sei | ngàhnchín | yāt | bá | |
| (-) 4. | sei | go | sei | | | bá | (not said this way) |
| 5. | sei | go | sei | ngàhnchín | léuhng | bá: | 4 dollars 4 dimes
for two [M] = 2
for \$4.40 |

(See BC and Drills 1, 6, 16.1)

c. Omission of yāt in certain 'one dollar' phrases.

When the dollar amount is one dollar and a fraction, the numeral yāt preceding the dollar measure go is ordinarily omitted in the spoken language.

Ex: go yāt = a dollar ten cents (\$1.10)

go yāt ngàhnchín bohng = a dollar ten cents a pound
or go yat yat bohng (\$1.10 per pound)

(See Drill 1.3)

Yāt is required, however, if the expression reaches a three-figure number.

Ex: yāt go baat hòuh bun jí bohng = \$1.85 per pound
yāt go baat hòuh bun = \$1.85

6. Words belonging to more than one grammatical category.

Ex: ngàhnchín = noun and measure: 'money' [silver-money]

nu + m + nu + m (+ n) + nu + m.

1. sei go sàam ngàhnchín léuhng bohng = \$4.30 for 2 pounds
2. sàam go ngàhnchín léuhng bohng = \$3.00 for 2 pounds
3. sàam mán léuhng bohng = \$3.00 for 2 pounds

In Sentence #1 above, ngàhnchín is a measure, in #2 a noun.

In comparison with English, there are relatively few words in Cantonese which belong to more than one grammatical category.

III. DRILLS

1. Expansion Drill: Repeat after the teacher:

- | | |
|---|--|
| 1. a. Gàn. | 1. a. Catty (1-1/3 pounds) |
| b. Géidō chín gàn a? | b. How much per catty? |
| c. Ngàuhyuhk géidō chín gàn a? | c. How much is beef per catty. |
| d. Dī ngàuhyuhk géidō chín gàn a? | d. How much is the beef per catty? |
| e. Dī ngàuhyuhk maaih géidō chín gàn a? | e. How much does the beef sell for per catty? |
| f. Gó dī ngàuhyuhk maaih géidō chín gàn a? | f. How much does that beef sell for per catty? |
| g. Gó dī ngàuhyuhk maaih ígh mán gàn. | g. That beef sells for five dollars per catty. |
| + 2. a. <u>Yú</u> | 2. a. <u>Fish</u> |
| b. Dī yú. | b. The fish (in the mass) <u>or</u> These fish. |
| c. Ní dī yú. | c. This fish (in the mass) <u>or</u> These fish. |
| d. Ní dī yú géidō chín gàn a? | d. How much is this fish per catty? <u>or</u> ...are these fish. |
| e. Ní dī yú sàam go sei ngàhnchín gàn. | e. This fish is \$3.40 per catty. <u>or</u> These are ... |
| 3. a. Go yih.
(go + number, in a money phrase = one dollar and X number dimes) | 3. a. \$1.20 |
| b. Go yih ngàhnchín. | b. \$1.20 |
| + c. Go yih ngàhnchín <u>bàau</u> . | c. \$1.20 per <u>pack(age)</u> |
| + d. <u>Yínjái</u> go yih ngàhnchín bàau. | d. <u>Cigarettes</u> are \$1.20 per pack. |
| e. Dī yínjái go yih ngàhnchín bàau. | e. The cigarettes are \$1.20 per pack. |
| f. Ní dī yínjái go yih ngàhnchín bàau. | f. These cigarettes are \$1.20 per pack. |
| g. Kéuih wah ní dī yínjái go yih ngàhnchín bàau. | g. He says these cigarettes are \$1.20 per pack. |
| + 4. a. <u>máh</u> | 4. a. <u>yard</u> (in length) |
| b. Géidō chín máh a? | b. How much per yard? |
| + c. Dī <u>bou</u> géidō chín máh a?
[<u>cloth, fabric, material</u>] | c. How much is the cloth per yard? |

- d. Ní dī bou géidō chin máh a?
- e. Ní dī bou géidō chin léuhng máh a?
- f. Ní dī bou yahgáu mán léuhng máh.
- + 5. a. syù
- + b. bún syù (M. for book)
- c. Ní bún syù
- d. Ní bún syù dím maaih a?
- e. Ní léuhng bún syù dím maaih a?
- f. Ní léuhng bún syù maaih yah mán.
- g. Ní léuhng bún syù maaih yihshap mán bún.
- + 6. a. Gāi.
- + b. Jek gāi. (M. for chicken)
- c. Léuhng jek gāi.
- d. Ní léuhng jek gāi.
- e. Ní léuhng jek gāi sei mán gán.
- f. Ní léuhng jek gāi maaih sei mán gán.
- g. Ní léuhng jek gāi maaih sei go bun ngàhnchin gán.
- h. Kéuih wah ní léuhng jek gāi maaih sei go bun ngàhnchin gán.
- + 7. a. Hàaih.
- b. Jek hàaih.
- c. Béi jek hàaih ngòh.
- d. M̀ngóí néih béi jek hàaih ngòh.
- d. How much is this cloth per yard?
- e. How much is this cloth for 2 yards? How much is 2 yards of this cloth?
- f. This cloth is \$29 for 2 yards.
5. a. book
- b. a/the book
- c. this book
- d. How much is this book? or How much does this book sell for?
- e. How much do these 2 books sell for?
- f. These two books are \$20.00.
- g. These two books are \$20.00 each.
6. a. Chicken.
- b. A/the chicken.
- c. 2 chickens
- d. These 2 chickens.
- e. These 2 chickens are \$4 a catty.
- f. These 2 chickens sell for \$4 per catty.
- g. These 2 chickens sell for \$4.50 per catty.
- h. He says these 2 chickens sell for \$4.50 per catty.
7. a. Shoe
- b. the/a shoe
- c. Give me the shoe.
- d. Please give me the shoe.

Comment: jek is also the M. for maht, 'socks,' 'stockings.'

2. Response Drill

Ex: T: Ngóh séung máaih
dǐ ngàuhyuhk.

T: I want to buy some beef.

S: Kéuih dōu séung
máaih dǐ ngàuhyuhk.

S: He also wants to buy some beef.

- | | |
|------------------------------------|--|
| 1. Ngóh séung máaih bá jē. | 1. Kéuih dōu séung máaih bá jē. |
| 2. Ngóh séung máaih dǐ jyùuhk. | 2. Kéuih dōu séung máaih dǐ
jyùuhk. |
| 3. Ngóh séung máaih bāau yǐnjái. | 3. Kéuih dōu séung máaih bāau
yǐnjái. |
| 4. Ngóh séung máaih dǐ tòhng. | 4. Kéuih dōu séung máaih dǐ
tòhng. |
| 5. Ngóh séung máaih tǐuh yú. | 5. Kéuih dōu séung máaih tǐuh
yú. |
| 6. Ngóh séung máaih jí bējáu. | 6. Kéuih dōu séung máaih jí
bējáu. |
| 7. Ngóh séung máaih gihn sēutsāam. | 7. Kéuih dōu séung máaih gihn
sēutsāam. |

3. Conversation Drill

Ex: T: /dǐ jyùuhk/

T: /some pork/

S1: Máaih mēyéh a?

S1: May I help you?

S2: Ngóh séung máaih dǐ
jyùuhk.

S2: I'd like to buy some pork.

- | | |
|-------------------|--|
| 1. /dǐ ngàuhyuhk/ | 1. A. Máaih mēyéh a?
B. Ngóh séung máaih dǐ
ngàuhyuhk. |
| 2. /bāau yǐnjái/ | 2. A. Máaih mēyéh a?
B. Ngóh séung máaih bāau
yǐnjái. |
| 3. /jek gāi/ | 3. A. Máaih mēyéh a?
B. Ngóh séung máaih jek gāi. |
| 4. /bohng tòhng/ | 4. A. Máaih mēyéh a?
B. Ngóh séung máaih bohng
tòhng. |
| 5. /dǐ jyùuhk/ | 5. A. Máaih mēyéh a?
B. Ngóh séung máaih dǐ
jyùuhk. |

6. /tíuh yú/

6. A. Máaih mēyéh a?

B. Ngóh séung máaih tíuh yú.

7. /deui hàaih/

7. A. Máaih mēyéh a?

B. Ngóh séung máaih deui
hàaih.

4. Transformation Drill

Ex: T: Ní gihn sēutsāam
géidō chín a?

How much is this shirt?

S: Ní dī sēutsāam géidō
chín gihn a?How much are these shirts
apiece?

1. Ní bāau yīnjái géidō chín a?

1. Ní dī yīnjái géidō chín
bāau a?

2. Ní bá jē géidō chín a?

2. Ní dī jē géidō chín bá a?

3. Ní deui hàaih géidō chín a?

3. Ní dī hàaih géidō chín
deui a?

4. Ní gihn yúhlāu géidō chín a?

4. Ní dī yúhlāu géidō chín
gihn a?

5. Ní tíuh fu géidō chín a?

5. Ní dī fu géidō chín tíuh a?

6. Ní gihn sām géidō chín a?

6. Ní dī sām géidō chín gihn
a?

Comment: The individual Measures mean 'apiece,' 'each,'
following a money phrase: Standard Measures mean
'per M.'

Ex: Ní dī gāi sei
mān gān.These chickens are \$4.00
per catty.Ní dī yùnbāt
sām hòuhjī jí.

These pencils are 30¢ each.

Ní dī yùnbāt
luhk hòuhjī
léuhng jí.These pencils are 60¢ for
two.

5. Substitution Drill

Ex: T: jyúyuhk /gàn/

T: pork /catty/

S: Ní dī jyúyuhk géidō
chín gàn a?S: How much is this pork per
catty?

1. /ngàuhyuhk /gàn/

1. Ní dī ngàuhyuhk géidō chín
gàn a?

- | | |
|--------------------|--------------------------------------|
| 2. /sēutsāam/gihn/ | 2. Ní dī sēutsāam géidō chín gihn a? |
| 3. /gāi/jek/ | 3. Ní dī gāi géidō chín jek a? |
| 4. /bējáu/jí/ | 4. Ní dī bējáu géidō chín jí a? |
| 5. /yīnjái/bāau/ | 5. Ní dī yīnjái géidō chín bāau a? |
| 6. /tòhng/bohng/ | 6. Ní dī tòhng géidō chín bohng a? |
| 7. /cháang/go/ | 7. Ní dī cháang géidō chín go a? |
| 8. /pīhnggwó/go/ | 8. Ní dī pīhnggwó géidō chín go a? |
| 9. /jīu/gàn/ | 9. Ní dī jīu géidō chín gàn a? |
| 10. /dáifu/tíuh/ | 10. Ní dī dáifu géidō chín tíuh a? |

6. Transformation Drill

Ex: T: Ní dī ngàuhyuhk sām go luhk ngàhnchín gàn.

T: This beef is \$3.60 per catty.

S1: Ní dī ngàuyuhk géidō chín gàn a? S1: How much is this beef per catty?

S2: Sām go luhk ngàhnchín gàn.

\$3.60 per catty.

- | | |
|--|--|
| 1. Ní dī jyùyhk sei man gàn. | 1. A. Ní dī jyùyhk géidō chín gàn a?
B. Sei mán gàn. |
| 2. Ní dī ngàuhyuhk ngh mán bohng. | 2. A. Ní dī ngàuhyuhk géidō chín bohng a?
B. Ngh mán bohng. |
| 3. Ní dī yīnjái go yih ngàhnchín bāau. | 3. A. Ní dī yīnjái géidō chín bāau a?
B. Go yih ngàhnchín bāau. |
| 4. Ní dī dáikwàhn léuhng mán tíuh. | 4. A. Ní dī dáikwàhn géidō chín tíuh a?
B. Léuhng mán tíuh. |
| 5. Ní dī dáikwàhn go yih ngàhnchín gihn. | 5. A. Ní dī dáikwàhn géidō chín gihn a?
B. Go yih ngàhnchín gihn. |

7. Alteration Drill

Ex: T: Ní dī ngàuhyuhk
dím maaih a?

T: How do you sell this beef? or
What does this beef sell for?

S: Ní dī ngàuhyuhk géi-
dō chin gàn a?

S: How much is this beef per
catty?

1. Ní dī jyùyhk dím maaih a?
/gàn/

1. Ní dī jyùyhk géidō chin
gàn a?

2. Ní dī gāi dím maaih a? /gàn/

2. Ní dī gāi géidō chin gàn a?

3. Ní dī yú dím maaih a? /gàn/

3. Ní dī yú géidō chin gàn a?

4. Ní dī bējáu dím maaih a? /jǐ/

4. Ní dī bējáu géidō chin jǐ a?

5. Ní dī tòhng dím maaih a?
/bohng/

5. Ní dī tòhng géidō chin
bohng a?

6. Ní dī yǐnjái dím maaih a?
/bāau/

6. Ní dī yǐnjái géidō chin
bāau a?

8. Response Drill: Answer with '2' each time.

Ex: T: Néih oi m̀hoi yǐnjái
a?

T: Do you want cigarettes?

S: Oi - Béi léuhng
bāau ngòh lā.

S: Yes - Give me two packs
please.

1. Néih oi m̀hoi bējáu a?

1. Oi - Béi léuhng jǐ ngòh lā.

2. Néih oi m̀hoi yǐnjái a?

2. Oi - Béi léuhng bāau ngòh
lā.

3. Néih oi m̀hoi ngàuhyuhk a?

3. Oi - Béi léuhng gàn ngòh lā.

4. Néih oi m̀hoi tòhng a?

4. Oi - Béi léuhng bohng ngòh
lā.

5. Néih oi m̀hoi heiséui a?

5. Oi - Béi léuhng jǐ ngòh lā.

6. Néih oi m̀hoi yǐnjái a? /jǐ/

6. Oi - Béi léuhng jǐ ngòh lā.

(M for one cigarette)

9. Response Drill

Ex: 1. T: Ngh bohng gau
m̀hgau a? /nod/

T: Is five pounds enough?

S: Gau laak.

S: That's enough.

2. T: Ngh bohng gau T: Is five pounds enough?
 ̀hngau a? /shake/

S: M̀hngau. Ngóh oi luhk S: No, I want to get six pounds.
 bohng.

Note: Answer with one more than the given number in response to the negative cue.

- | | |
|--------------------------------------|---------------------------------|
| 1. Sei bohng gau ̀hngau a? /nod/ | 1. Gau laak. |
| 2. Léuhng bāau gau ̀hngau a? /shake/ | 2. M̀hngau. Ngóh oi sàam bāau. |
| 3. Luhk gàn gau ̀hngau a? /shake/ | 3. M̀hngau. Ngóh oi chāt gàn. |
| 4. Sàam jí gau ̀hngau a? /nod/ | 4. Gau laak. |
| 5. Yāt jek gau ̀hngau a? /shake/ | 5. M̀hngau. Ngóh oi léuhng jek. |
| 6. Chāt gihh gau ̀hngau a? /nod/ | 6. Gau laak. |
| 7. Ngh tiuh gau ̀hngau a? /nod/ | 7. Gau laak. |
| 8. Baat deui gau ̀hngau a? /shake/ | 8. M̀hngau. Ngóh oi gáu deui. |
| 9. Gáu go gau ̀hngau a? /shake/ | 9. M̀hngau. Ngóh oi sahp go. |

10. Conversation Drill

- | | |
|--|---|
| Ex: A: Ní dī yīnjái dīm
maaih a? | A. What do these cigarettes sell for? |
| B: Go yih ngàhnchín
bāau. Néih máaih
géidō bāau a? | B. \$1.20 per pack. How many packs do you want? |
| A: Yāt bāau gau laak. | A. One pack is enough. |
| 1. A. Ní dī jyùyhk? | 1. A. Ní dī jyùyhk dīm
maaih a? |
| B. Ngh go sei ngàhnchín gàn. | B. Ngh go sei ngàhnchín gàn.
Néih máaih géidō gàn
a? |
| A. Yāt | A. Yāt gàn gau laak. |
| 2. A. Ní dī bējáu? | 2. A. Ní dī bējáu dīm maaih a? |
| B. Go baat ngàhnchín jí. | B. Go baat ngàhnchín jí.
Néih máaih géidō jí a? |
| A. Luhk | A. Luhk jí gau laak. |
| 3. A. Ní dī fu? | 3. A. Ní dī fu dīm maaih a? |
| B. Yahluhk go baat ngàhnchín
tiuh. | B. Yahluhk go baat ngàhnchín
tiuh. Néih máaih géidō
tiuh a? |
| A. Yāt | A. Yāt tiuh gau laak. |

- | | |
|--|---|
| 4. A. Ní dī bou | 4. A. Ní dī bou dīm maaih a? |
| B. Səhpchāt mán máh | B. Səhpchāt mán máh.
Néih máaih géidō máh a? |
| A. Sàam | A. Sàam máh gau laak. |
| 5. A. Ní dī tòhng | 5. A. Ní dī tòhng dīm maaih a? |
| B. Luhk hòuhjí bohng.... | B. Luhk hòuhjí bohng.
Néih máaih géidō bohng a? |
| A. Yāt | A. Yāt bohng gau laak. |
| 6. A. Ní dī maht | 6. A. Ní dī maht dīm maaih a? |
| B. Léuhng go bun ngàhnchín
deui | B. Léuhng go bun ngàhnchín
deui. Néih máaih géidō
deui a? |
| A. Léuhng | A. Léuhng deui gau laak. |

11. Combining Drill

- | | |
|--|--|
| Ex: T: Ní dī haih tòhng.
Béi sàam bohng
ngóh lā. | T: This is sugar.
Give me three pounds. |
| S: Béi sàam bohng ní
dī ngóh lā. | S: Give me three pounds of this. |
| 1. Ní dī haih pihnggwó.
Béi luhk go pihnggwó ngóh lā. | 1. Béi luhk go ní dī ngóh lā.
Give me six of these. |
| 2. Ní dī haih bou.
Béi léuhng máh bou ngóh lā. | 2. Béi léuhng máh ní dī ngóh
lā. |
| 3. Ní dī haih yùnbāt.
Béi sei jí yùnbāt ngóh lā. | 3. Béi sei jí ní dī ngóh lā. |
| 4. Ní dī haih syù.
Béi bún syù ngóh lā. | 4. Béi bún ní dī ngóh lā. |
| 5. Ní dī haih heisèui.
Béi sàam jí heisèui ngóh lā. | 5. Béi sàam jí ní dī ngóh lā. |
| 6. Ní dī haih yú.
Béi tìuh yú ngóh lā. | 6. Béi tìuh ní dī ngóh lā. |

12. Response Drill

Ex: T: Ní dī haih jē.

T: These are umbrellas.

S: M̀hgòì néih béi bá
ngòh lā!

S: Please give me one.

1. Ní dī haih bāt.

1. M̀hgòì néih béi jī ngòh lā!

2. Ní dī haih syù.

2. M̀hgòì néih béi bún ngòh lā!

3. Ní dī haih yùnbāt.

3. M̀hgòì néih béi jī ngòh lā!

4. Ní dī haih p̀hnggwó.

4. M̀hgòì néih béi go ngòh lā!

5. Ní dī haih bēng.

5. M̀hgòì néih béi go ngòh lā!

13. Conversation Drill:

Ex: T: géi jek jīu

a few bananas

S1: M̀hgòì béi géi jek
jīu ngòh lā.

Please give me a few bananas.

S2: Béi géi jek mēyéh wá?

Give a few whats, did you say?

S1: Géi jek jīu.

A few bananas.

1. géi go p̀hnggwó

1. S1: M̀hgòì béi géi go p̀hng-
gwó ngòh lā.

S2: Béi géi go mēyéh wá?

S1: Géi go p̀hnggwó.

2. géi tìuh tāai

2. S1: M̀hgòì béi géi tìuh tāai
ngòh lā.

S2: Béi géi tìuh mēyéh wá?

S1: Géi tìuh tāai.

3. géi go cháang

3. S1: M̀hgòì béi géi go cháang
ngòh lā.

S2: Béi géi go mēyéh wá?

S1: Géi go cháang.

4. géi jī yùhnjībāt

4. S1: M̀hgòì béi géi jī yùhn-
jībāt ngòh lā.

S2: Béi géi jī mēyéh wá?

S1: Géi jī yùhnjībāt.

5. géi bāau yīn

5. S1: M̀hgòì béi géi bāau yīn
ngòh lā.

S2: Béi géi bāau mēyéh wá?

S1: Géi bāau yīn.

14. Question & Answer Drill: Teacher gives cue by pointing to objects, or pictures of them. Props required: apple, orange, ball point pen, etc.

Ex: T: (pencil)

S1: Ní dī haih mēyéh
lāih ga?

S1: What's this?

S2: Yùhnbat. Gó dī
haih yùhnbat.

S2: A pencil. That's a pencil. or
Pencils. Those are pencils.

S1: Géidō jǐ nē? /4/
(holds up fingers)

S1: How many? /unit/

S2: Sei jǐ.

S2: 4.

1. (apple)

1. A. Ní dī haih mēyéh lāih ga?

B. Píhnggwó. Gó dī haih
píhnggwó.

A. Géidō go nē? /3/

B. Sàam go.

2. (orange)

2. A. Ní dī haih mēyéh lāih ga?

B. Cháang. Gó dī haih cháang.

A. Géidō go nē? /1/

B. Yāt go.

3. (ball point pen)

3. A. Ní dī haih mēyéh lāih ga?

B. Yùhnjǐbat. Gó dī haih
yùhnjǐbat.

A. Géidō jǐ nē? /6/

B. Luhk jǐ.

4. (pack of cigarettes)

4. A. Ní dī haih mēyéh lāih ga?

B. Yǐnjái. Gó dī haih yǐnjái.

A. Géidō bāau nē? /2/

B. Léuhng bāau.

5. (book)

5. A. Gó dī haih mēyéh lāih ga?

B. Syù. Gó dī haih syù.

A. Géidō bún nē? /1/

B. Yāt bún.

-
15. Substitution Drill: Teacher writes numbers on the blackboard to cue the students.

Ex: T: \$12.40

T: \$12.40

15. Substitution Drill: Teacher writes numbers on the blackboard to cue the students.

Ex: T: \$12.40

T: \$12.40

S: Ní gihn sēutsāam
maaih sahpyih go
sei.

S: This shirt sells for \$12.40.

1. \$12.20

1. Ní gihn sēutsāam maaih
sahpyih go yih.

2. \$13.60

2. Ní gihn sēutsāam maaih
sahpsāam go luhk.

3. \$13.20

3. Ní gihn sēutsāam maaih
sahpsāam go yih.

4. \$13.50

4. Ní gihn sēutsāam maaih
sahpsāam go bun.

5. \$15.90

5. Ní gihn sēutsāam maaih
sahp'nggh go gáu.

a. Continue, with other numbers.

16. Expansion Drill

1. a. ngàuhnáaih.

a. milk

b. Dī ngàuhnáaih.

b. the milk, or some milk

c. Dī ngàuhnáaih go baat
ngáhnchín jí.

c. The milk is \$1.80 a bottle.

d. Dī ngàuhnáaih yiu go baat
ngáhnchín jí.

d. The milk costs \$1.80 a
bottle.

2. a. jīu

a. bananas

b. dī jīu.

b. the bananas or some bananas

c. dī jīu 'ngh hòuhjí gán.

c. the bananas are 50¢ a catty.

d. Dī jīu maaih 'ngh hòuhjí
gán.

d. The bananas sell for 50¢ a
catty.

e. Dī jīu haih m'hhaih maaih
'ngh hòuhjí gán a?

e. Do the bananas sell for
50¢ a catty?

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

- | | |
|---|---|
| <p>A. In a grocery store, the clerk asks:</p> <ol style="list-style-type: none"> 1. What do you want to buy? 2. Is 5 pounds of sugar enough? 3. Whether you'd like to buy some fish. 4. How many packs (of cigarettes) do you want? | <p>B. And the customer answers:</p> <ol style="list-style-type: none"> 1. I want some beef, and also some pork and milk. 2. 5 pounds is not enough-- give me 10 pounds. 3. Yes, I'd like to buy one fish. 4. Two packs are enough. |
| <p>C. In a grocery store, the customer asks:</p> <ol style="list-style-type: none"> 1. How much does the beef sell for? 2. How much are these cigarettes? 3. Is this fish \$3.00 a catty? 4. What is this? 5. These bananas are 80¢ a catty, aren't they? 6. These apples are 30¢ each, aren't they? 7. How much is the sugar per pound? | <p>D: And the clerk answers:</p> <ol style="list-style-type: none"> 1. It's \$5.80 a catty. 2. They're \$1.20 a pack. 3. No, this is \$2.80 a catty-- those (pointing) are \$3.00 a catty. 4. That's pork--would you like some? 5. Yes, 80¢ a catty.--how many catties would you like? 6. No, the apples are 50¢ each-- the oranges are 30¢ each. 7. It's 75¢ a pound. |

Vocabulary Checklist for Lesson 7

- | | | |
|--------------------|----------|---|
| 1. bāau | m: | package, M. for cigarette pack |
| 2. bohng | m: | pound |
| 3. bou | n: | cloth |
| 4. bún | m: | M. for book |
| 5. -bun | nu: | half |
| 6. dī | m: | some, the |
| 7. gāi | n: | chicken |
| 8. gàn | m: | catty, unit of weight ca 1 1/3 lb |
| 9. gó dī | sp+m: | those (in reference to unit nouns); that (in reference to mass nouns) |
| 10. haih...laih ge | Ph: | is..(grammatical structure giving emphasis to enclosed noun) |
| 11. hòuh(jí) | m: | dime |
| 12. jek | m: | M. for chicken, shoe, sock, ship. |
| 13. jí | m: | M. for cigarette |
| 14. jyùyhk | n: | pork |
| 15. ...laih ge | see: | haih...laih ge |
| 16. maaih | v: | sell |
| 17. máh | m: | yard (in length) |
| 18. ngàhnchín | n/m: | money [silver-money] |
| 19. ngàuhyhk | n: | beef |
| 20. ní dī | sp+m: | these (in reference to unit nouns) this (in reference to mass nouns) |
| 21. ngoi | v: | var. of <u>oi</u> , want, want to have, want to possess |
| 22. oi | v: | want, want to have, want to possess |
| 23. syù | n: | book |
| 24. tòhng | n: | sugar |
| 25. yātyeuhng | nuM/adj: | same |
| 26. yīnjái | n: | cigarette |
| 27. yú | n: | fish |

I. BASIC CONVERSATION

A. Buildup:

(Buying socks at a department store:)

Guhaak

| | |
|---------------------------|--------------------------------------|
| dyún | short |
| dyún maht | socks |
| baahk- | white |
| baahk dyún maht | white socks |
| yáuh | have; there is/are |
| móuh | not have; there is/are not |
| yáuh móuh? | have/not have? do you have? |
| | is there? are there? |
| yáuh móuh maht? | do (you) have socks? |
| yáuh móuh baahk dyún maht | do you have white socks? |
| | <u>or</u> are there any white socks? |

Yáuh móuh baahk dyún maht
maaih a?

Do you have white socks for
sale?

Sauhfoyúhn

Yáuh.
jeuk
Haih m̄hahh néih jeuk ga?

Yes. [Have]
wear (clothes)
Are they for you? [ones for
you to wear?]

Guhaak

Haih.

That's right.

Sauhfoyúhn

houh
gái houh?
Jeuk gái houh a?

number; size
what size?
What size do you wear?

Guhaak

Gáu houh.

Number nine.

Sauhfoyúhn

| | |
|-------|--------|
| péhng | cheap |
| leng | pretty |
| yauh | also |

I. BASIC CONVERSATION

A. Buildup:

(Buying socks at a department store:)

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|---------------------------|--------------------------------------|
| dyún | short |
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| baahk- | white |
| baahk dyún maht | white socks |
| yáuh | have; there is/are |
| móuh | not have; there is/are not |
| yáuh móuh? | have/not have? do you have? |
| | is there? are there? |
| yáuh móuh maht? | do (you) have socks? |
| yáuh móuh baahk dyún maht | do you have white socks? |
| | <u>or</u> are there any white socks? |

Yáuh móuh baahk dyún maht
maaih a?

Do you have white socks for
sale?

Sauhfoyúhn

Yáuh.
jeuk
Haih m̄hahh néih jeuk ga?

Yes. [Have]
wear (clothes)
Are they for you? [ones for
you to wear?]

Guhaak

Haih.

That's right.

Sauhfoyúhn

houh
gái houh?
Jeuk gái houh a?

number; size
what size?
What size do you wear?

Guhaak

Gáu houh.

Number nine.

Sauhfoyúhn

| | |
|-------|--------|
| péhng | cheap |
| leng | pretty |
| yauh | also |

yauh pèhng yauh leng
Ní dī yauh pèhng yauh leng.

jùngyi
jùng m̀h̀jùngyi a?
Néih jùng m̀h̀jùngyi a?

Guhaak

hóu
géi hóu
daaih
m̀hgau daaih
Géi hóu, daahnhaih m̀hgau daaih.

-dī
daaihdī
daaihdī ge
Yáuhmóuh daaihdī ge nē?

Sauhfoyùhn

-saai
maaihsaai laak.
Deui m̀h̀jyuh--daaihdī ge dōu
maaihsaai laak.
hāak-
hāaksīk
hóu m̀hhóu?
Hāaksīk, hóu m̀hhóu a?
Hāaksīk dōu hóu leng ga.

Guhaak

Hóu aak.

Sauhfoyùhn

Ní dī sàam m̀n, ní dī sàam go
bun.
bīn-?
jùng

both cheap and pretty
These are both cheap and
pretty.
like; like to
do you like (it/them)?
Do you like them?

good, nice
quite nice, pretty nice
big
not big enough
They're quite nice, but they're
not big enough.
somewhat--, a little bit--
a little larger
larger one (or ones)
Do you have any little bit
larger ones?

completely
all sold out
I'm sorry, the larger ones are
all sold out.
black
black color
is (that) all right?
Would black be all right?
The black are also very pretty.

All right.

These are three dollars, and
these are three and a half.
which?
kind, type

Néih ngoi bín júng a?

Guhaak

sám go bun ge

Oi sám go bun ge lā.

dā

máaih bun dā

àh

Máaih bun dā àh.

Sauhfoyúhn

Guhaak

dò

Mhái gam dò.

Sám deui gau laak.

Which ones do you want?

the three-fifty ones (or one)

I'd like the \$3.50 ones.

dozen

buy half a dozen

sentence suffix adding force of 'I suppose' to sentence it attaches to.

You'll take a half a dozen, I suppose.

much, many

(I) don't need that many.

Three pairs are enough.

B. Recapitulation:

Guhaak

Yáuh móuh baahk dyún maht
maaih a?

Sauhfoyúhn

Yáuh. Haih àh haih néih jeuk ga?

Guhaak

Haih.

Sauhfoyúhn

Jeuk géi houh a?

Guhaak

Gáu houh.

Sauhfoyúhn

Ní dī yauh pèhng yauh leng.

Néih júng àh júngyi a?

Guhaak

Géi hóu, daah haih àh gau

Do you have white socks for sale?

Yes. Are they for you?

That's right.

What size do you wear?

Number nine.

These are both cheap and pretty. Do you like them?

They're quite nice, but they're

| | |
|-----------------------------|---------------------------------|
| daaih. | not big enough. |
| Yáuh móuh daaihdí ge nē? | Do you have any larger ones? |
| | <u>Sauhfoyùhn</u> |
| Deuih̄jyuh--daaihdí ge | I'm sorry, the larger ones are |
| dōu maaihsai laak. | all sold out. |
| Hāaksik, hóu m̄hóu a? | Would black be all right? |
| Hāaksik dōu hóu leng ga. | The black are also very pretty. |
| | <u>Guhaak</u> |
| Hóu aak. | All right. |
| | <u>Sauhfoyùhn</u> |
| Ní dí sàam mán, ní dí sàam | These are three dollars, these |
| go bun. | are \$3.50. |
| Nóih ngoi bín júng nē? | Which ones do you want? |
| | <u>Guhaak</u> |
| Oi sàam go bun ge lā. | I'd like the three-fifty ones, |
| | please. |
| | <u>Sauhfoyùhn</u> |
| Máaih bun dā àh. | Half a dozen, I suppose. |
| | <u>Guhaak</u> |
| Mhsái gam dò. Sàam deui gau | I don't need so many. Three |
| laak. | pairs are enough. |

+ + + + + + + + + + + + + + + +

Pronunciation Practice:

1. yun as in dyún

yun is a two-part final composed of the high front rounded vowel yu [ü], plus the dental nasal consonant n. The yu is an open vowel before the nasal final, and being a rounded vowel, has a rounding effect on a consonant preceding it in the same syllable, as well as the consonant following it.

Listen and repeat:

- 短 1. dyún , dyún , dyún .
 鉛筆 2. yùnbāt (5 times separately)
 短鉛 3. dyún yùhn , yùhn dyún . 鉛短
 鉛短 4. yùhn dyún , dyún yùhn . 短鉛

2. yu/yun contrasts

Listen and repeat: (Watch the teacher)

1. yú yú 魚, dyún dyún 短.
2. dyún dyún, yú yú.
3. dyún yú, yú dyún.

3. euk in jeuk, (ng)āamjeuk

euk is a two-part final composed of the rounded mid front vowel eu plus the velar stop consonant k. In final position in a syllable, k is unreleased--[k̚]. Before k, the positioning for eu is the same as that for eu before ng--raised mid front rounded--[ø]. Lips are rounded for the vowel and also for consonants preceding and following it in a syllable.

Listen and repeat: (Watch the teacher)

- 著 1. jeuk jeuk jeuk ; jeuk, jeuk, jeuk.
- 啫著 2. āamjeuk āamjeuk.
3. ngāamjeuk ngāamjeuk.

4. euk/eung contrasts

Listen and repeat: (Note that tongue and lip position is the same for eu before k as it is for eu before ng.)

1. jeuk, jeuk, Jèung, Jèung.
2. jeuk Jèung, Jèung jeuk.
3. jeuk séung, jeuk léuhng,
4. jeuk chéuhng, jeuk yātyèuhng.

5. euk/eut contrasts

Listen and repeat: (Note that the tongue position for eu before the dental t is somewhat lower than its position before the velar k.)

1. jeuk jeuk, sēut sēut.
2. jeuk sām, sēutsām.
3. sēutsām, jeuk sām.

6. ek as in jek

ek is a two-part final composed of the mid front unrounded vowel e [E] plus the velar stop consonant k. In final position in a syllable, k is unreleased--[k̚]. The American counterpart of the

Cantonese ek is the eck in 'peck,' although in final position the American k is not necessarily unreleased--it may or may not be, with no significant difference.

Listen and repeat:

jek (5 times) 隻

7. eng as in leng, pèng, béng, tèng

eng is a two-part final composed of the mid front unrounded vowel e [E] plus the velar nasal consonant ng. The e is like the e in the American 'bet.' It is an open vowel before the nasal final.

Listen and repeat, comparing English and Cantonese:

(Read across)

| English | Cantonese |
|---------|-----------|
| 1. bet | béng 餅 |
| 2. pet | pèng 平 |
| 3. let | leng 靚 |
| 4. Tet | tèng 聽 |

8. ut as in fut, 'wide' (See Drill 3)

ut is a two-part final composed of the high back rounded vowel u plus the dental stop consonant t. The tongue position for t is like that for English words ending with t--the tip of the tongue stops the flow of air at the dental ridge behind the upper teeth. In final position the Cantonese t is unreleased--[t̚]. u before t is produced the same as was u finally and u before n--as a high back rounded vowel [u] with tongue position somewhat higher than for u before k and ng. Before t the u is relatively long and has a slight offglide to high central position--[u·ú] [u·ú̚t̚].

Listen and repeat:

滿 fut , fut , fut , fut , fut .

9. u/ut contrasts

u before t is similar to u as a one-part final; both are high back rounded vowels, but u before t has a slight offglide to high central position [u·ú̚t̚].

Listen and repeat:

- 褲 1. fu fu fu , fu fu fu .
 潤 2. fut fut fut , fut fut fut .

3. fu fut , fu fut , fu fut ,
 fut fu , fut fu , fut fu .

10. ut/un contrasts

u before t is pronounced the same as u before n, rather long, and with a slight forward offglide before the final consonant--[u·út], [u:ún].

Listen and repeat:

1. fut fut , bun bun .
 2. fut bun , bun fut .
 3. bun bun , fut fut .

11. ut/uk contrasts

Tongue position for u before k is slightly lower than that for u before t, and the vowel is relatively short before k and long before t--[U˘k˘], [u:út˘].

Listen and repeat:

1. fut fut , luhk luhk .
 2. ngâuhyhk yuhk, yuhk , fut fut .
 3. fut yuhk , fut luhk , luhk yuhk fut
 fut .

12. ak/aak contrasts

Listen and repeat:

1. dāk dāk 得 , hāak hāak 黑 .
 2. dāk hāak , hāak dāk .
 3. jaak jaak ('narrow') 窄 , jaak dāk .
 4. hāak dāk , jaak dāk , baahk dāk .
 5. hāak hāak , jaak jaak , baahk baahk ,
 dāk dāk .
-

II. NOTES

1. The verb yáuh, 'have,' 'there is/are'

a. yáuh is irregular in that its negative is not 'm̄hyáuh' but móuh.

It patterns like other verbs in the affirmative, negative and choice questions:

Ex: aff: yáuh = have; there is
 neg: móuh = don't have; there isn't
 q: yáuh móuh ...? = do (you) have?; is there?

(See BC and Drills 1.1, 1.3, 8)

2. Adjectives

a. Adjectives are descriptive words. Words like daaih, 'big,' and dyún, 'short,' are adjectives.

b. From the grammatical point of view an adjective is a word that fits into certain positions in a sentence. A word which may be preceded by the following words and word groups is classed as an adjective in Cantonese:

hóu very
gái quite
m̄hahh gái not very
m̄hahh hóu not exceptionally

(See BC and Drills 4, 5)

c. A word which is an adjective in Cantonese may translate into another part of speech in English. For example, ngāamjeuk 'fits, fits well' is an adjective in Cantonese, because it patterns like an adjective, whereas the English equivalent expression 'fit' is a verb:

Ní gihn sēutsāam = This shirt fits well.
 hóu ngāamjeuk. [This shirt is very well-fitting.]

hóusihk 'good to eat,' 'tasty,' and hóuyám 'good to drink,' 'tasty,' are also adjectives, since they pattern like adjectives. They can be modified with the set of words, 'gái,' 'hóu,' etc. that modify adjectives.

1. Ní go p̄hnggwó hóu This apple is very tasty.
 hóusihk. (i.e., tastes good.)
 2. Dī bējáu hóu hóuyám. The beer is very tasty.
 (i.e., tastes good.)

(See Drill 2)

- d. Adjectives in Cantonese, unlike English, do not require the equivalent of the verb 'is' to serve as the predicate.

Compare:

| <u>Cantonese:</u> | | <u>English:</u> | |
|-------------------|------------------|-----------------|------------------|
| <u>Subject</u> | <u>Predicate</u> | <u>Subject</u> | <u>Predicate</u> |
| | Adj. | | Verb + Adj. |
| Ní gihn | daaih. | This one | is big. |
| Ní dī | hóu leng. | Those | are very pretty. |

Since adjectives share this characteristic of verbs, and share also the characteristic of being able to be preceded directly by mh, 'not,' we consider adjectives in Cantonese to be a sub-category of verbs. Some writers call this category of word 'stative verb' rather than adjective.

- e. Adjectives modified and unmodified.

1. An adjective modified by gēi 'quite' or hóu 'very' carries the force which an unmodified adjective does in English:

Ex: Ní gihn gēi leng.

This one is pretty.

Ní gihn hóu leng.

2. An unmodified adjective indicates an implied comparison in a Cantonese sentence with a single adjective as predicate.

Ex: A: Néih wah bīn gihn leng a? Which one do you think is pretty?

B: Ní gihn leng. This one is pretty. (i.e. prettier than the other)

3. With two adjectives in the predicate, a yauh...yauh... construction is required, and in such a case, the unmodified adjective is the norm.

Ex: Ní go pihnggwó yauh pèhng yauh leng. This apple is both cheap and good.

(See BC and Drill 10)

4. The choice-type question follows the verbal pattern of V mhV, yielding Adj mhAdj.

Ex: Ní gihn gwai mhgwai a? Is this one expensive?

(See Drills 3, 11)

To say 'Is this one very expensive?' requires a haih m̄hah question:

Ex: Nī gihn haih m̄hah Is this one very expensive?
hou gwai a?

f. Adj + ge combination = noun phrase (NP).

An adjective is frequently used to form a noun phrase by adding the noun-forming suffix ge.

Ex: 1. M̄hah daaih ge, haih 1. It's not the big one, it's
sai ge. the small one. or
They aren't the big ones,
they are the small ones.

2. yiu daaihdī ge. 2. Want a large one (or ones).

(See Drill 13)

Note that when an adjective combines with ge to form a noun construction, it is necessary to add haih or another verb to form a sentence.

3. dī as adj. suffix, 'a little,' 'Adj-er.'

In Cantonese Adj-dī has a comparative sense, but the English equivalents are translated variously, depending on context as:

'somewhat,' 'a little,' and also the comparative '-er.'

Ex: Ngóh go bīu faaidī.

[My watch is a bit faster (than
the right time).]

My watch is a little fast.

Nī gihn lāangsāam
daaihdī.

[This sweater is a little
larger (than the size I
need).]

This sweater is a little too
large.

Yáuh móuh saidī ge nē?

Do you have a smaller one?
(or smaller ones)

(See BC and Drills 13, 15)

4. Two syllable verbs and adjectives form the choice-type questions by using only the first syllable before the m̄h, and the whole word after:

V/Adj.

Choice question

jùngyi

like

jùng m̄hjùngyi a?

(do you) like (it)?

ngāamjeuk

well-fitting ngāam m̄hngāamjeuk a?

(Does it) fit?

(See BC)

5. àh sentence suffix, adding force of 'I suppose' to sentence it attaches to. It makes the sentence a rhetorical question. The speaker indicates with the àh final that he knows the response to his sentence will be in agreement with what he says. The intonation has the sentence-final fall characteristic of statement sentences.

Ex: Máaih bún dā àh. (You'll) buy a half dozen,
I suppose.

(See BC and Drill 9)

Compare the two following English sentences, of which the second has a connotation similar to the Cantonese àh sentences:

1. He's drinking tea, isn't he? (you're not sure)
2. He's drinking tea, isn't he. (you're sure he is)

6. Further use of sentence suffix nē?

A question sentence which continues a topic already being discussed often uses the sentence suffix nē?, with force of:

'...then?;' '...And...?'

Ex: Yáuh móuh daaih dī ge nē? Do you have any larger ones,
then? (Having been shown
smaller ones)

(See BC and Drill 16)

This nē? is the same final you encountered in Lesson 2 in the sentence composed of Noun + nē?:

Sīnsàng nē? 'And you, Sir?'

The use of nē in this lesson is new in that it is here a final in a sentence which is itself a question. This use of nē is apparently used more frequently by women than by men, and its frequent use by men is said to give an effeminate cast to their speech. Sentence suffix a can be substituted for nē in all cases in which nē is a sentence suffix to a sentence which is itself a question.

7. Noun modification structures.

a. Noun as modifier to a following noun head:

1. Nouns as modifiers directly precede the noun they modify:

| | |
|--------------------|---------------|
| Ex: Yínggwok hàaih | English shoes |
| Yahtbún bējáu | Japanese beer |
| bou hàaih | cloth shoes |
| píhngwó pāi | apple pie |

2. When the noun head is already established, ge may substitute for the noun head in a follow sentence, keeping modification structures intact:

| | |
|--------------------------|-----------------------------|
| Ex: a. Ngoh yiu máaih jí | I want to buy a bottle of |
| Yahtbún bējáu. | Japanese beer [Japan beer]. |
| Yáuh móuh a? | Do you have any? |
| b. Móuh a. Máaih jí | No, we don't. How about |
| Méihgwok ge, hóu | getting an American one? |
| mhhóu a? | [America-one] |

(See Drill 8)

b. Adjectives as modifiers to a following noun head:

1. A one syllable adjective as modifier directly precedes the noun it modifies:

| | |
|----------------------|------------------------------|
| Ex: 1. Néih gihn sán | Your new shirt is pretty. |
| séutsaam hóu | |
| leng. | |
| 2. Ngoh m̀hjungyi | I don't like to wear shorts. |
| jeuk dyún fu. | [short trousers] |

2. Adjectives that are pre-modified add ge when modifying a following noun:

| | |
|---------------------------|----------------------------|
| 1. ch̀euhng ỳuhnbat | long pencil |
| 2. hóu ch̀euhng ge ỳuhn- | very long pencil |
| bat | |
| 3. hóu gwai ge ch̀euhng | very expensive long pencil |
| ỳuhnbat | |

(See Drill 1.3)

III. DRILLS

1. Expansion Drill: Students repeat after the teacher.

- | | |
|---|--|
| + 1. a. <u>chèuhng</u> . | 1. a. <u>long</u> . |
| b. chèuhng fu. | b. slacks, trousers.
[long trousers] |
| c. yáuh tìuh chèuhng fu. | c. Have a pair of slacks. |
| d. Yáuh tìuh hāak chèuhng fu. | d. Have a pair of black
slacks. |
| e. Yáuh tìuh hāak sīk ge
chèuhng fu. | e. Have a pair of black
coloured slacks. |
| + 2. a. <u>gwai</u> | 2. a. <u>expensive</u> . |
| + b. <u>gái</u> gwai | b. <u>rather</u> expensive,
<u>quite</u> expensive |
| + c. <u>m̄hhaih</u> <u>gái</u> gwai | c. <u>not very</u> expensive, <u>not</u>
expensive |
| d. Dī bou m̄hhaih <u>gái</u> gwai. | d. The cloth is not too
expensive. |
| e. Dī Yahtbún bou m̄hhaih
<u>gái</u> gwai. | e. The Japanese cloth is not
expensive. |
| 3. a. Jí yùhnbat̄. | 3. a. A (<u>or</u> The) pencil. |
| b. Yáuh jí yùhnbat̄. | b. Have a pencil. |
| c. Ngóh yáuh jí yùhnbat̄. | c. I have a pencil. |
| d. Ngóh yáuh jí chèuhng yùhnbat̄. | d. I have a long pencil. |
| e. Ngóh yáuh jí hóu gwai ge
chèuhng yùhnbat̄. | e. I have a very expensive
long pencil. |
| + 4. a. Gihn <u>lāangsāam</u> . | 4. a. The (<u>or</u> a) <u>sweater</u> . |
| + b. Gihn <u>sàn</u> lāangsāam. | b. The <u>new</u> sweater. |
| c. Ngóh gihn sà̄n lāangsāam. | c. My new sweater. |
| d. Ngóh gihn sà̄n lāangsāam
hóu gwai. | d. My new sweater is very
expensive. |
| e. Kéuih m̄hjidou ngóh gihn sà̄n
lāangsāam hóu gwai. | e. He does not know (that)
my new sweater is very
expensive. |
| + 5. a. <u>gauh</u> | 5. a. <u>old</u> |
| b. gauh bat̄ | b. old pen. |
| c. Jí gauh bat̄. | c. The old pen (or pencil). |
| d. Jí gauh yùhnjibāt̄. | d. The old ball-point pen. |

2. Substitution Drill: Adjectives

- Ex: T: Nǐ dī géi daaih. /leng/ T: These are (or this (mass) is) quite big. /pretty/
S: Nǐ dī géi leng. S: These are very pretty. or This (mass) is very pretty.
1. Nǐ dī géi gwai. /pèhng/
+ 2. /sai/ (small)
3. /daaih/
+ 4. /hóuyám/ (tasty, good to drink.)
+ 5. /hóusihk/ (tasty, good to eat.)
+ 6. /ngāamjeuk (or āamjeuk) (well fitting, fits properly)
1. Nǐ dī géi pèhng.
2. Nǐ dī géi sai. These are (or This (mass) is) quite small.
3. Nǐ dī géi daaih.
4. Nǐ dī géi hóuyám. These are (or This is) very tasty. - very good to drink.
5. Nǐ dī géi hóusihk. These are (or This is) very tasty. - very good to eat.
6. Nǐ dī géi ngāamjeuk. These fit well.

3. Expansion Drill: Fluency practice.

- Ex: 1. T: Leng mhleng a? Is it pretty?
+ S: Néih wah leng mhleng a? Do you think it's pretty?
(say, think)
2. T: Hóu mhhóusihk a? Is it tasty?
S: Néih wah hóu mhhóusihk a? Do you think it's tasty?
1. Ngāam m̀ngāamjeuk a? 1. Néih wah ngāam m̀ngāam jeuk a?
2. Gwai m̀gwai a? 2. Néih wah gwai m̀gwai a?
3. Pèhng m̀pèhng a? 3. Néih wah pèhng m̀pèhng a?
4. Sai m̀hsai a? 4. Néih wah sai m̀hsai a?
5. Daaih m̀daaih a? 5. Néih wah daaih m̀daaih a?
6. Hóu m̀hóuyám a? 6. Néih wah hóu m̀hóuyám a?
7. Hóu m̀hóusihk a? 7. Néih wah hóu m̀hóusihk a?
8. Leng m̀hleng a? 8. Néih wah leng m̀hleng a?

- | | |
|---|------------------------------|
| 9. Gauh m̀ngauh a? | 9. Néih wah gauh m̀ngauh a? |
| + 10. Fut m̀hfut a? (<u>wide</u>) | 10. Néih wah fut m̀hfut a? |
| + 11. Jaak m̀hjaak a? (<u>narrow</u>) | 11. Néih wah jaak m̀hjaak a? |
-

4. Substitution Drill: Pre-modifiers of Adjectives

- | | |
|---|--|
| Ex: T: Gó t̀uh fu géi p̀hng. /hóu/ | Those slacks are quite cheap.
/very/ |
| S: Gó t̀uh fu hóu p̀hng. | Those slacks are very cheap. |
| 1. Gó t̀uh fu géi p̀hng. /hóu/ | 1. Gó t̀uh fu hóu p̀hng. |
| 2. Gó t̀uh fu hóu gwai.
/m̀hhaih géi/ | 2. Gó t̀uh fu m̀hhaih géi gwai.
Those slacks aren't very expensive. |
| 3. Gó t̀uh fu m̀hhaih géi gwai.
/géi/ | 3. Gó t̀uh fu géi gwai. |
| 4. Gó t̀uh fu géi p̀hng. /m̀h/ | 4. Gó t̀uh fu m̀h p̀hng. |
| + 5. Gó t̀uh fu m̀h p̀hng.
/m̀hhaih hóu/ (<u>not very</u>) | 5. Gó t̀uh fu m̀hhaih hóu p̀hng. |
-

5. Substitution Drill: Mixed: Nouns and Adjectives

- | | |
|---|---|
| Ex: 1. T: Gó t̀uh yú géi p̀hng. /hóu/ | That fish is pretty cheap.
/very/ |
| S: Gó t̀uh yú hóu p̀hng. | That fish is very cheap. |
| 2. T: Gó t̀uh yú hóu p̀hng. /go bíu/ | That fish is very cheap.
/watch/ |
| S: Gó go bíu hóu p̀hng. | That watch is very cheap. |
| 1. Kéuih deui maht hóu leng.
/m̀hhaih géi/ | 1. Kéuih deui maht m̀hhaih géi leng. |
| 2. /t̀uh dyún fu/ | 2. Kéuih t̀uh dyún fu m̀hhaih géi leng. |
| 3. /hóu gwai/ | 3. Kéuih t̀uh dyún fu hóu gwai. |
| 4. /ní dĩ ỳnjái/ | 4. Ní dĩ ỳnjái hóu gwai. |
| 5. /hóu hóusihk/ | 5. Ní dĩ ỳnjái hóu hóusihk. |
-

6. Substitution Drill: Adjectives as predicates

Ex: T: Ní gihn lāangsāam hóu leng. /hóu jaak/
 T: This sweater is pretty.

S: Ní gihn lāangsāam hóu jaak.
 S: This sweater is narrow.

- | | |
|--|--|
| 1. Ní gihn lāangsāam hóu jaak.
hou ngāamjeuk. | 1. Ní gihn lāangsāam hóu
ngāamjeuk. |
| 2. Hóu gwai. | 2. Ní gihn lāangsāam hóu gwai. |
| 3. Gwaidí. | 3. Ní gihn lāangsāam gwaidí. |
| 4. Sai sèsiu. | 4. Ní gihn lāangsāam sai sèsiu. |
| 5. Daaihdi. | 5. Ní gihn lāangsāam daaihdi. |
| 6. Hóu pèhng. | 6. Ní gihn lāangsāam hóu pèhng. |
| 7. Mhahih géi gwai. | 7. Ní gihn lāangsāam mhahih
géi gwai. |
| 8. Mhahih hóu leng.
Not very pretty. | 8. Ní gihn lāangsāam mhahih
hóu leng. |
| 9. Hóu jaak. | 9. Ní gihn lāangsāam hóu jaak. |

7. Substitution Drill: Repeat the first sentence, then substitute as directed.

- | | |
|---|---|
| 1. Kéuih mhjúngyi jeuk dyún fu.
She doesn't like to wear shorts. | 1. Kéuih mhjúngyi jeuk dyún fu. |
| + 2. / <u>chèuhngsāam</u> /(<u>cheongsaam</u>) | 2. Kéuih mhjúngyi jeuk chéuhng-
sāam.
She doesn't like to wear cheongsaams. |
| 3. /dyún maht/(socks) | 3. Kéuih mhjúngyi jeuk dyún maht. |
| 4. /chèuhng maht/(stockings) | 4. Kéuih mhjúngyi jeuk chéuhng maht. |
| 5. /lāangsāam/ | 5. Kéuih mhjúngyi jeuk lāang-
sāam. |
| 6. /chèuhng fu/(long pants) | 6. Kéuih mhjúngyi jeuk chéuhng fu. |

Comment: A cheongsaam is the style of dress worn by Chinese women, with a high collar and the skirt slit at the sides.

8. Response Drill

Ex: T: Yáuh móuh cháang
maaih a?
/píhnggwó/

T: Are there oranges for sale
[to sell] (here)? or
(Do you) have oranges for
sale? /apples?

S: Deuih̄h̄jyuh, maaih-
saai laak. Píhng-
gwó hóu m̄h̄hóu a?

S: Sorry, they're all sold out.
Would apples be OK?

- | | |
|---|---|
| <p>1. Yáuh móuh Yínggwok hàaih maaih
+ a? /Méihgwok <u>ge</u>/
Do you have English shoes
for sale? /American ones/
(<u>ge</u> as noun substitute)</p> <p>2. Yáuh móuh Méihgwok yīnjái
maaih a? /Yínggwok <u>ge</u>/</p> <p>3. Yáuh móuh jyùyhk maaih a?
/ngáuhyuhk/</p> | <p>1. Deuih̄h̄jyuh, maaihsaai laak.
Méihgwok <u>ge</u> hóu m̄h̄hóu a?
I'm sorry, they're all
sold out. Would American
ones be all right?</p> <p>2. Deuih̄h̄jyuh, maaihsaai laak.
Yínggwok <u>ge</u> hóu m̄h̄hóu a?</p> <p>3. Deuih̄h̄jyuh, maaihsaai laak.
Ngáuhyuhk hóu m̄h̄hóu a?</p> |
|---|---|

Comment: ge can substitute for a noun in a follow sentence.
The structure modifier + ge substitutes for
modifier + Noun. See #1 and #2 above.

9. Response Drill

Ex: 1. T: Néih yáuh móuh
sahp mán a?
/nod/

1. T: Do you have ten dollars?

S: Yáuh. Néih yiu
àh!

S: Yes I do. You want it, huh.

2. T: Néih yáuh móuh
sahp mán a?
/shake/

2. T: Do you have \$10?

S: Móuh a. Deui-
h̄h̄jyuh laak.

S: No I don't, I'm sorry.

1. Néih yáuh móuh tòhng a?
/shake/
2. Néih yáuh móuh yīnjái a?
/shake/
3. Néih yáuh móuh jē a? /shake/
4. Néih yáuh móuh go bun ngàhn-
chín a? /nod/
5. Néih yáuh móuh yih sah p mán
a? /shake/

1. Móuh a. Deuih̄h̄jyuh laak.

2. Móuh a. Deuih̄h̄jyuh laak.

3. Móuh a. Deuih̄h̄jyuh laak.

4. Yáuh. Néih yiu àh.

5. Móuh a. Deuih̄h̄jyuh laak.

6. Néih yáuh móuh léuhng go bun 6. Yáuh. Néih yiu àh!
ngàhnchín a? /nod/
7. Néih yáuh móuh yāt dā bējáu 7. Yáuh. Néih yiu àh!
a? /nod/

Comment: Móuh a. and Móuh laak. compared as follow sentences to a yáuh móuh? question:

Móuh a. indicates simple negative 'Don't have any.'

Móuh laak. indicates that you used to have some, but you don't have any any more.

10. Expansion Drill

Ex: T: Ní go pihngwó hóu T: This apple is cheap. /delicious/
pèhng. /hóusihk/

S: Ní go pihngwó yauh S: This apple is both cheap and
pèhng yauh hóusihk. delicious.

- | | |
|--|--|
| 1. Ní go cháang hóu gwai.
/mhhóusihk/ | 1. Ní go cháang yauh gwai yauh
mhhóusihk. |
| 2. Ní go bíu hóu pèhng. /jéun/ | 2. Ní dī bíu yauh pèhng yáuh
jéun. |
| 3. Gó dī béng hóu sai. /gwai/ | 3. Gó dī béng yauh sai yauh
gwai. |
| 4. Kéuih gihn sēutsāam hóu
chèuhng. /daaih/ | 4. Kéuih gihn sēutsāam yauh
chèuhng yauh daaih. |
| 5. Ní tìuh kwàhn hóu fut.
/daaih/ | 5. Ní tìuh kwàhn yauh fut yauh
daaih. |
| 6. Ní júng bāt hóu pèhng. /leng/ | 6. Ní júng bāt yauh pèhng yauh
leng. |

11. Transformation Drill

Ex: T: Kéuih gihn yúhlāu T: Her raincoat is pretty.
hóu leng.

S: Kéuih gihn yúhlāu S: Is her raincoat pretty?
leng mhleng a?

- | | |
|--|--|
| 1. Kéuih gó tìuh fu hóu ngāam-
jeuk.
Those trousers of his fit
very well. | 1. Kéuih gó tìuh fu ngāam
m̀hngāamjeuk a? |
|--|--|

- | | |
|--------------------------------------|---|
| 2. Səhp mán m̀hgwai. | 2. Səhp mán gwai m̀hgwai a? |
| 3. Ní dī maht hóu p̀hng. | 3. Ní dī maht p̀hng m̀hp̀hng a? |
| 4. Hāak sīk ge m̀hah ǵi leng. | 4. Hāak sīk ge leng m̀hleng a? |
| 5. Gó dī jyùyhk gei hóusihk. | 5. Gó dī jyùyhk hóu m̀hóu
sihk a? |
| 6. Gó t̄uh saidī. | 6. Gó t̄uh sai m̀hsai a? |
| 7. Ní gihn baahk s̄eutsāam daaih dī. | 7. Ní gihn baahk s̄eutsāam daaih
m̀hdaaih a? |
| 8. Kéuih gihn s̄am hóu leng. | 8. Kéuih gihn s̄am leng m̀hleng
a? |
| 9. Kéuih gó deui hàaih hóu jaak. | 9. Kéuih gó deui hàaih jaak
m̀hjaak a? |

12. Transformation Drill: Transform the cue sentence into a wá? question sentence, following the pattern of the example.

Ex: T: Kéuih sing Wòhng.

His name is Wong.

S: Kéuih sing m̄yéh wá?

You said his name was what?

- | | |
|--|---|
| 1. Wòhng Sàang séung máaih
t̄uh fu. | 1. Wòhng Sàang séung máaih
m̄yéh wá? |
| 2. Léih Siujé j̀ngyi ngóh. | 2. Léih Siujé j̀ngyi b́ng wá? |
| 3. Kéuih máaih ní gihn.
She wants this one. | 3. Kéuih máaih b́n gihn wá?
which one does she want? |
| 4. Kéuih séung oi gó t̄uh.
He wants to have that one. | 4. Kéuih séung oi b́n t̄uh wá?
Which one does he want? |
| 5. Kéuih sihk béng. | 5. Kéuih sihk m̄yéh wá? |
| 6. Kéuih jeuk gáu houh. | 6. Kéuih jeuk géidō houh wá? |
| 7. Yíngā daahp yāt. | 7. Yíngā daahp géi wá? |
| 8. Yíngā s̄am dím bun. | 8. Yíngā géidímj̀ng wá? |
| 9. Kéuih máaih sei deui. | 9. Kéuih máaih géidō deui wá? |
| 10. Kéuih yáuh sahp mán. | 10. Kéuih yáuh géidō chíh wá? |

13. Expansion Drill

- | | |
|---|---|
| Ex: T: Ní gihn yúhlāu
saidí. | This raincoat is a bit small. |
| S: Ní gihn yúhlāu saidí,
yauh móuh daaihdí
ge nē? | This raincoat is a bit small;
do you have any larger ones? |
| 1. Ní dī yú gwaidí. | 1. Ní dī yú gwaidí, yáuh móuh
pèhngdí ge nē? |
| 2. Ní tìuh fu daaihdí. | 2. Ní tìuh fu daaihdí, yáuh
móuh saidí ge nē? |
| 3. Ní gihn lāangsāam chèuhngdí. | 3. Ní gihn lāangsāam chèuhngdí,
yáuh móuh dyúndí ge nē? |
| + 4. Ní gihn <u>dáisāam</u> saidí.
(underwear) | 4. Ní gihn <u>dáisāam</u> saidí, yáuh
móuh daaihdí ge nē? |
| 5. Ní tìuh fu jaak dī. | 5. Ní tìuh fu jaak dī, yáuh
móuh fut dī ge nē? |

14. Response Drill

- | | |
|--|---|
| Ex: T: Néih oi bīn gihn
seutsāam nē?
/baahk sīk/ | Which shirt do you want?
/white color/ |
| S: Ngóh oi baahk sīk
gó gihn. | I want that (<u>or</u> the) white one. |
| 1. Néih oi bīn deui maht nē?
/hāak sīk/ | 1. Ngóh oi hāak sīk gó deui. |
| 2. Néih oi bīn bá jē nē? /daaih-
dí/ | 2. Ngóh oi daaihdí gó bá. |
| 3. Néih oi bīn tìuh fu nē?
/chèuhngdí/ | 3. Ngóh oi chéuhngdí gó tìuh. |
| 4. Néih oi bīn bāau yīnjái nē?
/saidí/ | 4. Ngóh oi saidí gó bāau. |
| 5. Néih oi bīn jek gāi nē?
/gwaidí/ | 5. Ngóh oi gwaidí gó jek. |

15. Alteration Drill

- | | |
|--|--|
| Ex: T: Ngóh ngoi gihn
daaihdí ge. | I want a larger one. |
| S: Béi gihn daaihdí
ge ngóh lā! | Give me a larger one. |
| 1. Ngóh ngoi tuih futdí ge. | 1. Béi tuih futdí ge ngóh lā! |
| 2. Ngóh ngoi deui jaakdí ge. | 2. Béi deui jaakdí ge ngóh lā! |
| 3. Ngóh ngoi bá lengdí ge. | 3. Béi bá lengdí ge ngóh lā! |
| 4. Ngóh ngoi jí saidí ge. | 4. Béi jí saidí ge ngóh lā! |
| 5. Ngóh ngoi go pèhngdí ge. | 5. Béi go pèhngdí ge ngóh lā! |
| 6. Ngóh ngoi géi gihn saidí ge. | 6. Béi géi gihn saidí ge ngóh
lā! |
| 7. Ngóh ngoi géi tuih chéuhngdí
ge. | 7. Béi géi tuih chéuhngdí ge
ngóh lā! |
-

16. Response Drill

- | | |
|--|----------------------------|
| Ex: T: Ngóh séung máaih
léuhng tuih tāai. | T: I want to buy two ties. |
| S: Máaih bīn léuhng
tuih nē? | S: Which two do you want? |
| 1. Ngóh séung máaih tuih tāai. | 1. Máaih bīn tuih nē? |
| 2. Ngóh séung máaih dí yùhnbāt. | 2. Máaih bīn dí nē? |
| 3. Ngóh séung máaih dí bou. | 3. Máaih bīn dí nē? |
| 4. Ngóh séung oi sàam deui
dyún maht.
I want to get three pairs
of socks. | 4. Oi bīn sàam deui nē? |
-

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

- | | |
|--|---|
| <p>A. In a store, the customer says:</p> <ol style="list-style-type: none"> 1. These shoes are pretty--
do you have (are there?)
size eight for sale? 2. I don't like the black ones--
are there white ones
(do you have white ones)? 3. This sweater is a little
too wide--I want a smaller
one. 4. I'll take a dozen of these
socks. 5. This sweater is pretty, but
it doesn't fit--do you
have larger one? 6. These shoes are a bit ex-
pensive, do you have any
cheaper ones? 7. How much do these shorts
cost? 8. This one (sweater) is pretty
and fits well, but it's a
bit expensive--\$30, OK? | <p>B. And the clerk responds:</p> <ol style="list-style-type: none"> 1. I'm sorry, size eight is
all sold out. 2. Yes, what size do you want? 3. This one is narrower--try
it. 4. Fine, what size do you wear? 5. Yes. 6. Yes, those are cheaper--do
you like them? 7. This one is \$15.00 and that
one is \$15.50--which one
do you want? 8. OK. |
|--|---|

Vocabulary Checklist for Lesson 8

- | | | |
|----------------|--------|---|
| 1. āamjeuk | adj: | fits well, well-fitting |
| 2. àh | ss: | sen. suf. with force of 'I suppose' |
| 3. baahk | adj: | white |
| 4. bīn? | QW: | which? |
| 5. ch̀uhng | adj: | long (in length) |
| 6. ch̀uhngsāam | n: | cheongsam |
| 7. dā | m: | dozen |
| 8. daaih | adj: | large |
| 9. daaihdī | Ph: | a little larger |
| 10. dāisāam | n: | underwear |
| 11. -dī | adj.s: | attaches to adjectives to mean 'a little <u>Adj</u> ;
somewhat <u>adj</u> ; <u>Adj</u> --er. |

| | | |
|--------------------|---------|---|
| 12. dò | bf: | much, many |
| 13. dyún | adj: | short |
| 14. fut | adj: | wide |
| 15. gauh | adj: | old (not new) |
| 16. -ge | bf: | one(s) = (noun substitute) |
| 17. géi | adv: | rather, quite |
| 18. gwai | adj: | expensive |
| 19. hāak | adj: | black |
| 20. hóu | adv: | very |
| 21. hóu | adj: | good |
| 22. Hóu m̀h hóu a? | Ph: | OK? Is (that) all right? |
| 23. houh | m: | number |
| 24. hóusihk | adj: | good to eat; tasty |
| 25. hóuyám | adj: | good to drink; tasty |
| 26. jaak | adj: | narrow |
| 27. jeuk | v: | wear; put on (clothes) |
| 28. júng | m: | type |
| 29. j̀ngyi | auxV/v: | like, prefer; like to |
| 30. lāangsāam | n: | sweater |
| 31. leng | adj: | pretty; good-looking; good, nice (for foods) |
| 32. Máaihsaai laak | Ph: | All sold out. |
| 33. m̀h haih géi | adv: | not very..., not.... |
| 34. m̀h haih hóu | adv: | not very |
| 35. móuh | v: | not have, there isn't (aren't) |
| 36. ngāamjeuk | adj: | well fitting (for clothes), fits well (var. of <u>āamjeuk</u>) |
| 37. p̀hng | adj: | cheap |
| 38. -saai | Vsuf: | completely |
| 39. sai | adj: | small |
| 40. s̀n | adj: | new |
| 41. s̀k | (bf)n: | color |
| 42. wah | v: | say, opine |
| 43. yáuh | v: | have, there is (are) |

I. BASIC CONVERSATION

A. Buildup:

gúngyáhn

servant

Gúngyáhn

Wéi.

Hello.

wán

look for, search

Wán bīnwái a?

Who are you calling?

Jèung Sàang

dihnwá

telephone

tèng

listen, hear

tèng dihnwá

talk [listen] on the

telephone

giu

instruct, order, tell

giu kéuih tèng dihnwá

ask her to come to the

phone

Mhgoi néih giu Léih Táai

Please ask Mrs. Lee to come to

tèng dihnwá.

the phone.

Gúngyáhn

Wán bīnwái wá? Ngoh tèng

Who did you say you were looking

m̀hchíngchó.

for? I didn't hear.

daaihsēngdí

louder voice

Mhgoi daaihsēngdí lā.

Please speak louder.

Jèung Sàang

Léih Taaitáai.

Mrs. Lee.

Gúngyáhn

heui gāai

go out [go street]

jǒ

Verb suffix, indicating

fulfillment of an

expectation.

heuijǒ gāai

has gone out, went out

Kéuih heuijǒ gāai bo.

She's gone out.

Gwaising wán kéuih a?

Who is calling please?

Jèung Sàang

Sing Jèung ge.

My name is Cheung.

fàanlāih

come back, return

géisih (géisi)

Kéuih géisih fàanlaih a?

Gungyahn

sahpyih dim

-lèhng-

Waahkjé sahpyih dim lèhng lā.

sikh aan or sikh ngaan

yiu

Kéuih yiu fàanlaih sikh ngaan

gé.

sih

yáuh sih

Yáuh mēyéh sih a?

Jèung Sàang

dá dihnwá

dá dihnwá béi ngòh

giu kéuih dá dihnwá béi

ngòh

m̀ngòì néih giu kéuih dá

dihnwá béi Jèung Sàang lā.

Gám, kéuih fàanlaih, m̀ngòì

néih giu kéuih dá dihnwá

béi Jèung Sàang lā.

Gungyahn

néih ge dihnwá

géidō houh?

néih ge dihnwá géidō houh a?

Kéuih jí m̀hji néih ge dihnwá

géidō houh a?

when?

When will she be back?

12 o'clock

-and some odd. Added to a
number phrase.

Probably a little after 12.

eat the midday meal

going to, intend to

She's going to come home for
lunch.

business, affair, matter

have something to attend

to; have errand, business

What is it you want? (i.e.,
What matter are you calling
about?)make a phone call, to
telephone.

telephone me

tell her to phone me

please ask her to phone

Mr. Cheung.

Well, when she comes home,

please ask her to call Mr.

Cheung.

your telephone

what number?

what is your telephone

number?

Does she know your telephone
number?

Jèung Sàang

Kéuih àhjí ga.

She doesn't know.

Ngóh ge dihnwá haih chāt
baat ...

My telephone number is 7 8 ...

Gúngyáhn

ló

fetch, go get

dáng ngóh

let me; wait while I ...

dáng ngóh ló jí bāt sin

let me get a pen first.

Dáng ngóh ló jí bāt sin lā.

Let me get a pen first ...

(She returns with a pen:)

Gúngyáhn

Wéi, géidō houh wá?

Hello, what number did you say?

Jèung Sàang

lìhng

zero

Chāt baat lukh lìhng ñgh gáu.

786059

Gúngyáhn

Chāt baat lukh lìhng ñgh gáu.

786059

wah kéuih jí

tell her

ngóh wah kéuih jí

I'll tell her

Hóu, kéuih fàanlāih, ngóh wah

All right--when she comes back,

kéuih jí lā.

I'll tell her.

Jèung Sàang

Hóu, àhgoi.

Fine; thanks.

B. Recapitulation:Gúngyáhn

Wéi. Wán bíwái a?

Hello. Who are you calling?

Jèung SàangÀhgoi néih giu Leih Táai tēng
dihwá.Please ask Mrs. Lee to come
to the phone.GúngyáhnWán bíwái wá? Ngóh tēng
àhchinghé. Àhgoi daaihsēng-
dí lā.Who did you say you
wanted? I couldn't hear.
Please speak louder.

| | | |
|---|--------------------|---|
| | <u>Jèung Sàang</u> | |
| Léih Taaitái. | | Mrs. Lee. |
| | <u>Gúngyáhn</u> | |
| Kéuih heuijó gāai bo.
Gwaising wán kéuih a? | | She's gone out. Who is calling please? |
| | <u>Jèung Sàang</u> | |
| Sing Jèung ge. Kéuih géisih fàanlaih a? | | My name is Cheung. When will she be back? |
| | <u>Gúngyáhn</u> | |
| Waahkjé sahpyih díng lèhng lā.
Kéuih yiu fàanlaih sihk aan gé. Yáuh mēyéh sih a? | | Probably a little after 12.
She's going to come home for lunch. What is it you want? |
| | <u>Jèung Sàang</u> | |
| Gám, kéuih fàanlaih, m̀hgòì néih giu kéuih dá dihnwá b̀ei Jèung Sàang lā. | | Well, (when) she comes home, please ask her to call Mr. Cheung. |
| | <u>Gúngyáhn</u> | |
| Kéuih jí m̀hjí néih ge dihnwá géidō houh a? | | Does she know your telephone number? |
| | <u>Jèung Sàang</u> | |
| Kéuih m̀hjí ga. Ngóh ge dihnwá haih chāt baat ... | | She doesn't know. My telephone number is 7 8 ... |
| | <u>Gúngyáhn</u> | |
| Dáng ngóh ló jí bāt sìn lā.
(She returns with a pen:) | | Let me get a pen first. |
| | <u>Gúngyáhn</u> | |
| Wéi, géidō houh wá? | | Hello, what number did you say? |
| | <u>Jèung Sàang</u> | |
| Chāt baat lukh líhng ñgh gáu. | | 786059 |
| | <u>Gúngyáhn</u> | |
| Chāt baat lukh líhng ñgh gáu.
Hóu, kéuih fàanlaih, ngóh wah kéuih jí lā. | | 786059
All right--when she comes back, I'll tell her. |

Listen and repeat:

1. sing sing 姓, lihng lihng 零, ching ching 清.
2. ching sing lihng . 清姓零
3. lihng lihng 零, pihng pihng 蘋.

5. ing/eng contrasts

Listen and repeat:

1. lihng lihng 零, pèhng pèhng 平.
2. pihng pihng pihnggwó . 蘋蘋蘋果
3. pihng pèhng 蘋平, pihng pèhng .
4. leng sing 靚姓, sing leng 靚姓.

6. ing/ik contrasts

Listen and repeat:

1. sīk sīk 識, sing sing 姓.
2. sīhk sīhk 食, sing sing .

7. eu finals

A. eut, eun, and eui

Listen and repeat:

1. chēut, sēut 出 恤
2. deui, heui 對 去
3. jēun, jēun 準 準

B. eung and euk

Listen and repeat:

1. Jēung chēuhng 張 長
2. séung, léuhng 想 兩
3. jeuk, jeuk 著 著

8. s as in sing, sīhk, si, sé, sei, séung, sàang, sahp, séui.

s is an initial consonant in Cantonese. Like the American s (as in 'see'), the Cantonese s is voiceless. In terms of air flow the American and Cantonese s sounds are the same--both are spirants, that is to say, the air is forced through a narrow passage under friction, producing a hissing sound. The tongue position for the Cantonese s differs from that of the American s. The friction points for the Cantonese sound are the blade of the tongue (that part just back from the tip) and the dental ridge. The flat surface of the blade of the tongue comes close to the dental ridge (the tip of the tongue is at

rest, approximately near the base of the upper teeth) and air is forced through the passage thus provided. For the American s, the friction points are the tip of the tongue, not the blade, and the dental ridge. For the American ʒ the grooved tip of the tongue approaches the dental ridge and air is forced through this passageway. For the Cantonese sound the lips are rounded before a rounded vowel and spread before an unrounded one.

1. Compare American and Cantonese ʒ sounds:

| <u>American</u> | <u>Cantonese</u> |
|-------------------|------------------|
| 1. see see see | si si si |
| 2. sing sing sing | sing sing sing |
| 3. set set set | sé sé sé |
| 4. say say say | sei sei sei |
| 5. son son son | sàn sàn sàn |
| 6. soot soot soot | sēut sēut sēut |

2. Listen and repeat:

1. si , si , si .
2. sih , sih , sih .
3. sé , sé , sé .
4. sing , sing , sing .
5. sēut , sēut , sēut .

9. s/j/ch compared.

There are some similarities of tongue positioning among these sounds. To make ʒ the blade of the tongue approaches close to the dental ridge at the point where the tongue touches the ridge to make the j and ch sounds. The flat surface of the blade is the friction point for all three sounds.

Listen and repeat:

1. ji 至 , chí 次 , si 識 .
2. jing 正 , ching 清 , sing 姓 .
3. jē 姐 , chē 車 , sé 塞 .
4. jái 仔 , chàih 齋 , sai 細 .

II. NOTES

1. bo = sentence suffix expressing definiteness, conviction.

Ex: Kéuih chēutjǒ gāai laak. She's gone out. (change from former condition)

Kéuih chēutjǒ gāai bo. She's gone out, that's definite.

(See BC)

2. -jǒ verb suffix indicating accomplishment of intended action.

This will be treated in detail in later lessons. At present learn it in the set phrases you will be apt to need to say and comprehend over the telephone:

Ex: Kéuih fàanjǒ gùng. He's gone to work.
[return-jǒ work]

Kéuih heuijǒ gāai. She's gone out (from her own house). [go-jǒ street]

Kéuih fàanjǒ ngūkkéi. He's gone home.
[return-jǒ home]

(See BC and Drills 1.3, 4, 5, 6, 7)

3. ge translated as possessive.

ge is suffixed to personal nouns and pronouns to show ownership, 'belonging to,' referred to in grammatical terms as the possessive. ge operates as possessive in noun phrases both in head and modifier structures:

- a. In head structures:

ge combines with a preceding personal noun (or pronoun) to form the head of a noun phrase.

- Ex: 1. Gó dī syù haih Léih Síujé ge. Those book(s) is/are
Gó bún That Miss Lee's.
2. Nī dī haih ngóh ge. These are mine.
Nī bún This one is
3. Léih Síujé ge haih Miss Lee's is a new one.
sán ge. are ones.
4. Ngóh ge haih gauh ge. Mine are old ones.
is an one.

In a head structure ge cannot be omitted from the N-ge combination.

(See Drills 10, 11)

b. In modification structures:

ge combines with personal nouns (and pronouns) to form a possessive modifier to a following noun head.

- Ex: 1. Ngóh ge dihnwá haih My telephone number is....
 ...houh.
2. Kéuihdeih ge néuih- Their girlfriends have gone
 pàhngyáuh fàanjó home.
 ngúkkéi laak.
3. Ngóh mhjúngyi Léih I don't like Miss Lee's new
 Síujé ge sán sweater.
 lāangsaam.

(See BC)

4. ge/Measure overlap.

ge may replace the measure in a modification structure.

- Ex: 1. Ngón go néui mhhái My daughter is not here.
 douh.
2. Ngóh dī néui mhhái My daughters are not here.
 douh.
3. Ngóh ge néui mhhái My daughter(s) is (are) not
 douh. here.

5. Possessive modification without ge or Measure.

A few nouns accept modification by personal nouns and pronouns directly. Pàhngyáuh, (ng)úkkéi, and gúngyàhn are the only nouns of this type we have studied so far.

- Ex: Ngóh pàhngyáuh My friend/friends
 Léih Síujé (ng)úkkéi Miss Lee's home

But even for these nouns, ge must be used with bīnggo ge, whose? to differentiate from bīn go, which (M)?

- Ex: Bīn go pàhngyáuh? Which friend?
 Bīnggo ge pàhngyáuh? Whose friend?

Compare:

- bīnggo ge pàhngyáuh? whose friend?
 bīn go pàhngyáuh? which friend?
 Léih Táai gaau bīnggo Whose friend does Mrs. Lee
 ge pàhngyáuh? teach?
 Léih Táai gaau bīn go Which friend does Mrs. Lee
 pàhngyáuh? teach?

The nouns that accept direct modification by personal noun/

8. Omission of yāt in certain 'one o'clock' phrases.

The numeral yāt is ordinarily omitted in the spoken language before the time measure dīm, 'o'clock,' when dīm is followed by gēi, lèhng or bun.

- Ex: 1. dīm gēi jūng = sometime after one o'clock
 2. dīm lèhng (jūng) = a little after one o'clock
 3. dīm bun = half past one

(See Drill 7)

In all other phrases concerning one o'clock, yāt cannot be omitted.

9. Omission of go jih in a time phrase.

go jih is frequently omitted in the spoken language as the final element in a time phrase.

- Ex: sàam dīm yāt = 3:05
sàam dīm sàam = 3:15
sàam dīm sei = 3:20

Note in these abbreviated forms that the numeral following dīm is in construction with an unspoken go jih, not with go gwāt. Thus sàam dīm sàam is 3:15, not 3:45. X:30 is never stated as X dīm luhk, but as X dīm bún.

(See Drill 7)

Although infrequent, X dīm yih rather than (-) X dīm léuhng is the abbreviated form for X dīm léuhng go jih.

III. DRILLS

1. Substitution Drill: Repeat the first sentence, then substitute as directed.

- | | |
|--|---|
| 1. M̀ngòì néih giu Léih Táai
tèng dihnwá lā.
Please call Mrs. Lee to the
telephone. | 1. M̀ngòì néih giu Léih Táai
tèng dihnwá lā. |
| 2. Hòh Táai | 2. M̀ngòì néih giu Hòh Táai
tèng dihnwá lā. |
| 3. Hòh Siujé | 3. M̀ngòì néih giu Hòh Siujé
tèng dihnwá lā. |
| 4. Jèung Sàang | 4. M̀ngòì néih giu Jèung Sàang
tèng dihnwá lā. |
| 5. Chàhn Táai | 5. M̀ngòì néih giu Chàhn Táai
tèng dihnwá lā. |

2. Expansion Drill

Ex: T: Jèung Sàang,
tèng dihnwá.

S: M̀ngòì néih giu
Jèung Sàang
tèng dihnwá.

T: Mr. Cheung, telephone!

S: Please ask Mr. Cheung to come
to the phone.

- | | |
|------------------------------|--|
| 1. Chàhn Sàang, tèng dihnwá. | 1. M̀ngòì néih giu Chàhn Sàang
tèng dihnwá. |
| 2. Léih Táai, tèng dihnwá. | 2. M̀ngòì néih giu Léih Táai
tèng dihnwá. |
| 3. Hòh Siujé, tèng dihnwá. | 3. M̀ngòì néih giu Hòh Siujé
tèng dihnwá. |
| 4. Wòhng Sàang, tèng dihnwá. | 4. M̀ngòì néih giu Wòhng Sàang
tèng dihnwá. |
| 5. Làuh Táai, tèng dihnwá. | 5. M̀ngòì néih giu Làuh Táai
tèng dihnwá. |

3. Expansion Drill: telephone talk; listen and repeat:

+ 1. cho

mistake, make a mistake

+ cho sin (line, thread)

wrong line

+ Daap cho sin

Wrong number! [connected the
wrong line]

- | | |
|---|---|
| 2. <u>dáng</u> | wait |
| + <u>dáng (yāt)jahn</u> (var: (yāt)ján) | <u>wait awhile</u> |
| M̀h̀gòì néih dáng yātjahn. | Just a moment, please.
[Please wait awhile] |
| M̀h̀gòì néih dáng yātjahn lā. | Just a moment, please! |
| + 3. <u>fàan</u> | <u>go [return] to place you</u>
<u>habitually go to.</u> |
| + <u>fàan gùng</u> | <u>go [return] to work</u> |
| fàanjó gùng | has gone [<u>or went</u>] to work |
| Kéuih fàanjó gùng. | (S)He's gone to work. |
| Kéuih fàanjó gùng bo. | I am sorry, but he's gone to work. |
| + 4. <u>chēut gāai</u> | <u>go out [out (to) street]</u> |
| chēutjó gāai | has gone [<u>or went</u>] out |
| Kéuih chēutjó gāai. | (S)He's gone out. |
| Kéuih chēutjó gāai bo. | I'm sorry, but she's gone out. |
| + 5. <u>fàan (ng)ūkkéi</u> | <u>go [return] home</u> |
| fàanjó (ng)ūkkéi | has gone [<u>or went</u>] home |
| Kéuih fàanjó (ng)ūkkéi | (S)He's gone home. |
| Kéuih fàanjó (ng)ūkkéi bo. | I'm sorry, but he's gone home. |
| + 6. <u>fàan hohk</u> | <u>go [return] to school</u> |
| fàanjó hohk | gone to school, left for school |
| Kéuih fàanjó hohk la. | He's gone to school. |
| + 7. <u>heui gāai</u> | <u>go out [go (to) street]</u> |
| heuijó gāai | has gone (<u>or went</u>) out |
| Kéuih heuijó gāai. | (S)He's gone out. |
| Kéuih heuijó gāai bo. | I'm sorry, but he's gone out. |
| + 8. <u>joi dālaih</u> | <u>call back (on the phone)</u> |
| dángjahn joi dālaih | call back later |
| Dángjahn joi dālaih lā. | Call back later. |
- a. Repeat the final sentence of each of the above problem sentences as a Listen and Repeat drill, students repeating after the teacher.
- b. Repeat, teacher giving the English of the final sentences, students called on individually to give Cantonese equivalents.

4. Conversation Drill: Carry on the suggested conversations following the pattern of the example.

Ex: 1. T: Néih wán mēyéh a? /jǐ yùhn-bāt/
T: What are you looking for? /a pencil/

S: Ngóh wán jǐ yùhn-bāt.
S: I'm looking for a pencil.

2. T: Néih wán bīngō a? /Chàhn Sàang/
T: Who are you looking for? /Mr. Chan/

S: Ngóh wán Chàhn Sàang.
S: I'm looking for Mr. Chan.

- | | |
|--------------------------------------|---------------------------|
| 1. Néih wán mēyéh a? /bàau yǐnjái/ | 1. Ngóh wán bàau yǐnjái. |
| 2. Néih wán mēyéh a? /bá jē/ | 2. Ngóh wán bá jē. |
| 3. Néih wán bīngō a? /Wòhng Táai/ | 3. Ngóh wán Wòhng Táai. |
| 4. Néih wán bīngō a? /Làuh Siujé/ | 4. Ngóh wán Làuh Siujé. |
| 5. Néih wán mēyéh a? /jǐ yùhnjǐ-bāt/ | 5. Ngóh wán jǐ yùhnjǐbāt. |
| 6. Néih wán bīngō a? /Jèung Sàang/ | 6. Ngóh wán Jèung Sàang. |

a. Repeat as Conversation Drill, thus:

1. T: /yùhnbāt/
S1: Néih wán mēyéh a?
S2: Ngóh wán jǐ yùhnbāt.
2. T: /Chàhn Sàang/
S1: Néih wán bīngō a?
S2: Ngóh wán Chàhn Sàang.

5. Conversation Drill

Ex: A: M̀h̀gòì néih giu Wòhng Sàang t̀ng̀ dih̀wá lā.
A: Please ask Mr. Wong to come to the phone.

B: Kéuih ch̀eùtjò gāai b̀. Gwaìsing wán kéuih a?
B: I'm sorry but he's gone out. Who is calling please?

A: Sing Jèung ge.
A: My name is Cheung.

- | | |
|--------------------------|--|
| 1. A.Hòh Táai | 1. A. M̀h̀gòì néih giu Hòh Táai t̀ng̀ dih̀wá lā. |
|--------------------------|--|

- | | |
|-------------------------------|---|
| B. | B. Kéuih chēutjō gāai bo.
Gwaising wán kéuih a? |
| A. Léih | A. Sing Léih ge. |
| 2. A. Jèung Sàang | 2. A. M̀ngòì néih giu Jèung
Sàang t̀ng dihwā lā. |
| B. | B. Kéuih chēutjō gāai bo.
Gwaising wán kéuih a? |
| A. M̀áh | A. Sing M̀áh ge. |
| 3. A. Ch̀ahn Siujé | 3. A. M̀ngòì néih giu Ch̀ahn
Siujé t̀ng dihwā lā. |
| B. | B. Kéuih chēutjō gāai bo.
Gwaising wán kéuih a? |
| A. Ẁohng | A. Sing Ẁohng ge. |

a. Continue, using actual names of students.

Comment: B̀inwái?, who? (polite) may be substituted for Gwaising thus:

Gwaising wán kéuih a?

B̀inwái wán kéuih a?

Who is calling her?

6. Translation & Conversation Drill

- | | |
|--|---|
| Ex: S1: M̀ngòì néih giu
Léih Sàang t̀ng
dihwā lā. | S1: Please ask Mr. Lee to come to
the phone. |
| S2: Kéuih heuijō gāai
bo. | S2: I'm sorry, but he's gone out. |
| 1. A. | 1. A. M̀ngòì néih giu Léih
Sàang t̀ng dihwā lā. |
| T. Wrong number! | B. Daap cho sin. |
| B. | 2. A. M̀ngòì néih giu Léih
Sàang t̀ng dihwā lā. |
| 2. A. | B. M̀ngòì néih dang yātján
lā. |
| T. Just a moment, please. | 3. A. M̀ngòì néih giu Léih
Sàang t̀ng dihwā lā. |
| B. | |
| 3. A. | |

- T. He's gone to work.
B.
4. A.
T. He's gone out.
B.
5. A.
T. He's gone home.
B.
6. A.
T. He's gone to school.
B.
- B. Kéuih fàanjó gùng bo.
4. A. M̀ngòì néih giu Léih
Sàang t̀ng dihnhá lā.
B. Kéuih ch̀eujó gāai bo.
or
Kéuih heuijó gāai bo.
5. A. M̀ngòì néih giu Léih
Sàang t̀ng dihnhá lā.
B. Kéuih fàanjó ngūkkéi bo.
6. A. M̀ngòì néih giu Léih
Sàang t̀ng dihnhá lā.
B. Kéuih fàanjó hohk bo.

7. Expansion Drill:

- Ex: T: chāt dīm T: 7 o'clock.
S: Ỳhngā chāt dīm S: It's about 7 o'clock.
+ S: Ỳhngā chāt dīm
 gamseuhnghá lā.
 (approximately)
T: Ní t̀iuh dyúnfu sah̄p T: These shorts are \$10.
 mān.
S: Ní t̀iuh dyúnfu sah̄p S: These shorts are about \$10.
 mān gamseuhnghá lā.
- + 1. dīm bun. 1. Ỳhngā dīm bun gamseuhnghá lā.
 1:30 (time expression) It's about 1:30.
2. luhk dīm sàam 2. Ỳhngā luhk dīm sàam
 six-fifteen gamseuhnghá lā.
 (short for luhk dīm
 sàamgojih)
3. Ní gih̄n ch̀euhngsāam 3. Ní gih̄n ch̀euhng sàam yah̄ngh
 yah̄ngh mān. mān gamseuhnghá lā.
4. Ní t̀iuh ch̀euhngfu sah̄pluhk 4. Ní t̀iuh ch̀euhngfu sah̄pluhk
 mān. mān gamseuhnghá lā.
5. Ní gih̄n lāanḡsāam sà'ahsei mān. 5. Ní gih̄n lāanḡsāam sà'ahsei
 mān gamseuhnghá lā.

Comments: a. gamseuhnghá attaches to the end of a number expression, to make it an approximate number.

8. Expansion Drill

Ex: T: Léih Táai wah ní
gihn sahp mán.

T: Mrs. Lee says this one is ten dollars.

S: Léih Táai wah ngóh
jí ní gihn sahp mán

S: Mrs. Lee told me this one is ten dollars.

1. Léih Sàang wah kéuih sahp
dím fàanlaih.

1. Léih Sàang wah ngóh jí
kéuih sahp dím fàan-
laih.

2. Kéuih wah gó go yàhn haih
sing Wòhng ge.

2. Kéuih wah ngóh jí gó go
yàhn haih sing Wòhng ge.

3. Chàhn Táai wah kéuih hohk
Gwóngdùngwá.

3. Chàhn Táai wah ngóh jí
kéuih hohk Gwóngdùngwá.

4. Hòh Siujé wah kéuih go bíu
hóu pèhng.

4. Hòh Siujé wah ngóh jí kéuih
go bíu hóu pèhng.

5. Kéuih wah kéuih sahp yih dím
yiu jáu laak.

5. Kéuih wah ngóh jí kéuih
sahp yih dím yiu jáu laak.

Comment: wah (Person jí), 'tell someone', is interchangeable with góng (Person) têng, góng (Person) jí, and wah (Person) têng.

Learn to recognize the alternate ways when you hear them.

9. Expansion Drill

Ex: T: Kéuih sihk faahn.

T: He is eating dinner.

S: Giu kéuih sihk faahn
lā!

S: Tell him to come to dinner!
(i.e. Dinner is on the
table-come eat.)

1. Léih Táai, têng dihnwá.
Telephone for you, Mrs. Lee.

1. Giu Léih Táai têng dihnwá lā!
Tell Mrs. Lee to come to
the phone.

2. Kéuih yihgā fàanlaih.
He's coming back now.

2. Giu kéuih yihgā fàanlaih lā!
Tell him to come back
right now.

3. Kéuih dāng jahn joi dá làih.

3. Giu kéuih dāng jahn joi
dá làih lā!

- | | |
|---|--|
| He'll call back in a little while. | Tell him to call back in a little while. |
| 4. Kéuih léuhng dím làih wán ngóh.
She's coming to see me [lit: look for me] at two o'clock.
+ (<u>heui wán yáhn</u> = go see someone) | 4. Giu kéuih léuhng dím làih wán ngóh lá!
Tell her to come see me at 2 o'clock. |
| 5. Kéuih gaau ngóh góng Gwóng-dùngwá. | 5. Giu kéuih gaau ngóh góng Gwóngdùngwá lá! |

10. Response Drill

- | | |
|--|--------------------------------|
| Ex: T: Ní bún syù haih bíngó ga? /ngóh/ | T: Whose book is this? /I/ |
| + S: Haih ngóh ge.
(ge = possessive marker) | S: It's mine. |
| 1. Gó bá jē haih bíngó ga? /ngóh gúngyáhn/ | 1. Haih ngóh gúngyáhn ge. |
| 2. Ní dī bāt haih bíngó ga? /Léih Siujé/ | 2. Haih Léih Siujé ge. |
| 3. Gó dī maht haih bíngó ga? /Wòhng Sàang/ | 3. Haih Wòhng Sàang ge. |
| 4. Ní léuhng jí bējáu haih bíngó ga? /ngóh pàhngyáuh/ | 4. Haih ngóh pàhngyáuh ge. |
| 5. Gó sàam go pìhnggwó haih bíngó ga? /gó go Yínggwokyáhn/ | 5. Haih gó go Yínggwokyáhn ge. |

11. Response Drill

- | | |
|--|-----------------------------------|
| Ex: T: Bīn jí yùhnjibāt haih néih ga? /hāak sīk/ | T: Which ball point pen is yours? |
| S: Hāaksīk gó jí. | S: That (or the) black one. |
| 1. Bīn gihn sēutsāam haih néih pàhngyáuh ga? /chèuhngdī/ | 1. Chèuhngdī gó gihn. |
| 2. Bīn bá jē haih néih ga? /daaihđī/ | 2. Daaihđī gó bá. |
| 3. Bīn bún syù haih néih ga? /saidī/ | 3. Saidī gó bún. |
| 4. Bīn gihn lāangsāam haih néih ga? /sa'ahsei houh/ | 4. Sa'ahsei houh gó gihn. |

- | | |
|--|-----------------------|
| 5. Bīn deui hàaih haih néih ga?
/baat houh/ | 5. Baat houh gó deui. |
| 6. Bīn tīuh fu haih néih ga?
/dyún/ | 6. Dyún gó tīuh. |
-

12. Substitution Drill: Repeat the first sentence, then substitute as directed.

- | | |
|--|---|
| 1. Ngóh hóu jùngyi yám bējáu.
I like to drink beer. =
I like beer. | 1. Ngóh hóu jùngyi yám bējáu. |
| 2. /kéuih/ | 2. Kéuih hóu jùngyi yám bējáu.
He likes to drink beer. |
| 3. /séung/ | 3. Kéuih séung yám bējáu.
He'd like some beer. |
| 4. /mēyéh/ | 4. Kéuih séung yám mēyéh a?
What would he like to
drink? |
| 5. /jùngyi/ | 5. Kéuih jùngyi yám mēyéh a?
What does he like ...?
or (Polite)
What does he want ...? |
| 6. /gafē/ | 6. Kéuih jùngyi yám gafē.
He likes coffee. |
| 7. /h̄jùngyi/ | 7. Kéuih h̄jùngyi yám gafē.
He does not like coffee. |
| 8. /h̄séung/ | 8. Kéuih h̄séung yám gafē.
He does not want any
coffee. |
| 9. /séung h̄séung/ | 9. Kéuih séung h̄séung yám gafē
a?
Would he like some coffee? |
| 10. /hóu séung/ | 10. Kéuih hóu séung yám gafē.
He'd like very much to
have some coffee. |
| 11. /hóu jùngyi/ | 11. Kéuih hóu jùngyi yám gafē.
He likes coffee. |
-

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

A. On the telephone, you say:

1. Hello, who are you calling?
2. Mr. Chang is out--may I take a message [lit: What is your business?]
3. What did you say your name was? Please speak louder.
4. Mrs. Ma has gone to work.
5. May I speak to Mr. Lee?
6. Please ask Miss Ho to come to the phone.
7. My phone number is _____.
8. Hello, what number did you say?
9. When is Mr. Lau coming home?
10. When he comes back I'll tell him.

B. And the other person responds:

1. Please ask Mr. Chang to come to the phone.
2. My name is Wong. Please ask Mr. Chang to call me when he gets back.
3. My name is _____.
My phone number is _____.
4. Will she be home for lunch?
5. He's gone home.
6. You have the wrong number.
7. Just a minute, let me get a pen.
8. _____.
9. I don't know. Do you have a message?
10. Thank you.

Vocabulary Checklist for Lesson 9

| | |
|---------------------------------------|--|
| 1. aan (var: ngaan) | bf: noon, midday |
| 2. chēut gāai | VO: go out (from one's own house) |
| 3. cho | n/v: mistake, make a mistake |
| 4. Daaìhsèngdī | Ph: Speak louder! |
| 5. dǎng yātjǎn
(also dǎng yātjahn) | Ph: wait awhile |
| 6. Daap cho sin! | Ph: Wrong number! [caught-mistake-line] |
| 7. dá | v: hit |
| 8. dihnwá | VO: make a telephone call |
| 9. dǎng | v: wait |
| 10. dǎng <u>Person Verb</u> | v: allow, let <u>Person do something</u> ; wait while <u>Person does something</u> . |
| 11. dihnwá | n: telephone |
| 12. dím bun | TW: 1:30 o'clock |

| | | |
|------------------------------|---------|---|
| 13. fàan | v: | return (to/from a place you habitually go to) |
| 14. fàan gùng | VO: | go [return] to work |
| 15. fàan hohk | VO: | to to school |
| 16. fàanlaih | v: | come back, return (here) |
| 17. fàan (ng)ūkkéi | VO: | go [return] home |
| 18. gamseuhnghá | Ph: | approximately |
| 19. ge | bf: | mark of the possessive. joins with preceding personal noun (or pronoun) to form possessive. |
| 20. géidō houh? | Ph: | what number? |
| 21. géisi? <u>or</u> géisih? | QW: | when? |
| 22. giu | v: | instruct, tell, order, call |
| 23. góng <u>Person</u> jí | Ph: | tell someone |
| 24. góng <u>Person</u> têng | Ph: | tell someone |
| 25. gùngyàhn | n: | servant, laborer |
| 26. heui gāai | VO: | go out (from one's own house) |
| 27. -jó | Vsuf: | verb suf. indicating accomplishment of the action |
| 28. joi dālaih | Ph: | call back (on the phone) |
| 29. lèhng | nu: | 'and a little bit' in a number phrase |
| 30. líhng | nu: | zero |
| 31. ló | v: | fetch, to go get (something) |
| 32. ngaan | bf: | noon, midday |
| 33. ngūkkéi <u>or</u> ūkkéi | PW: | home |
| 34. sih | v: | business, affair, matter |
| 35. sihk (ng)aan | VO: | eat lunch |
| 36. sín | adv/ss: | first |
| 37. sin | n: | line, thread |
| 38. têng | v: | hear, listen to |
| 39. têng dihnwá | VO: | talk [listen] on the telephone |
| 40. ūkkéi <u>or</u> ngūkkéi | PW: | home |
| 41. wah ngoh jí | Ph: | tell me |
| 42. wah yàhn têng | Ph: | tell someone |
| 43. wah yàhn jí | Ph: | tell someone |
| 44. wán | v: | look for, search |
| 45. wán yàhn | VO: | look someone up |

I. BASIC CONVERSATION

A. Buildup:

yàuhhaak

tourist

Yàuhhaak

bīndouh?

where?

hái

location verb, variously translated. 'is located.'

hái bīndouh a?

where is (it)?

jáudim

hotel

Máhnwáh Jáudim

Mandarin Hotel

Máhnwáh Jáudim hái bīndouh a?

Where is the Mandarin Hotel?

Chéng mahn ...?

May I ask ...? polite form used in asking questions, equivalent to English: Could you please tell me ...?

Chéng mahn, Máhnwáh Jáudim

Could you please tell me where the Mandarin Hotel is?

hái bīndouh a?

Búndeihyáhn

búndeihyáhn

a native, person belonging to a place by ancestry and upbringing.

-bihn

side

gó bihn

over there, on that side

hái gó bihn

(it) is over there

Nē!

there! an exclamation accompanying pointing out something to somebody.

Nē!-hái gó bihn.

There!--over there.

Yàuhhaak

táidóu

see [look successfully = see]

táihhdóu

look, but don't see; don't see.

Deuihàjyuh, ngòh táiimhdóu.

Gó bihn bíndouh a?

Búndeihyáhn

deuimihn

máhtàuh

máhtàuh deuimihn

Tínsíng Máhtàuh

Hái Tínsíng Máhtàuh deuimihn.

Excuse me, I don't see it. Over there where?

opposite, facing

pier, wharf

opposite the pier

Star Ferry Pier

It's opposite the Star Ferry Pier.

Yáuhhaak

gūngsí

yáuh móuh gūngsí a?

níjógán, (var: jógán)

Níjógán yáuh móuh gūngsí a?

department store

is there a department store?

hereabouts, close by

Is there a department store near here?

Búndeihyáhn

Yáuh.

gàan

Nē - gó bihn yáuh gàan.

ngáhnhòhng

gó gàan ngáhnhòhng

gaaklèih

Hái gó gàan ngáhnhòhng gaaklèih.

Yes, there is.

measure for buildings

There's one over there.

bank

that bank

next to, adjacent

Next to the bank.

Yáuhhaak

A! Tái dóu laak! Mhgoi.

Oh, I see it! Thanks.

B. Recapitulation:

Yáuhhaak

Chéng mahn, Máhnwáh Jáudin

hái bíndouh a?

Could you please tell me where the Mandarin Hotel is?

Búndeihyáhn

Nē!--hái gó bihn.

There!--over there.

Yáuhhaak

Deuihàjyuh, ngòh táiimhdóu.

Gó bihn bíndouh a?

Excuse me, I don't see it.

Over there where?

Búndehyáhn

Hái Tíngsīng Máhtàuh deumihh.

It's opposite the Star Ferry Pier.

Yáuhhaak

Níjógán yáuh móuh gūngsī a?

Is there a department store near here?

Búndehyáhn

Yáuh. Nē - gó bihn yáuh gāan.

Yes, there is. There's one over there. It's next to the bank.

Hái gó gāan ngànhòhng gaak-lèih.

Yáuhhaak

A! Táidóu laak! Mhgoi.

Oh, I see it! Thanks.

II. NOTES

A. Culture Notes: Restaurants:

In this lesson we introduce two of the many names for different types of restaurants: chāansāt, and chàhlàuh. Chāansāt is the generic term for a restaurant serving Western food. (Western in contrast to Chinese, that is.) chàhlàuh is the word for Cantonese teahouse, mentioned in the notes for Lesson 5. In the teahouse you select what you want to eat from trays of hot snacks that are circulated up and down the aisles of the restaurant by vendor-girls. You don't have to order, just point. Very convenient for beginning language students. Of other names for restaurants, chāantēng refers to restaurants serving Western food. (chāansāt is the generic term, chāantēng is more elegant, used more frequently in restaurant names. Ex: Méih Sām Chāantēng haih gāan chāansāt. 'Maxim's Restaurant is a restaurant serving Western food.)

Restaurants serving Chinese food are called jáugā, jáulàuh, faahndim, choigwún, and faahngwún.

B. Structure Notes

1. Placewords.

Placeword is a name given to expressions which can, as the final element in the sentence, follow the location verb hái. Placewords can occupy the positions of subject, object, and modifier.

There are several different kinds of placewords:

1. Geographic names:

Hèunggóng = Hong Kong

Kéuih yíngā hái Hèunggóng. = He is in Hong Kong now.

Geographic names may also function as ordinary nouns, though this is not their most common use.

Ex: Bīngō wah yáuh Who says there are two Hong
léuhng go Kongs?
Hèunggóng a?

2. Locatives

Locatives are pronouns of place, whose meanings derive from position in relation to another element:

Ex: nīdōuh = 'here' [near-place]

in relationship to the speaker =
near the speaker

gódōuh = 'there' [distant-place]

in relationship to the speaker =
distant from the speaker

deuimihñ = opposite, facing [facing-face]

in relationship to speaker or other
place element: facing the point of
reference.

Kéuih hái nīdōuh. He is here.

Kéuih hái gódōuh. He is there.

Kéuih hái deuimihñ. He is facing (this way).

(See BC and Drill 6)

Locatives may be preceded by placeword nouns in modification-head structure.

Ex: Kéuih hái gaaklèih. He is next door.
[adjacent]

Kéuih hái ngànhòhng He is next door to the
gaaklèih. bank.

(See BC and Drill 7)

3. Some ordinary nouns double as placewords.

Ex: chàhlàuh = teahouse

a. as an ordinary noun:

Gó gāan chàhlàuh That teahouse is very
hou gwai. expensive.

b. as a placeword:

Wòhng Sàang hái
chàhlàuh.

Mr. Wong is at the tea-
house.

(See Drill 2)

4. Nouns and pronouns which are not placewords (cannot follow hái as final element in sentence) form place-word phrases by suffixing a locative or the boundword -douh 'place.'

Ex: Bún syù hái ngòh
(ní)douh.

The book is (here) by me.

Bún syù hái Léih
Sàang douh.

The book is at Mr. Lee's.

Bún syù hái tóih
(gó)douh.

The book is (there) on
the table.

2. -douh, -syu = placeword formants

-douh 'place,' is a boundform, left-bound to the verb hái, or to one of the specifiers ní/gó/bín, or to a noun or pronoun to form a place phrase.

Ex: 1. Wòhng Táai hái m̀hái
douh a?

Is Mrs. Wong at home? or
here? or there? [i.e.,
at the place where the
listener is]

Hái douh.

(She) is here.

M̀hái douh.

She's not here.

2. Kéuih hái nídouh.

She's at this place.

3. Kéuih hái ngòh douh.

She's at my place. (here
by me.)

-syu, 'place,' is another boundword of place, which can be substituted for -douh everywhere. In Hong Kong -douh seems favored by most speakers, but -syu is occasionally heard also.

3. hái = location verb, requiring placeword object.

a. hái occurs: (1) as the only verb in the sentence, and

(2) as one verb in a series of verbal expressions.

(1) as the only verb in the sentence:

aff: Kéuih hái Méihgwok.

He's in America.

neg: Kéuih m̀hái Méihgwok.

He isn't in America.

q: Kéuih hái m̀hái
Méihgwok a?

Is he in America?

(See BC and Drills 1, 2, 3, 4)

(2) as one verb in a series of verbal expressions:

| | |
|--|--|
| aff: Kéuih hái ūkkéi dǎng ngòh. | She's waiting (<u>or</u> waited) for me at home. |
| neg: Kéuih mǎhái ūkkéi dǎng ngòh. | She's not waiting (<u>or</u> didn't wait) for me at home. |
| q: Kéuih haih mǎhái hái ūkkéi dǎng néih a? | Is she waiting (<u>or</u> did she wait) for you at home? |

(See Drill 9)

b. Translation of hái into English

When hái is the only verb in the sentence, it translates into English as the appropriate tense and person of the verb 'be,' with in/on/at/ added as necessary, according to the requirements of English grammar.

| | |
|----------------------------|--------------------------|
| Ex: 1. Kéuih hái méihgwok. | He is/was in America. |
| 2. Kéuih hái ūkkéi. | He is/was (at) home. |
| 3. Kéuih hái séjihlauh. | He is/was at the office. |
| 4. Kéuih hái gódouh. | He is/was there. |

When hái is one verb in a series of verbs, it translates into English as a preposition-- 'at,' 'on,' or 'in.'

| | |
|-----------------------------------|---|
| Ex: Kéuih hái Méihgwok dǎng ngòh. | He waited/is waiting for me in America. |
|-----------------------------------|---|

4. Placeword yáuh Noun sentence type.

The Placeword yáuh Noun sentence is a form of SVO sentence, with yáuh as 'there is,' 'there are,' 'there exists.'

| | |
|--|----------------------------|
| Ex: aff: 1. Gaaklèih yáuh (gàan) ngàhnhòhng. | Next door there is a bank. |
| neg: 2. Gaaklèih móuh ngàhnhòhng. | There's no bank next door. |
| q: 3. Gaaklèih yáuh móuh ngàhnhòhng a? | Is there a bank next door? |

(See BC and Drills 11, 12, 13)

5. Pivotal constructions: PW yáuh SVO

The PW yáuh N sentence can be expanded to PW yáuh SVO, with the S of the SVO standing as the object of the first verb (yáuh) and the subject of the verb which follows it. Such a construction, in which the object of V_1 is the subject of V_2 , we call a pivotal construction.

| | |
|-----------------------------------|---|
| Ex: Gaaklèih yáuh yàhn sík faahn. | Next door there are people (<u>or</u> there is someone) eating dinner. |
|-----------------------------------|---|

(See Drill 14)

6. -dóu = verb suffix, indicating successful accomplishment of action of the verb.

a. Verbs which take the suffix -dóu include the following:

| <u>Verb</u> | | <u>V-dóu</u> | |
|-------------|------------------|--------------|---------------------------------------|
| tái | look | táidóu | see [look successfully] |
| wán | search, look for | wándóu | find [search successfully] |
| máaih | buy | máaihóu | buy [i.e. after overcoming obstacles] |

b. Illustrative examples:

A. Tái mhtáidóu gó gään ngàhnhòng a?

A: Do you see that bank?

B. Táidóu.

B: Yes, I see it.

C. Táimhdóu.

C: No, I don't see it.

A. Nē, hái gó gään jáudim gaaklèih.

A: There--next to the hotel.

C. A, yihgā táidóu laak.

C: Oh, now I see it.

c. Verb forms of V-dóu:

aff: táidóu

neg: táimhdóu (or mhtáidóu)

q: tái mhtáidóu? (or tái mhtáidākóu?)

Of the negative forms V-mhdóu is more common, though mhtáidóu also is said. Both question forms are common.

(See BC and Drill 13)

III. DRILLS

1. Expansion Drill: Students point nearby for nīdough, away for gódough.

- | | |
|--------------------------------|-----------------------|
| Ex: T: /Ngóh/Néih/Kéuih/ | T: I, you, he. |
| + S: Ngóh hái <u>nīdough</u> . | S: I'm <u>here</u> ; |
| + Néih hái <u>gódough</u> . | you're <u>there</u> ; |
| Kéuih hái <u>bīndough</u> a? | where's she? |
-
- | | |
|---|---|
| 1. /ngóhdeih/néihdeih/kéuihdeih/ | 1. Ngóhdeih hái nīdough;
néihdeih hái gódough;
kéuihdeih hái bīndough a? |
| 2. /Chàhn Sàang/Chàhn Táai/Chàhn Siujé/ | 2. Chàhn Sàang hái nīdough;
Chàhn Táai hái gódough;
Chàhn Siujé hái bīndough a? |
| 3. /tíuh fu/gíhn sēutsāam/
deui hàaih/ | 3. Tíuh fu hái nīdough;
gíhn sēutsāam hái gódough;
deui hàaih hái bīndough a? |
| 4. /jǐ yùnhbāt/jǐ yùhnjībāt/
bún syù/ | 4. Jǐ yùnhbāt hái nīdough;
jǐ yùhnjībāt hái gódough;
bún syù hái bīndough a? |
| 5. /dǐ pihnggwó/dǐ cháang/dǐ jǐu/ | 5. Dǐ pihnggwó hái nīdough;
dǐ cháang hái gódough;
dǐ jǐu hái bīndough a? |

2. Conversation Drill: Carry on the suggested conversations following the pattern of the example.

- | | |
|---------------------------|-------------------------------|
| Ex: T: /jáudim/ | hotel |
| S1: Kéuih hái bīndough a? | Where is (or was) he? /hotel/ |
| S2: Kéuih hái jáudim. | He is (or was) at the hotel. |
-
- | | |
|---|---|
| 1. /ngànhhòhng/ | 1. S1: Kéuih hái bīndough a?
S2: Kéuih hái ngànhhòhng. |
| + 2. /chāansāt/
(Western restaurant) | 2. S1: Kéuih hái bīndough a?
S2: Kéuih hái chāansāt. |
| + 3. /chàhlàuh/
(teahouse) | 3. S1: Kéuih hái bīndough a?
S2: Kéuih hái chàhlàuh. |
| 4. /jáudim/ | 4. S1: Kéuih hái bīndough a?
S2: Kéuih hái jáudim. |
| + 5. /séjihlàuh/
(office) | 5. S1: Kéuih hái bīndough a?
S2: Kéuih hái séjihlàuh. |

6. /gūngsǐ/
6. S1: Kéuih hái bīndouh a?
S2: Kéuih hái gūngsǐ.
- + 7. /tòuhsyùgwún/
(library)
7. S1: Kéuih hái bīndouh a?
S2: Kéuih hái tòuhsyùgwún.

3. Expansion Drill:

- Ex: T: Chàhn Táai àhhái ngukkéi.
/chāansāt/
S: Chàhn Táai àhhái ngukkéi, hái chāansāt.
- T: Mrs. Chan is not at home.
S: Mrs. Chan is not at home, she's at the restaurant.
1. Kéuih àhhái tòuhsyùgwún.
/gūngsǐ/
He's not at the library.
/department store/
1. Kéuih àhhái tòuhsyùgwún,
hái gūngsǐ.
He's not at the library,
he's at the department store.
2. Léih Sàang àhhái gūngsǐ.
/jáudim/
2. Léih Sàang àhhái gūngsǐ,
hái jáudim.
3. Léih Siujé àhhái chāansāt.
/séjihlauh/
3. Léih Siujé àhhái chāansāt,
hái séjihlauh.
4. Chàhn Sàang àhhái séjihlauh.
/chāansāt/
4. Chàhn Sàang àhhái séjihlauh,
hái chāansāt.
- + 5. Mǎhnwáh Jáudim àhhái Daaih Douh Jùng. /Tínsing Máhtauh deuimihn/
The Mandarin Hotel is not on Queen's Road Central.
/opposite the Star Ferry/
5. Mǎhnwáh Jáudim àhhái Daaih Douh Jùng, hái Tínsing Máhtauh deuimihn.
- + 6. Go chē jaahn àhhái deuimihn.
/ní bihn/
The bus stop is not across the street. /this side/
6. Go chē jaahn àhhái deuimihn, hái ní bihn.
The car stop is not across the street, it's on this side.
- + 7. Méihgwok Ngàhnhòhng àhhái ní bihn. /deuimihn/
The Bank of America is not on this side.
7. Méihgwok Ngàhnhòhng àhhái ní bihn, hái deuimihn.
The Bank of America is not on this side, it's in front.
- + 8. Kéuih gàan ngūk àhhái Hèunggóng ní bihn. /Gaulùhng gó bihn/
His house is not here on the Hong Kong side. /there on the Kowloon side/
8. K'uih gàan ngūk àhhái Hèunggóng ní bihn, hái Gaulùhng gó bihn.

- | | |
|---|--|
| 9. Hèunggóng chāansāt m̀hhái gó bihn. /ní bihn/ | 9. Hèunggóng chāansāt m̀hhái góbihn, hái ní bihn. |
| 10. T̀nsing M̀htàuh m̀hhái gaaklèih. /deuimih/ | 10. T̀nsing M̀htàuh m̀hhái gaaklèih, hái deuimih. |
| + 11. Méihgwok Jáudim m̀hhái (ní) jógán. (J̀ngwàahn/)
The <u>American Hotel</u> is not hereabouts. / <u>Central District</u> / | 11. Méihgwok Jáudim m̀hhái (ní) jógán, hái J̀ngwàahn. |
| 12. Gó g̀an g̀ngsī m̀hhái ní jógán. /Daaih Douh J̀ng/ | 12. Gó g̀an g̀ngsī m̀hhái ní jógán, hái Daaih Douh J̀ng. |

Comments: (1) Méihgwok Jáudim, 'American Hotel' is the Hong Kong Hilton, also called 'Hèiyihdeuhn Jáudim'

(2) (ng)̀uk 'house,' is not the one you live in. ng̀ukkéi, 'home,' 'house one lives in'

4. Alteration Drill

Ex: T: Wòhng S̀ang hái m̀hhái ùkkéi a?

T: Is Mr. Wong at home?

S: Wòhng S̀ang haih m̀hahh hái ùkkéi a?

S: Is Mr. Wong at home?

1. Kéuih hái m̀hhái séjihl̀auh a?

1. Kéuih haih m̀hahh hái séjihl̀auh a?

2. Ch̀ahn Siujé bá jē hái m̀hhái ǹidouh a?
Is Miss Chan's umbrella here?

2. Ch̀ahn Siujé bá jē haih m̀hahh hái ǹidouh a?

3. Hòh Táai gihh l̀angsaam hái m̀hhái nèih ùkkéi a?
Is Mrs. Ho's sweater at your house?

3. Hòh Táai gihh l̀angsaam haih m̀hahh hái nèih ùkkéi a?

Comment: a location question of the choice type may be either hái m̀hhái Placeword? or haih m̀hahh hái Placeword?

5. Substitution Drill: Repeat first sentence, then substitute as directed.

1. Méihgwok Jáudim hái b̀indouh a?
Where is the American Hotel?

1. Méihgwok Jáudim hái b̀indouh a?

2. /M̀ahnwàh Jáudim/

2. M̀ahnwàh Jáudim hái b̀indouh a?

- | | |
|--|---------------------------------------|
| 3. /Méihgwok Ngàhnhòhng/ | 3. Méihgwok Ngàhnhòhng hái bīndouh a? |
| 4. /Daaih Douh Jùng/ | 4. Daaih Douh Jùng hái bīndouh a? |
| 5. /Néih ge séjihlauh/ | 5. Néih ge séjihlauh hái bīndouh a? |
| + 6. / <u>Dākfu</u> h Douh Jùng/
Des Voeux Road Central | 6. Dākfu |
| 7. /Tīnsīng Máhtàuh/ | 7. Tīnsīng Máhtàuh hái bīndouh a? |
-

6. Expansion Drill

Ex: T: Làuh Siujé hái nīdouh. T: Miss Lau is (or was) here.

S: Wòhng Siujé wah ngóh jí Làuh Siujé hái nīdouh. S: Miss Wong told me Miss Lau was here.

- | | |
|---|---|
| 1. Làuh Siujé hái gódouh. | 1. Wòhng Siujé wah ngóh jí Làuh Siujé hái gódouh. |
| 2. Làuh Siujé hái nī bihn. | 2. Wòhng Siujé wah ngóh jí Làuh Siujé hái nī bihn. |
| 3. Làuh Siujé hái gó bihn. | 3. Wòhng Siujé wah ngóh jí Làuh Siujé hái gó bihn. |
| 4. Làuh Siujé hái deuimihn. | 4. Wòhng Siujé wah ngóh jí Làuh Siujé hái deuimihn. |
| 5. Làuh Siujé hái gaaklèih. | 5. Wòhng Siujé wah ngóh jí Làuh Siujé hái gaaklèih. |
| 6. Làuh Siujé hái nījógán. | 6. Wòhng Siujé wah ngóh jí Làuh Siujé hái nījógán. |
| + 7. Làuh Siujé hái <u>mùnháuh</u> .
Miss Lau is at the door.
(doorway) | 7. Wòhng Siujé wah ngóh jí Làuh Siujé hái mùnháuh. |
-

7. Expansion Drill

Ex: T: Gàan ngàhnhòhng hái deuimihn.
/chē jaahm/

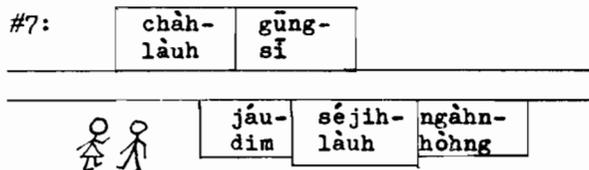
T: The bank is on the opposite side. /bus stop/

S: Gàan ngàhnhòhng hái chē jaahm deuimihn.

S: The bank is opposite the bus stop.

- | | |
|---|--|
| 1. Gàan gūngsī hái deuimihn.
/jǎudim/ | 1. Gàan gūngsī hái jǎudim
deuimihn. |
| 2. Gàan jǎudim hái deuimihn.
/gūngsī/ | 2. Gàan jǎudim hái gūngsī
deuimihn. |
| 3. Gàan ngànhòhng hái nī jógán.
/chē jaahm/
The bank is near here. | 3. Gàan ngànhòhng hái chē
jaahm nī jógán.
The bank is near the bus
stop, here. |
| 4. Go chē jaahm hái nījógán.
/ngànhòhng/
The bus stop is nearby. /bank/ | 4. Go chē jaahm hái ngànhòhng
nī jógán.
The bus stop is near the
bank. |
| 5. Gàan gūngsī hái gaaklèih.
/chāansāt/
The department store is next
door. /restaurant/ | 5. Gàan gūngsī hái chāansāt
gaaklèih.
The department store is
next the restaurant. |
| 6. Gàan chāansāt hái gaaklèih.
/tòusyùgwún/ | 6. Gàan chāansāt hái tòusyùgwún
gaaklèih. |
| 7. Ngóh ge séjihlauh hái nībihn.
/jǎudim/
My office is on this side
of the street. /hotel/ | 7. Ngóh ge séjihlauh hái jǎudim
nī bihn.
My office is this side
of the street, on the side
where the hotel is. |

Comment on #7:



Ngóh ge séjihlauh hái jǎudim nī bihn. Ngóh, séjihlauh, and jǎudim are all on the same side of the street. Above, in referring to the dept. store, speaker would say: Gūngsī hái chàhlauh gó bihn. The dept. store is on that side (away from me) where the teahouse is.

8. Response Drill

- | | |
|---|--|
| Ex: T: Méihgwok Jǎudim
hái bindouh a?
/Daaih Douh Jùng/ | T: Where's the Hilton Hotel? |
| S: Méihgwok Jǎudim hái
Daaih Douh Jùng. | S: The Hilton Hotel is on Queen's
Road Central. |

- | | |
|--|--|
| 1. Néih ge séjihlauh hái bīndouh a?
a? /Dākfuoh Douh Jùng/ | 1. Ngóh ge séjihlauh hái Dākfuoh
Douh Jùng. |
| 2. Méihgwok Jáudim hái bīndouh a?
/Daaih Douh Jùng/ | 2. Méihgwok Jáudim hái Daaih
Douh Jùng. |
| 3. Daaih Douh Jùng hái bīndouh a?
/Hèunggóng nǐ bihn/
on the Hongkong side | 3. Daaih Douh Jùng hái
Hèunggóng nǐ bihn. |
| + 4. Mǎnhwáh Jáudim hái bīnbihn a?
/deuimihn/ (<u>which side?</u>) | 4. Mǎnhwáh Jáudim hái deuimihn. |
| 5. Tǐnsǐng Máhtàuh hái bīndouh a?
/gó bihn/ | 5. Tǐnsǐng Máhtàuh hái gó bihn. |
| 6. Go chē jaahm hái bīndouh a?
/ngàhnhòhng deuimihn/ | 6. Go chē jaahm hái ngàhnhòhng
deuimihn. |
| 7. Tòuhsyùgwún hái bīndouh a?
/gaaklèih/ | 7. Tòuhsyùgwún hái gaaklèih. |

Comment: People in Hongkong identify places as being 'on the Hongkong side' or 'on the Kowloon side'. Kowloon and Hongkong are on opposite sides of the Hongkong Harbour. Hèunggóng nǐ bihn 'on the Hongkong side' [Hongkong this side] is said from the standpoint of a person who is on the Hongkong side. To him the Kowloon side would be Gáulùhng gó bihn 'on the Kowloon side' [Kowloon that side].

9. Combining Drill

- | | |
|---|--|
| Ex: T: Kéuih hái Méihgwok
Jáudim.
Kéuih dǎng ngóh. | T: He is (<u>or was</u>) at the American
Hotel.
He is (<u>or was</u>) waiting
(<u>or He waited</u>) for me. |
| S: Kéuih hái Méihgwok
Jáudim dǎng ngóh. | S: He is (<u>or was</u>) waiting, (<u>or</u>
He waited) for me at the
American Hotel. |
| 1. Kéuih hái mǔnhháu.
Kéuih dǎng pǎhngyáuh. | 1. Kéuih hái mǔnhháu dǎng
pǎhngyáuh. |
| 2. Kéuih hái Tǐnsǐng Máhtàuh.
Kéuih dǎng pǎhngyáuh. | 2. Kéuih hái Tǐnsǐng Máhtàuh
dǎng pǎhngyáuh. |
| 3. Jèung Sàang hái Yahtbún.
Jàung Sàang gaau Yahtmǎhn. | 3. Jèung Sàang hái Yahtbún
gaau Yahtmǎhn. |
| 4. Ngóh hái Hèunggóng.
Ngóh hohk Gwóngdùngwá. | 4. Ngóh hái Hèunggóng hohk
Gwóngdùngwá. |
| + 5. Kéuih hái Méihgwok Ngàhn-
hòhng <u>ló chin</u> .
He <u>withdraws money</u> . | 5. Kéuih hái Méihgwok Ngàhn-
hòhng <u>ló chin</u> .
He's at the Bank of
America withdrawing money. |

- | | |
|---|---|
| <p>6. Chèuhn Táai hái chē jaahn.
+ Chèuhn Táai dáng chē.
Mrs. Cheun is waiting for
the bus. [<u>vehicle</u>]</p> <p>7. Wòhng Siujé hái Jùnggwok
Chàhlàuh.
Wòhng Siujé síhk faahn.</p> | <p>6. Chèuhn Táai hái chē jaahn
dáng chē.</p> <p>7. Wòhng Siujé hái Jùnggwok
Chàhlàuh síhk faahn.</p> |
|---|---|

10. Expansion Drill

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|--|--|
| <p>Ex: T: Néih bá jē hái
gódouh. /Làuh
Táai/
S: Néih bá jē hái Làuh
Táai gódouh.</p> <p>1. Jí yùhnbat hái nídouh. /ngóh/
2. Gihn yúhlāu hái gódouh.
/Wòhng Táai/
3. Ngóh bāau yīnjái hái nídouh.
/Léih Sāang/
4. Tíuh kwàhn hái nídouh. /ngóh/
5. Gihn sām hái gódouh. /kéuih/</p> | <p>T: Your umbrella is over there.
/Mrs. Lau/
S: Your umbrella is there by Mrs.
Lau.</p> <p>1. Jí yùhnbat hái ngóh nídouh.
2. Gihn yúhlāu hái Wòhng Táai
gódouh.
3. Ngóh bāau yīnjái hái Léih
Sāang nídouh.
4. Tíuh kwàhn hái ngóh nídouh.
5. Gihn sām hái kéuih gódouh.</p> |
|--|--|

Comment: Nouns and pronouns which do not in themselves have any reference to place, can function in placeward expressions when joined to a following locative.

11. Conversation Exercise

- | | |
|---|--|
| <p>Ex: A: Nídouh jógán yáuh
móuh chaansat a?
B: Yáuh. Deuimihn yáuh
gàan.</p> <p>1. A.?
B. Yáuh. Gó bihn</p> <p>2. A.?
B. Yáuh. Gaaklèih</p> <p>3. A.?</p> | <p>A: Is there a western restaurant
around here?
B: Yes. There's one across the
street.</p> <p>1. A. Nídouh jógán yáuh móuh
chaansat a?
B. Yáuh. Gó bihn yáuh gàan.</p> <p>2. A. Nídouh jógán yáuh móuh
chaansat a?
B. Yáuh. Gaaklèih yáuh gàan.</p> <p>3. A. Nídouh jógán yáuh móuh
chaansat a?</p> |
|---|--|

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|-------------------------------------|--|
| B. Yáuh. Dāk Fuh Douh Jùng ... | B. Yáuh. Dāk Fuh Douh Jùng yáuh gään. |
| 4. A.? | 4. A. Níidouh jógán yáuh móuh chāansāt a? |
| B. Yáuh. Daaih Douh Jùng ... | B. Yáuh. Daaih Douh Jùng yáuh gään. |
| 5. A.? | 5. A. Níidouh jógán yáuh móuh chāansāt a? |
| B. Yáuh. Ngànhhòhng gaaklèih. | B. Yáuh. Ngànhhòhng gaaklèih yáuh gään. |
| 6. A.? | 6. A. Níidouh jógán yáuh móuh chāansāt a? |
| B. Yáuh. Gó gään gūngsī deumihñ ... | B. Yáuh. Gó gään gūngsī deumihñ yáuh gään. |

12. Substitution Drill: Repeat the first sentence then substitute as directed.

- | | |
|--|--|
| 1. Chéng mahn, níidouh jógán yáuh móuh gūngsī a?
Could you please tell me,
is there a department store
around here? | 1. Níidouh jógán yáuh móuh gūngsī a? |
| 2. /chē jaahm/ | 2. Chéng mahn, ní jógán yáuh móuh chē jaahm a? |
| 3. /jáudim/ | 3. Chéng mahn, níidouh jógán yáuh móuh jáudim a? |
| 4. /chāansāt/ | 4. Chéng mahn, ní jógán yáuh móuh chāansāt a? |
| 5. /ngànhhòhng/ | 5. Chéng mahn, níidouh jógán yáuh móuh ngànhhòhng a? |

13. Conversation Drill

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|---|---|
| Ex: T: /deumihñ/ | T: opposite |
| + S1: Néih tái mhtáidóu deumihñ yáuh méyéh a? | S1: <u>Can you see what there is opposite us?</u> |
| T: /jáudim/ | T: hotel |
| S2: Deumihñ yáuh gään jáudim. | S2: <u>Opposite us there's a hotel. or There's a hotel across the street.</u> |

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|------------------------------|--|
| 1./gaaklèih/
/gūngsī/ | 1. A. Néih tái m̄htáidóu gaak-
lèih yáuh mēyéh a?
B. Gaaklèih yáuh gāan
gūngsī. |
| 2./gódouh/
/chāansāt/ | 2. A. Néih tái m̄htáidóu gódouh
yáuh mēyéh a?
B. Gódouh yáuh gāan chāansāt. |
| 3./deuimihn/
/chē jaahm/ | 3. A. Néih tái m̄htáidóu deu-
mihn yáuh mēyéh a?
B. Deuimihn yáuh go chē
jaahm. |
| 4./gaaklèih/
/ngànhhòhng/ | 4. A. Néih tái m̄htáidóu gaak-
lèih yáuh mēyéh a?
B. Gaaklèih yáuh gāan
ngànhhòhng. |
| 6./nī bihn/
/jáudim/ | 5. A. Néih tái m̄htáidóu nībihn
yáuh mēyéh a?
B. Nī bihn yáuh gāan jáudim. |

14. Alteration Drill

Ex: T: Gó go yáhn dá dihn-
wa. /gódouh/

S: Gódouh yáuh go
yáhn dá dihnwá.

T: That man is making a phone
call/there/

S: Over there there's a man
making a phone call.

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|---|--|
| 1. Gó go yáhn wán néih.
/mùnhháu gódouh/ | 1. Mùnhháu gódouh yáuh go yáhn
wán néih.
There's a man at the door
looking for you. |
| 2. Gó wái sīnsàang dáng chē.
/chē jaahm gódouh/ | 2. Chē jaahm gódouh yáuh wái
sīnsàang dáng chē. |
| 3. Gó go Yínggwokyáhn sík chāan.
/chāansāt gódouh/ | 3. Chāansāt gódouh yáuh go
Yínggwokyáhn sík chāan. |
| + 4. Gó go Méihgwokyáhn tái syù.
/séjihlauh gódouh/ ([<u>read-</u>
<u>book</u>], <u>read</u>)
That American is reading. | 4. Séjihlauh gódouh yáuh go
Méihgwokyáhn tái syù. |
| 5. Gó go yáhn maaih cháang.
/mùnhháu/ | 5. Mùnhháu yáuh go yáhn maaih
cháang. |
| 6. Gó go yáhn dá dihnwá.
/gó bihn/ | 6. Gó bihn yáuh go yáhn dá
dihnwá. |

- | | |
|--|----------------------------|
| 4. Who is over there waiting for you? | 4. It's my wife. |
| 5. Where is Mr. Wong's office? | 5. It's next to my office. |
| 6. Is Mr. Wong in his office now? | 6. No, he's at home. |
| 7. There's a man over there making a phone call-- do you know him? | 7. Yes, he's my student. |

Vocabulary Checklist for Lesson 10

- | | |
|-----------------------|---|
| 1. bīnbihn? | PW: which side? |
| 2. -bihn | bf: side |
| 3. bīndouh? | QW: where? |
| 4. būndeihyāhn | n: a native of the place under discussion |
| 5. chāansāt | n/PW: western style restaurant |
| 6. chāhlāuh | n/PW: Cantonese style tea-house |
| 7. chē | n: vehicle: car, bus, or tram |
| 8. chē jaahm | n/PW: car stop (bus or tram stop) |
| 9. chéng mahn | Ph: 'May I ask...?' |
| 10. Daaiah Douh Jūng | PW: Queen's Road Central |
| 11. Daākfuh Douh Jūng | PW: Des Veoux Road Central |
| 12. deumihh | PW: opposite side |
| 13. -dóu | vs: verb suffix indicating successful accomplishment of the action of the verb. |
| 14. gāan | m: M. for buildings |
| 15. gaaklèih | PW: next door |
| 16. gódouh | PW: there |
| 17. gó bihn | PW: over there, on that side |
| 18. gūngsī | n/PW: department store; office (of a commercial company) |
| 19. hái | v: location verb, translated as: is in/at/on |
| 20. Hèunggóng | PW: Hong Kong |
| 21. jaahm | n: station, stop (as train station, bus stop) |
| 22. jáudim | n/PW: hotel |
| 23. jógān | PW: nearby, hereabouts |
| 24. Jūngwāahn | PW: Central District |

| | | |
|------------------------|-------|---|
| 25. ló chín | VO: | withdraw money (from bank) |
| 26. máhtàuh | n/PW: | pier |
| 27. Mǎhnwàh Jǎudim | PW: | Mandarin Hotel |
| 28. mahn | v: | ask |
| 29. Méihgwok Jǎudim | PW: | 'American Hotel,' (in HK, the Hong Kong Hilton) |
| 30. Méihgwok Ngǎnhòhng | PW: | Bank of America |
| 31. mùnhháu | n/PW: | doorway |
| 32. Nē! | ex: | 'There!' an exclamation used when pointing out something to someone |
| 33. nǐbihn | PW: | this side |
| 34. nǐdoh | PW: | here |
| 35. nǐjógán | PW: | closeby, hereabouts |
| 36. ngǎnhòhng | n/PW: | bank |
| 37. ngūk (or ūk) | n/PW: | house |
| 38. séjihlauh | n/PW: | office |
| 39. táimhdóu | VP: | can't see |
| 40. táidóu | VP: | see [look successfully] |
| 41. tái mǎhtáidóu? | VP: | can [you] see? |
| 42. tái syù | VO: | read (a book) |
| 43. Tǐnsǐng Mǎhtàuh | PW: | Star Ferry Pier |
| 44. tòuhsyùgwún | n/PW: | library |
| 45. ūk (var: ngūk) | n/PW: | house |
| 46. yǎhnhaak | n: | tourist |

BASIC CONVERSATION

A. Buildup:

(A brother and sister are sharing a taxi to work)

saimúí

younger sister

Saimúí

m̀hgeidāk

forgot, forget

daai

carry, take or bring along

m̀hgeidāk daai ch́n

forgot to bring money

tím

sentence suffix, indicating
taken by surprise

Ngóh m̀hgeidāk daai ch́n

I forgot to bring my money!

tím!

Aiya! Ngóh m̀hgeidāk daai ch́n

Aiya! I forgot to bring my
money!

tím!

elder brother

agō

Agō

M̀hgányiu--ngóh yáuh.

Never mind--I have (some).

(He hands \$3.00 to the driver)

jáaufàan

give back change (give
change--return)

jáaufàan sàam hòuh

give back 30¢ change

dāk laak

that will be all right

Jáaufàan sàam hòuh dāk laak.

Give me 30¢ change, that'll
be OK.

sīgēi

driver, cab driver,
chauffeurSīgēi

móuhdāk

not have available

Ngóh móuhdāk jáau.

I don't have any change.

[don't have (money) avail-
able to give change]

sàan ngán

small coins

Néih yáuh móuh sàan ngán a?

Do you have any small coins?

Agō

Yáuh, yáuh.

Yes, I have.

| | |
|-------------------------------|---|
| ̀hginjǒ | lose/lost (something),
'nowhere to be seen' |
| Yi! | exclamation of distress |
| Yi! ̀hginjǒ gé? | Eh? Disappeared? |
| A--hái douh. | Oh--they're here. |
| náh! | here! |
| Náh, nǐdouh chāt hòuhjǐ. | Here, here's 70¢. |
| (The two get out of the taxi) | |
| <u>Agō</u> | |
| yuhng | use |
| Néih yiu chǐn yuhng. | You'll need some money to use. |
| je | lend |
| -jyuh | temporarily, for a short
time |
| jejyuh béi néih | lend to you |
| Ngóh nǐdouh jejyuh béi néih | I'll lend you some (of what I
have) here. |
| sǐn lā. | |
| Yiu géidō a? | How much do you need? |
| <u>Saimú</u> | |
| Sahp mǎn gau laak. | Ten dollars will be enough. |
| <u>Agō</u> | |
| baak | hundred |
| baak mǎn | hundred dollars |
| jǐ | paper. here, paper money,
i.e. \$ bill |
| baak mǎn jǐ | hundred dollar bill |
| jèung | measure for bank notes |
| jèung yāt baak mǎn jǐ | a one-hundred-dollar bill |
| dāk | have only, only have |
| ja | jē + a = ja |
| Ngóh dāk jèung yāt baak mǎn | I only have a hundred dollar
bill. |
| jǐ ja. | |
| cheunghó | break (a large note for
ones of smaller de-
nomination) |

Dǎng ngòh cheunghòì bēi nēih
lā.

I'll get it changed and give
you (the money).

(They stop in at a bank to change the \$100
bill. The elder brother addresses a teller:)

Agō

cheunghoi jèung yāt baak mǎn jí
túhng ngòh
Mhghòì nēih túhng ngòh cheunghòì
jèung yāt baak mǎn jí lā.

split a hundred dollar bill
for me, on my behalf
Would you please change a
hundred dollar bill for me.

Síujé

dāk
Dāk. Sǎhp jèung sǎhp mǎn jí
hóu mhhóu a?

OK, sure
Sure. Are 10 ten's OK?

Agō

Hóu aak.

Fine.

B. Recapitulation:

Saimúì

Aiya! Ngòh m̀hgeidāk daai chin
tí!
Mhghányiu--ngòh yáuh.

Aiya! I forgot to bring my
money!
Never mind--I have some.

(He hands \$3.00 to the driver)

Jáaufaan sǎam hòuh dāk laak.

Give me 30¢ change, that'll
be OK.

Sígēi

Ngòh móuhdāk jáau. Nēih yáuh
móuh sǎan ngán a?

I don't have any change. Do
you have any small coins?

Agō

Yáuh, yáuh. Yí! Mhghinjó gé?
A--háì douh. Náh, nǐdouh
chāt hòuhjí.

Yes, I have. Eh? Disappeared?
Oh, they're here. Here,
here's 70¢.

(They get out of the taxi)

Agō

Nēih yiu chin yuhng. Ngòh nǐdouh
jejyuh bēi nēih sǎn lā. Yiu

You'll need some money to use.
I'll lend you some. How much

| | | |
|---|---------------|--|
| géidō a? | | do you need? |
| | <u>Saimúí</u> | |
| Sahp mán gau laak. | | Ten dollars will be enough. |
| | <u>Agō</u> | |
| Ngóh dāk jèung yāt baak mán
jí ja. Dáng ngóh cheunghòí
béi néih lā. | | I only have a hundred dollar
bill. I'll get it changed
and give you (the money). |
| (They stop in at a bank to change the \$100
bill. The elder brother addresses a teller:) | | |
| | <u>Agō</u> | |
| Mhngòí néih túhng ngóh cheunghòí
jèung yāt baak mán jí lā. | | Would you please change a
hundred dollar bill for me. |
| | <u>Síujé</u> | |
| Dāk. Sahp jèung sah p mán jí
hóu m̀hóu a? | | Sure. Are ten 10's OK? |
| | <u>Agō</u> | |
| Hóu aak. | | Fine. |

II. NOTES

1. sín, 'first,'

sín, 'first,' attaches to the end of a clause sentence, or a minor sentence consisting of a timeword, with the implication that something else is to follow.

- | | |
|---|--|
| Ex: 1. Dáng ngóh ló jí bāt
sín lā. | 1. Let me get a pencil first--
(and then I can write
down the number.) |
| 2. Ngóh nīdóuh jejúh
béi néih sín lā. | 2. I'll lend you (some money)
first--(and then you can
get through the day.) |
| 3. A: Dāk meih a?
B: Meih--dángjahn sín
lā. | 3. A: Ready yet?
B: Not yet--wait a minute
first--(then I'll be
ready.) |

(See BC)

Students of Mandarin will recall that the Mandarin equivalent of sín, syān, occupies a different sentence position. In Mandarin syān comes before the verb, rather than coming at the end of the clause.

Ex: Dèng wǒ syān ná (yì) jǐ bǐ lái. Let me first get a pen.

6. -dò and -siu phrases of indefinite amounts

- a. -dò 'large amount' and -siu 'small amount' combine with preceding hóu- and others to form phrases of indefinite amounts.

| | |
|--------------|---------------------------|
| Ex: 1. hóudò | a lot, many, much |
| 2. géidò | quite a lot |
| 3. móuhgéidò | not very much |
| 4. hóusíu | very little, very few |
| 5. sèsíu | a little |
| 6. síusíu | just a little, just a few |

- b. These -dò/-siu phrases can be used as modifier to a following nominal construction or as head in a nominal construction.

Ex:

as modifier:

Ngóh yáuh hóudò chín. I have a lot of money.

as head:

Kéuih dōu yáuh hóudò. He has a lot too.

- c. sèsíu and síusíu modify mass nouns only, directly preceding the noun. As head structures they are used only in connection with mass nouns.

| | |
|---------------------------------|--|
| Ex: 1. Béi sèsíu tòhng ngóh lā. | Please give me a little sugar. |
| 2. Béi síusíu tòhng ngóh lā. | Please give me just a tiny bit of sugar. |
| 3. Sèsíu hóu lā. | A little bit is fine.
(Someone asked how much sugar you want in your coffee.) |
| 4. Síusíu hóu lā. | Just a tiny bit is fine. |

- d. The following -dò/-siu phrases can modify individual and mass nouns directly:

| <u>-dò/-siu</u> | <u>Ind/Mass Noun</u> | |
|-----------------|----------------------|---|
| 1. hóudò | sēutsāam | 1. many shirts; much sugar |
| 2. géidò | tòhng | 2. quite a few shirts; quite a bit of sugar |
| 3. móuhgéidò | | 3. not many shirts; not much sugar |
| 4. (QW) géidō |? | 4. how many shirts?; how much sugar? |
| 5. hóusíu | | 5. very few shirts; very little sugar |

(See Drills 11, 12)

e. The following can precede a Measure (+ Noun):

| -dò | M | N | |
|------------------|------|----------|--|
| hóudò | gihn | sēutsāam | many [M] shirts |
| móuhgèidò | " | " | not many [M] shirts |
| gèidò (& gèidō?) | " | " | quite a few [M] shirts
(how many [M] shirts?) |

7. cheung and cheunghòì 'to change money into smaller denomination'

These both form VO phrases with a following money phrase.

cheung = change into (what you want) (followed by denomination wanted)

cheunghòì = change, i.e., break (a big bill) (followed by denomination held.)

Ex: cheung sah p mǎn jí = change into \$10 bills

cheunghòì jèung sah p mǎn jí = break a \$10 bill

8. Sentence suffix gé

gé represents sentence suffix ge, 'that's the way it is'

plus rising intonation for uncertainty and doubt.

Ex: Yí-mhginjó gé? Eh? (They're) lost?

(See BC)

III. DRILLS

1. Alteration Drill

Ex: 1. T: Nĭ go haih cháang T: This is an orange.
laih ge.

S: Nàh--nĭdoh yáuh S: Here--here's an orange.
go cháang.

- | | |
|---|--|
| 1. Nĭ dĭ haih ngàuhyuhk làih ge. | 1. Nàh--nĭdoh yáuh dĭ ngàuh-yuhk. |
| 2. Nĭ jĭ haih heiséui làih ge. | 2. Nàh--nĭdoh yáuh jĭ heiséui. |
| 3. Nĭ dĭ haih tòhng làih ge. | 3. Nàh--nĭdoh yáuh dĭ tòhng. |
| 4. Nĭ go haih pĭhnggwó làih ge. | 4. Nàh--nĭdoh yáuh go pĭhnggwó. |
| 5. Nĭ jèung haih sah p mán jĭ làih ge. | 5. Nàh--nĭdoh yáuh jèung sah p mán jĭ. |
| + 6. Nĭ go haih ñgh hòuhjĭ <u>ngán</u> làih ge. (<u>ngán</u> = <u>coin</u>) | 6. Nàh--nĭdoh yáuh go ñgh hòuhjĭ ngán. |
| 7. Nĭ go haih yāt mán ngán làih ge. | 7. Nàh--nĭdoh yáuh go yāt mán ngán. |
- a. Repeat, in reverse, teacher cueing with yáuh sentences, students responding with haih sentences.

2. Substitution Drill

Ex: T: Béi ñgh hòuhjĭ ngóh. /jáaufaan/

T: Give me 50¢. /give back change/

S: Jáaufaan ñgh hòuhjĭ ngóh.

S: Give me back 50¢ change.

- | | |
|--|--|
| 1. Béi sah p mán ngóh. /je/
Give me ten dollars. | 1. Je sah p mán ngóh.
Lend me ten dollars. |
| 2. Béi jĭ bāt ngóh. /ló/ | 2. Ló jĭ bāt ngóh.
Bring me a pen(cil). |
| 3. Béi gihn sēutsāam ngóh. /máaih/ | 3. Máaih gihn sēutsāam ngóh.
Buy me a shirt. (Buy a shirt to give me.) |
| 4. Béi go dihnwá ngóh. /dá/
Give me a phone call.
(also: Give me a phone.) | 4. Dá go dihnwá ngóh. |
| + 5. Béi jèung sah p mán jĭ ngóh.
/ <u>wuhn</u> /
Give me a ten-dollar bill.
/ <u>Change (into)</u> / | 5. Wuhn jèung sah p mán jĭ ngóh.
Change (this) into a ten-dollar bill for me. (The speaker is holding small |

change and bills that he wants converted into a larger bill.)

Comment: wuhn 'exchange,' 'change (into)' in reference to money, is usually used when you have small denominations that you want to change for larger. When you have a large bill you want to break into smaller denominations you use the verb cheunghòì 'break (a bill into smaller denominations)', 'change.' (See BC). wuhn also means to exchange one currency for another, as exchange HK money for US money.

a. Repeat the above drill as expansion drill thus:

T: Jáaufàan ñgh hòuhjǐ ngóh.
Give me back 50¢ change.

S: Ñghòì néih jáaufàan ñgh hòuhjǐ ngóh lā.
Please give me back 50¢ change.

3. Substitution Drill

Ex: T: Ñngāamjeuk bo.

It doesn't fit, that's for sure.

S: Ñngāamjeuk tím!

It doesn't fit, shucks!
(tím here carries the implication that you are disappointed. I like it, but it doesn't fit - shucks.)

- | | |
|--|---------------------------------|
| 1. Maaihsaai bo. | 1. Maaihsaai tím! |
| + 2. Ñnhái douh bo. ((He's) not here.) | 2. Ñnhái douh tím! (douh=place) |
| 3. Chēutjó gāai bo. | 3. Chēutjó gāai tím! |
| 4. Ñngau chin bo. | 4. Ñngau chin tím! |
| 5. Tèng mhdóu bo.
I can't hear it. | 5. Tèng mhdóu tím! |
| 6. Wán mhdóu bo.
(I) can't find (it). | 6. Wán mhdóu tím! |
| 7. Dámhdóu bo.
I can't reach him by phone.
<u>or</u>
He can't be reached by phone.
(ambiguous as to whether he has no phone or his phone is busy.) | 7. Dámhdóu tím! |
| 8. Ñngeidāk bo.
(I) forgot. | 8. Ñngeidāk tím! |

- a. Reverse roles, teacher cueing with sentences in right hand column, students responding with those at the left.

4. Expansion Drill

Ex: T: Yāt baak m̄n jí. T: This is a \$100 bill.

S: M̄ngòì néih cheunghòì jèung yāt baak m̄n jí ngòh lā!
S: Please break this \$100 bill for me.

- | | |
|-----------------------|--|
| 1. /nḡh hòuhjí ngán/ | 1. M̄ngòì néih cheunghòì go nḡh hòuhjí ngán ngòh lā! |
| 2. /yāt m̄n ngán/ | 2. M̄ngòì néih cheunghòì go yāt m̄n ngán ngòh lā! |
| 3. /sahp m̄n jí/ | 3. M̄ngòì néih cheunghòì jèung sahp m̄n jí ngòh lā! |
| 4. /nḡh m̄n jí/ | 4. M̄ngòì néih cheunghòì jèung nḡh m̄n jí ngòh lā! |
| 5. /nḡh baak m̄n jí/ | 5. M̄ngòì néih cheunghòì jèung nḡh baak m̄n jí ngòh lā! |
| 6. /yāt baak m̄n jí/ | 6. M̄ngòì néih cheunghòì jèung yāt baak m̄n jí ngòh lā! |

- a. Repeat, teacher writing visual cues (\$100, 50¢, etc.) on the blackboard, students responding cheunghòì sentence.

T: Write: \$100

S: M̄ngòì néih cheunghòì jèung yāt baak m̄n jí ngòh lā!

5. Expansion Drill

Ex: T: Kéuih yámsaai dī heiséui. T: He drank up all the soft drinks.

S: Kéuih yámsaai dī heiséui. Gám, ngòh móuhdāk yám tím. S: He drank up all the soft drinks. So I don't have any [available to drink], blast it!

- | | |
|--|---|
| 1. Kéuih yuhngsaai dī chín.
He used up all the money. | 1. Kéuih yuhngsaai dī chín.
Gám, ngòh móuhdāk yuhng tím. |
| 2. Kéuih sihksaai dī faahn. | 2. Kéuih sihksaai dī faahn.
Gám, ngòh móuhdāk sihk tím. |

3. Kéuih lósaai dī chīn.

4. Kéuih yámsaai dī gafē.

3. Kéuih lósaai dī chīn.

Gám, ngòh móuhdāk ló tīm.

4. Kéuih yámsaai dī gafē.

Gám, ngòh móuhdāk yám tīm.

6. Expansion Drill

Ex: 1. T: Yínggwok yáuh
Yahtbún bējáu
maaih. /nod/
Méihgwok/

S: Méihgwok dōu
yáuhdāk maaih.

2. T: Yínggwok yáuh
Yahtbún bējáu
maaih. /shake/
Méihgwok/

S: Yínggwok yáuh
Yahtbún bējáu
maaih, daahn-
hah Méihgwok
móuhdāk maaih.

T: In England there is Japanese
beer for sale. /nod/America/

S: In America also they have it
for sale. [America also have-
can-sell.]

T: England has Japanese beer for
sale. /shake/America/

S: England has Japanese beer for
sale but in America they
don't have it for sale.
[America not have-can-sell.]

1. Ngòh yáuh chīn yuhng.
/nod/ngòh pàhngyáuh/

2. Kéuih yáuh chàh yám.
/shake/ngòh/

3. Chāansāt yáuh chàh yám.
/nod/chàhlàuh/

4. Kéuih yáuh yúhlāu jeuk.
/shake/Léih Sàang/

5. Hèunggóng yáuh Jùngmàhn syù
maaih. /nod/Yahtbún/

1. Ngòh yáuh chīn yuhng, ngòh
pàhngyáuh dōu yáuhdāk
yuhng.

2. Kéuih yáuh chàh yám, daahn-
hah ngòh móuhdāk yám.

3. Chāansāt yáuh chàh yám,
chàhlàuh dōu yáuhdāk yám.

4. Kéuih yáuh yúhlāu jeuk,
daahn-hah Léih Sàang móuh-
dāk jeuk.

5. Hèunggóng yáuh Jùngmàhn syù
maaih, Yahtbún dōu yáuh-
dāk maaih.

7. Follow Drill

Ex: T: Ngóh séung hohk
Gwóngdúngwá.

T: I'm thinking of studying
Cantonese.

S: Bīndouh yáuhdāk
hohk a?

S: Where can one study (it)?
[Where have-can-study?]

1. Ngóh séung hohk Gwokýuh.

1. Bīndouh yáuhdāk hohk a?

2. Ngóh yiu dá dihnwá.

2. Bīndouh yáuhdāk dá a?

3. Ngóh séung sihk faahn.

3. Bīndouh yáuhdāk sihk a?

4. Ngóh séung yám gafē.

4. Bīndouh yáuhdāk yám a?

5. Ngóh séung máaih lāngsāam.
/maaih/

5. Bīndouh yáuhdāk maaih a?

6. Ngóh séung máaih chē. /maaih/

6. Bīndouh yáuhdāk maaih a?

8. Alteration Drill

Ex: T: Gó júng chē, bīn-
douh yáuhdāk
maaih a?
/Hèunggóng/

T: That kind of car--where is it
available for sale?
/Hongkong/

S: Gó júng chē, Hèung-
góng yáuh móuhdāk
maaih a?

S: That kind of car--is it for
sale in Hongkong? or
Can you buy that kind of car
in Hongkong?

1. Ní júng bíu, bīndouh yáuhdāk
maaih a? /Yahtbún/

1. Ní júng bíu, Yahtbún yáuh
móuhdāk maaih a?

2. Ní júng pihnggwó, bīndouh
yáuhdāk maaih a? /Júnggwok/

2. Ní júng pihnggwó, Júnggwok
yáuh móuhdāk maaih a?

3. Ní júng gafē, bīndouh yáuhdāk
yám a? /chāansāt/

3. Ní júng gafē, chāansāt
yáuh móuhdāk yám a?

4. Ní júng béng, bīndouh yáuhdāk
sihk a? /Máhnwàh Jáudim/

4. Ní júng béng, Máhnwàh Jáudim
yáuh móuhdāk sihk a?

5. Ní júng bāt, bīndouh yáuhdāk
maaih a? /Hèunggóng/

5. Ní júng bāt, Hèunggóng yáuh
móuhdāk maaih a?

9. Expansion Drill

Ex: T: Jáaufaan ngh hòuhjí T: Give me back 50¢
 béi ngóh lā.

S: Jáaufaan ngh hòuhjí S: It'll be OK to give me back 50¢.
 béi ngóh dāk laak. (You can keep the rest)
 [Give me back 50¢, then it
 will be OK.]

- | | |
|--|--|
| 1. Mhgoi néih wah kéuih jí ngóh
mhfaanlaih sihk faahn lā. | 1. Mhgoi néih wah kéuih jí ngóh
mhfaanlaih sihk faahn
dāk laak. (i.e. you don't
need to do anything fur-
ther) |
| 2. Mhgoi néih giu kéuih hái chē
jaahm dang ngóh lā. | 2. Giu kéuih hái chē jaahm
dang ngóh dāk laak.
(i.e. doesn't need to come
all the way to the house) |
| 3. Giu kéuih hái jógán máaih lā. | 3. Giu kéuih hái jógán máaih
dāk laak. (i.e. doesn't
have to go to town) |
| 4. Daai yih baak mán lā. | 4. Daai yih baak mán dāk laak. |
| 5. Jejyuh baak lèhng mán béi
ngóh lā. | 5. Jejyuh baak lèhng mán béi
ngóh dāk laak. |
| 6. Béi saanjí ngóh lā. | 6. Béi saanjí ngóh dāk laak. |
| 7. Ló béi kéuih lā. | 7. Ló béi kéuih dāk laak. |
| 8. Yuhng yùhnbat sé lā. | 8. Yuhng yùhnbat sé dāk laak. |

10. Response Drill

Ex: 1. T: Néih gau mhgau chin máaih bējáu a? /nod/
 S: Gau. Ngóh ngāamngāam gau chin máaih.

2. T: Néih gau mhgau chin máaih hàaih a? /shake/
 S: Mhgau. Ngóh mhgau chin máaih.

- | | |
|---|--|
| 1. Néih gau mhgau chin máaih
yùhnbat a? /nod/ | 1. Gau. Ngóh ngāamngāam gau
chin máaih. |
| 2. Néih gau mhgau chin máaih
pihnggwó a? /shake/ | 2. Mhgau. Ngóh mhgau chin
máaih. |
| 3. Néih gau mhgau chin máaih
yīnjái a? /nod/ | 3. Gau. Ngóh ngāamngāam gau
chin máaih. |
| 4. Néih gau mhgau chin máaih
cháang a? /nod/ | 4. Gau. Ngóh ngāamngāam gau
chin máaih. |

5. Néih gau m̀hgau chin máaih
sēutsāam a? /shake/

5. M̀hgau. Ngóh m̀hgau chin máaih.

6. Néih gau m̀hgau chin máaih
háaih a? /shake/

6. M̀hgau. Ngóh m̀hgau chin máaih.

11. Expansion & Substitution Drill

+ Ex: 1. T: Ngóh dāk hóusiu
chin. /hóudò/
(very little)

T: I have very little money.
/a lot/

S: Ngóh dāk hóusiu
chin, daahnhaih
kéuih yáuh
hóudò.

S: I have very little money, but
he has a lot.

2. T: Kéuih yáuh hóudò
chin. /hóusiu
ja/

T: He has a lot money. /very
little/

S: Kéuih yáuh hóudò
chin, daahnhaih
ngóh dāk hóusiu
ja.

S: He has a lot of money, but I
have very little.

+ 1. Kéuih yáuh hóudò chin.
/móuhgèidò ja/
/not much/

1. Kéuih yáuh hóudò chin,
daahnhaih ngóh móuhgèidò
ja.
He has a lot of money,
but I don't have much.

+ 2. Ngóh móuhgèidò chin.
/gèidò ga/
/quite a lot/

2. Ngóh móuhgèidò chin, daahn-
haih kéuih yáuh gèidò ga.
I don't have much money,
but he has quite a lot.

3. Kéuih yáuh gèidò chin.
/sèsiu ja/

3. Kéuih yáuh gèidò chin, daahn-
haih ngóh dāk sèsiu ja.

4. Ngóh yáuh sèsiu chin.
/hóudò ga/
/much, a lot/
I have a little money.

4. Ngóh yáuh sèsiu chin, daahn-
haih kéuih yáuh hóudò ga.
I have a little money,
but he has a lot.

5. Kéuih yáuh hóudò chin.
/hóusiu ja/

5. Kéuih yáuh hóudò chin, daahn-
haih ngóh dāk hóusiu ja.

6. Ngóh yáuh hóusiu chin.
/gèidò/

6. Ngóh yáuh hóusiu chin, daahn-
haih kéuih yáuh gèidò ga.

- | | |
|--|--|
| 7. Kéuih yáuh géidò chín.
/sèsiu ja/
/just a little/ | 7. Kéuih yáuh géidò chín, daahn-
haih ngòh dāk sèsiu ja. |
| 8. Ngòh yáuh sèsiu chín.
/hòudò ga/ | 8. Ngòh yáuh sèsiu chín, daahn-
haih kéuih yáuh hòudò ga. |
| 9. Kéuih yáuh géidò pàhngyáuh.
/móuhgéidò ja/
/not many/ | 9. Kéuih yáuh géidò pàhngyáuh,
daahnhaih ngòh dāk móuh-
géidò ja.
He has quite a few friends,
but I have not many. |
| 10. Ngòh móuhgéidò pàhngyáuh.
/hòudò/
/many, a lot/ | 10. Ngòh móuhgéidò pàhngyáuh,
daahnhaih kéuih yáuh hòudò. |
| 11. Kéuih yáuh hòudò pàhngyáuh.
/hóusiu ja/
/just a few/ | 11. Kéuih yáuh hòudò pàhngyáuh,
daahnhaih ngòh dāk hóusiu
ja. |

Comment: 1) ja (pronounced [jə̃]) is a fusion of jē and a, and implies 'not much,' 'merely.'

2) ga is a fusion of final ge, indicating matter-of-fact statement, and final a, the sentence softener. Here ga is pronounced [gə̃].

12. Substitution Drill

- | | |
|--|--|
| Ex: T: Kéuih sihk hòudò
ngàuhyuhk ga.
/géidò ga/ | T: He eats a lot of beef.
/quite a lot/ |
| S: Kéuih sihk géidò
ngàuhyuhk ga. | S: He eats quite a lot of beef. |
| 1. Kéuih sihk géidò ngàuhyuhk
ga. /faahn/ | 1. Kéuih sihk géidò faahn ga. |
| 2. Kéuih sihk géidò faahn.
/jyùyuhk ga/ | 2. Kéuih sihk géidò jyùyuhk. |
| 3. Kéuih sihk géidò jyùyuhk ga.
/yám chàh/ | 3. Kéuih yám géidò chàh. |
| 4. Kéuih yám géidò chàh.
/hóusiu ge ja/ | 4. Kéuih yám hóusiu chàh ge ja. |
| 5. Kéuih yám hóusiu chàh ge ja.
/bējáu/ | 5. Kéuih yám hóusiu bējáu. |
| 6. Kéuih yám hóusiu bējáu.
/ngàuhnáaih/ | 6. Kéuih yám hóusiu ngàuhnáaih. |
| 7. Kéuih yám hóusiu ngàuhnáaih
ge ja. /sihk faahn/ | 7. Kéuih sihk hóusiu faahn ge
ja. |

8. Kéuih sihk hóusiu faahn ge ja. /móuhgéidò/
8. Kéuih sihk móuhgéidò faahn.
9. Kéuih sihk móuhgéidò faahn ge ja. /ló chin/
9. Kéuih ló móuhgéidò chin ge ja.

13. Substitution Drill:

Ex: T: Yí, ngóh jī bāt
m̀hginjò gé.
/yùhnbāt/

S: Yí, ngóh jī yùhnbāt m̀hginjò gé.

- | | |
|---|---|
| 1. Yí, ngóh go bīu m̀hginjò gé.
/sàam/ | 1. Yí, ngóh gihn sàam m̀hginjò gé. |
| 2. /dáifu/ | 2. Yí, ngóh tiuh dáifu m̀hginjò gé. |
| 3. /kwàhn/ | 3. Yí, ngóh tiuh kwàhn m̀hginjò gé. |
| 4. /jē/ | 4. Yí, ngóh bá jē m̀hginjò gé. |
| + 5. /fu ngáhnghéng/
(M. + <u>eyeglasses</u>) | 5. Yí, ngóh fu ngáhnghéng m̀hginjò gé. |
| + 6. /go ngáhnghéngdóí/
(<u>eyeglass case</u>) | 6. Yí, ngóh go ngáhnghéngdóí m̀hginjò gé. |
| + 7. /go sáudóí/
(<u>woman's handbag</u>) | 7. Yí, ngóh go sáudóí m̀hginjò gé. |
| 8. /gihn dáisāam/ | 8. Yí, ngóh gihn dáisāam m̀hginjò gé. |

14. Money Drill: For class practice: teacher writes on the blackboard.

Ex: T: 2 50¢

S: Béi léuhng go ñgh
hóuhjī ngán ngóh
lā!

T: 2 50¢ coins

S: Please give me 2 50¢ [5 dime]
coins.

- | | | |
|-------|-------------------------------------|---|
| 1. 10 | <input type="text" value="\$ 10"/> | 1. Béi sah̄p jèung sah̄p mán jī
ngóh lā! |
| 2. 1 | <input type="text" value="\$ 10"/> | 2. Béi jèung sah̄p mán jī ngóh
lā! |
| 3. 1 | <input type="text" value="\$ 100"/> | 3. Béi jèung yāt baak mán jī
ngóh lā! |
| 4. 5 | <input type="text" value="\$ 10"/> | 4. Béi ñgh jèung sah̄p mán jī
ngóh lā! |

- | | | | |
|-----|----|--------|--|
| 5. | 2 | \$ 500 | 5. Béi léuhng jèung ngh baak mán jí ngòh là! |
| 6. | 5 | 50¢ | 6. Béi ngh go ngh hòuhjí ngán ngòh là! |
| 7. | 3 | 10¢ | 7. Béi sàam go yāt hòuhjí ngán ngòh là! |
| 8. | 10 | \$1.00 | 8. Béi sah̄p go yāt mán ngán ngòh là! |
| 9. | 2 | 50¢ | 9. Béi léuhng go ngh hòuhjí ngán ngòh là! |
| 10. | 10 | 10¢ | 10. Béi sah̄p go yāt hòuhjí ngán ngòh là! |

Comment: jí 'bill', and ngán 'coin', can be omitted from the sentences above without changing meaning or emphasis.

15. Money Exchange Drill: For class practice. Teacher writes on blackboard, or holds up actual or pretend money.

Ex: T: 10 \$ 10 → 1 \$ 100

S1: Ní̄doh yáuh sah̄p jèung sah̄p mán (jí).

S1: Here's ten \$10 bills.

S2: M̀ngòì néih wuhn jèung yāt baak mán (jí) ngòh là!

S2: Please change into a \$100 bill for me. [give me.]

- | | | | | | |
|----|----|---------|-----|---------|---|
| 1. | 5 | \$1.00 | → 1 | \$ 5.00 | 1. A. Ní̄doh yáuh ngh go yāt mán (ngán).
M̀ngòì néih wuhn jèung ngh mán (jí) ngòh là! |
| 2. | 10 | \$1.00 | → 1 | \$ 10 | 2. A. Ní̄doh yáuh sah̄p go yāt mán (ngán).
M̀ngòì néih wuhn jèung sah̄p mán (jí) ngòh là! |
| 3. | 5 | \$ 100 | → 1 | \$ 500 | 3. A. Ní̄doh yáuh ngh jèung yāt baak mán (jí).
M̀ngòì néih wuhn jèung ngh baak mán (jí) ngòh là! |
| 4. | 2 | \$ 5.00 | → 1 | \$ 10 | 4. A. Ní̄doh yáuh léuhng jèung ngh mán (jí).
M̀ngòì néih wuhn jèung sah̄p mán (jí) ngòh là! |

5. 10 $\textcircled{10\text{¢}}$ → 1 $\textcircled{\$1.00}$ 5. A. Nīdoh yáuh sah̄p go yāt hòuhjī (ngán).
M̀h̀gòì néih wuhn go yāt mán (ngán) ngòh lā!
6. 2 $\textcircled{50\text{¢}}$ → 1 $\textcircled{\$1.00}$ 6. A. Nīdoh yáuh léuhng go ngh hòuhjī (ngán).
M̀h̀gòì néih wuhn go yāt mán (ngán) ngòh lā!

16. Money Change Drill: Teacher draws on board, or holds up real or pretend money.

Ex: T: 1 \$ 10 10 \$ 1.00

S1: Nīdoh yáuh jèung sah̄p mán (jī).

S1: Here's a \$10 bill.

+ S2: M̀h̀gòì néih cheung sah̄p go yāt mán (ngán) (bèi) ngòh lā!

S2: Please change (this) for me into 10 on-dollar coins.

1. 1 $\boxed{\$ 500}$ → 5 $\boxed{\$ 100}$ 1. A. Nīdoh yáuh jèung ngh baak mán jī.
B. M̀h̀gòì néih cheung ngh jèung yāt baak mán jī ngòh lā!
2. 1 $\boxed{\$ 100}$ → 10 $\boxed{\$ 10}$ 2. A. Nīdoh yáuh jèung yāt baak mán jī.
B. M̀h̀gòì néih cheung sah̄p jèung sah̄p mán jī ngòh lā!
3. 1 $\boxed{\$ 5.00}$ → 10 $\textcircled{50\text{¢}}$ 3. A. Nīdoh yáuh jèung ngh mán jī.
B. M̀h̀gòì néih cheung sah̄p go ngh hòuhjī ngán ngòh lā!
4. 1 $\boxed{\$ 10}$ → 10 $\textcircled{\$1.00}$ 4. A. Nīdoh yáuh jèung sah̄p mán jī.
B. M̀h̀gòì néih cheung sah̄p go yāt mán ngán ngòh lā!

Comment: cheung 'change money into smaller denomination'
(followed by denomination desired)

17. Number Drill I: Classroom practice.

- A. Teacher writes examples on board, calls them out, students listen.

Example:

| | |
|-----------|-------------------------------|
| 1. 10 | 1. sah̄p |
| 2. 100 | 2. yāt baak |
| + 3. 1000 | 3. yāt chīn (chīn = thousand) |
| 4. 20 | 4. yihsah̄p |
| 5. 200 | 5. yih baak |
| 6. 2000 | 6. yih chīn |

- B. Teacher says number in Cantonese, students write it down. Teacher then writes figure on board. At end of section, teacher points to numbers on board at random, students say them.

| | | |
|---------|---------|----------|
| 1. 40 | 6. 700 | 11. 900 |
| 2. 80 | 7. 6000 | 12. 3000 |
| 3. 800 | 8. 500 | 13. 600 |
| 4. 9000 | 9. 4000 | 14. 5000 |
| 5. 300 | 10. 30 | 15. 100 |

(answers)

| | | |
|--------------|---------------|---------------|
| 1. seisah̄p | 6. chāt baak | 11. gáu baak |
| 2. baatsah̄p | 7. luhk chīn | 12. sàam chīn |
| 3. baat baak | 8. ŋgh baak | 13. luhk baak |
| 4. gáu chīn | 9. sei chīn | 14. ŋgh chīn |
| 5. saam baak | 10. sàamsah̄p | 15. yāt baak |

18. Number Drill II: Numbers with final zeroes.

- A: Teacher writes example numbers on board, calls them out. Students listen.

Example:

| | |
|---------|---|
| 1. 11 | = sah̄pyāt |
| 2. 110 | = baak yāt <u>or</u> yāt baak yātsah̄p |
| 3. 1100 | = chīn yāt <u>or</u> yāt chīn yāt baak |
| 4. 21 | = yihsah̄pyāt <u>or</u> yah̄yāt |
| 5. 210 | = yih baak yāt <u>or</u> yih baak yāt sah̄p |

6. 2100 = yih chīn yāt or yih chīn yāt baak

Comment: In numbers with a final zero (or zeroes), the Cantonese favor not calling the measure of the last number, It is of course predictable from the Measure preceding.

B. Teacher says number, students write it down (without looking at book). Teacher then writes figure on board. At end of section, teacher points to numbers on board at random, students say the numbers.

| | | |
|---------|---------|----------|
| 1. 340 | 9. 880 | 17. 38 |
| 2. 680 | 10. 480 | 18. 280 |
| 3. 7500 | 11. 170 | 19. 85 |
| 4. 9900 | 12. 990 | 20. 140 |
| 5. 440 | 13. 52 | 21. 14 |
| 6. 78 | 14. 540 | 22. 1400 |
| 7. 190 | 15. 180 | 23. 5900 |
| 8. 830 | 16. 710 | 24. 460 |

19. Number Drill III: Numbers with internal zeroes.

A. Teacher writes the numbers on the board and calls them out, pointing to them as he does so. Students listen.

Example:

| | |
|----------|--------------------------|
| 1. 1 | = yāt |
| 2. 101 | = yāt baak līhng yāt |
| 3. 1,001 | = yāt chīn līhng yāt |
| 4. 1,010 | = yāt chīn līhng yātsahp |
| 5. 4 | = sei |
| 6. 404 | = sei baak līhng sei |
| 7. 4,004 | = sei chīn līhng sei |
| 8. 4,040 | = sei chīn līhng seisahp |

Comment: In saying a number, Cantonese marks the presence of an internal zero (or zeroes) by līhng.

B. Teacher says number, students write it down; teacher then writes figure on blackboard. At end of section, teacher points to numbers on board at random, students say them.

| | | |
|---------|---------|---------|
| 1. 1018 | 3. 1101 | 5. 8008 |
| 2. 1029 | 4. 808 | 6. 8080 |

| | | |
|----------|----------|----------|
| 7. 209 | 12. 5008 | 17. 3303 |
| 8. 2029 | 13. 6708 | 18. 5804 |
| 9. 2008 | 14. 9009 | 19. 701 |
| 10. 2202 | 15. 307 | 20. 7406 |
| 11. 508 | 16. 708 | 21. 805 |
| | | 22. 908 |

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to the wordlist below as you listen to the tape.)

Unfamiliar terms, in order of occurrence:

- 1) oi = here: to have in your possession
- 2) gǎmyaht = today
- 3) yātján = dǎngyātjahn = 'in a little while'

V. SAY IT IN CANTONESE

A. You say to the person sitting next to you:

1. I forgot to bring money!
2. Do you have enough money to buy beer?
3. I don't have enough money to buy a dozen bottles.
4. What the...? I can't find my glasses.
5. Please break this \$10 bill for me.
6. How much is US\$10 in Hong Kong dollars?
7. How much is HK\$100.00 in American money?
8. Does Hong Kong have that kind of car for sale?
9. You can't buy English beer in Japan--can you buy Japanese beer in England?

B. And he responds:

1. I'll lend you some--how much do you need?
2. I have just enough to buy six bottles, but I'd like to buy a dozen.
3. You want some money, huh?-- I'll lend you \$20, OK?
4. They're here by me.
5. OK. One five and five ones, is that all right?
6. About \$60.00.
7. About \$16.60.
8. Sure, you can buy them in H.K. (Hongkong-available-sell)
9. I don't know, probably so.

- | | |
|--|--|
| 10. I have very few sweaters,
but my younger sister has
a lot. | 10. Not so! You have quite a
lot too! |
| 11. Keep the change! (Don't need
to give back.) | 11. Thanks. |

Vocabulary Checklist for Lesson 11

- | | |
|-----------------|---|
| 1. agō | n: elder brother |
| 2. baak | nu: hundred |
| 3. cheung | v: change money into smaller denomination |
| 4. cheunghòì | v: split, break up large banknote or coin to exchange
for ones of lesser denomination. |
| 5. chīn | nu: thousand |
| 6. daai | v: carry |
| 7. daai...heui | v: take...along |
| 8. daai...lāih | v: bring...along |
| 9. dāk | v: all right, OK, will do |
| 10. -dāk- | bf: in yáuhdāk .V. = available, can |
| 11. dāk... | v: only have ... |
| 12. fu | m: M. for eyeglasses |
| 13. géidò | Ph: quite a lot |
| 14. hái douh | Ph: (he, she, it, etc.) is here; is at (this) place |
| 15. hóudò | Ph: a lot |
| 16. hóusíu | Ph: very little |
| 17. jáau | v: give change |
| 18. jáaufaan | v: give back change |
| 19. je | v: lend, borrow |
| 20. jejyuh | v: lend or borrow temporarily |
| 21. jèung | m: M. for banknotes |
| 22. jí | n: banknote; paper |
| 23. -jyuh | Vsuf: temporarily, for a short time |
| 24. m̀hgeidāk | VP: forget (not remember) |
| 25. m̀hginjò | VP: lose, lost; 'nowhere to be seen' |
| 26. móuhdāk .V. | VP: not have available for .V-ing |
| 27. móuhgéidò | Ph: not much, not many |

| | | |
|------------------|------|---|
| 28. Nàh! | ex: | Here! |
| 29. ngáhngéng | n: | eyeglasses |
| 30. ngáhngéngdóí | n: | eyeglasses case |
| 31. ngán | n: | coin |
| 32. sáanngán | n: | small coins |
| 33. saimúí | n: | younger sister |
| 34. sáudóí | n: | (woman's) handbag |
| 35. sígēí | n: | taxi driver |
| 36. tīm | ss: | sen. suf. indicating speaker has been taken by surprise. |
| 37. tūhng | coV: | on behalf of, for |
| 38. wuhn | v: | in ref. to money, change small denomination for larger one (followed by denomination desired); exchange one currency for another. |
| 39. yáuhdāk | VP: | have available to .V., have available for .V-ing. |
| 40. Yí! | ex: | exclamation of distress: 'Oh-oh!' |
| 41. yuhng | v: | use; spend (money) |

I. BASIC CONVERSATION

A. Buildup:

(Two friends meet at the bus stop)

Chàhn Táai

heui

heui bíndouh a?

A, Wòhng Táai, heui bíndouh a?

Wòhng Táai

Ngóh heui ngànhòhng ló chín.

Néih nē?

Chàhn Táai

hohkhaauh

Ngóh heui hohkhaauh.

Wòhng Táai

Heui gódouh yáuh mēyéh sih a?

Chàhn Táai

néui

ngóh gó néui

jíp

heui jíp ngóh go néui

Ngóh heui jíp ngóh go néui.

Kéuih yihgā hái hohkhaauh dáng
ngóh.

māhmā

ngóh māhmā

taam

taam ngóh māhmā

daai kéuih

Ngóh daai kéuih heui taam

ngóh māhmā.

Wòhng Táai

jyuh

Néih māhmā hái bíndouh jyuh a?

go

where are you going?

Ah, Mrs. Wong, where are you
going?I'm going to the bank to get
some money. And you?

school

I'm going to school.

What is it you're going there
to do?

daughter

my daughter

meet, fetch, pick up (a
person)

go to get my daughter

I'm going to get my daughter.

She's at school now waiting
for me.

mother

my mother

visit

visit my mother

take/bring him along

I'm taking her to visit my
mother.

live

Where does your mother live?

Chàhn Táai

| | |
|---|-----------------------|
| Gáulùhng | Kowloon |
| Kéuih hái Gáulùhng jyuh. | She lives in Kowloon. |
| (Mrs. Wong looks down the street and sees a bus coming) | |

Wòhng Táai

| | |
|--------------------------------|---------------------------------|
| lâih | come |
| ga chē | a car |
| A, yáuh ga chē lâih laak. Haih | Oh, there's a bus [car] coming. |
| mhhaih baat houh a? | Is it a Number 8? |
| tái m̀hchíngchó | not see clearly |
| Ngóh tái m̀hchíngchó. | I can't see clearly. |

Chàhn Táai

| | |
|-----------------------------|-------------------------------|
| Mhhaih baat houh, haih sàam | It's not a Number 8, it's a |
| houh. | Number 3. |
| hauhbihn | in back, behind |
| Hauhbihn yáuh ga baat houh. | There's a Number 8 behind it. |

Wòhng Táai

| | |
|----------------------------|--------------------------------|
| móuh cho | right! correct! [not have |
| | mistake] |
| A, móuh cho-- | Ah, that's right-- |
| sàam houh hauhbihn | behind the Number 3 |
| gánjyuh | follow |
| Sàam houh hauhbihn gánjyuh | Behind the Number 3, following |
| yáuh ga baat hauh. | there is a Number 8. |

B. Recapitulation:Chàhn Táai

| | |
|--------------------------------|------------------------------|
| A, Wòhng Táai, heui bíndouh a? | Ah, Mrs. Wong, where are you |
| | going? |

Wòhng Táai

| | |
|------------------------------|------------------------------|
| Ngóh heui ngànhòhng ló chín. | I'm going to the bank to get |
| Néih nē? | some money. And you? |

Chàhn Táai

| | |
|----------------------|----------------------|
| Ngóh heui hohkhaauh. | I'm going to school. |
|----------------------|----------------------|

Wòhng Táai

Heui gódouh yáuh mēyéh sih a?

What is it you're going there for?

Cháhn Táai

Ngóh heui jip ngóh go néui.
Kéuih yihgā hái hohkhaauh
dáng ngóh. Ngóh daai kéuih
heui taam ngóh mähmā.

I'm going to get my daughter.
She's at school now waiting
for me. I'm taking her to
visit my mother.

Wòhng Táai

Néih mähmā hái bīndouh jyuh a?

Where does your mother live?

Cháhn Táai

Kéuih hái Gáulúhng jyuh.

She lives in Kowloon.

Wòhng Táai

A, yáuh ga chē láih laak. Haih
áhhaih baat houh a? Ngóh tái
áhchíngché.

Oh, there's a bus coming. Is
it a Number 8? I can't see
clearly.

Cháhn Táai

Áhhaih baat houh, haih sàam
houh. Hauhbihn yáuh ga baat
houh.

It's not a Number 8, it's a
Number 3. There's a Number
8 behind it.

Wòhng Táai

A, móuh cho--
Sàam houh hauhbihn gánjyuh yáuh
ga baat houh.

At, that's right--
Behind the Number 3,
following there's a Number 8.

II. NOTES

A. Culture Notes

1. Greetings.

In Lesson 4 we touched on the matter of differences in the way Americans and Cantonese greet each other. One very common form of greeting between Cantonese who run into each other on the street is Heui bīndouh a? or Heui bīn a? 'Where are you going?' This isn't being nosy, it's just a greeting form, just as in English 'How are you?' is a greeting form and doesn't call for a

detailed description of your health. To answer Heui b'indouh a?, you say where you're going, or, if you don't want to tell, simply say Chēut gāai or Heui gāai 'I'm going out' (said as you emerge from your house) or Chēutlāih hàahngáh 'I've come out for a walk' (if you're already out).

Other greetings are Fàan gùng a? (Going to work?' Chēut gāai a? 'You're out?' Fàan hohk a? 'Going to school?' You can respond to all of these by nodding you head, saying an A of assent, and greeting the person by name: A, Hòh Táai!

Around noontime or dinnertime if two acquaintances meet, a common greeting form is Sihk faahn meih a? 'Have you eaten yet?' Responses are: Meih a, néih nē? 'Not yet, and you?' and Sihkjó laak, 'I've eaten.'

2. Counting system of numbering the floors of a building.

The Chinese system of numbering floors of a building is the same as the American system, but different from the British system. The floor above the ground floor is called yih láu [two-storey] in Cantonese, 'the second floor' in American English, and 'the first floor' in British English.

The British system of numbering floors is used in Hong Kong when one speaks English. This, of course, means referring to the floor above the ground floor as the first floor, the floor two storeys up as the second floor, and so on.

| | |
|------------------------|-----------------------------|
| Ex: Ngóh jjuh hái sàam | I live on the second floor. |
| láu. | (British counting system) |
| | I live on the third floor. |
| | (American counting system) |

(See Drill 2.8)

B. Structure Notes

1. Sentence type: Subordinate clause-primary clause sentence.

In Cantonese sentences, subordinate clauses precede the primary clause.

| | |
|----------------------------|----------------------------------|
| Ex: Kéuih fàanlāih, m̀hgòl | When she comes back, please t̄ll |
| néih giu kéuih dá | her to phone Mrs. Cheung. |
| dihnwa béi Jèung | |
| Táai lā. | |

3. Auxiliary verbs.

Auxiliary verbs cannot serve as the only verb in a sentence, but require another verb as their object. The negative and question forms attach to the auxiliary verb.

Ex: séung = be of a mind to..., want to..., think (I'll)...

aff: Ngóh séung síhk I think I'll eat dinner.
faahn.

neg: Ngóh m̀hséung síhk I don't think I'll eat.
faahn.

q: Séung m̀hséung síhk Do you want to have dinner?
faahn a?

4. Co-verbs.

There is a category of verb in Cantonese which cannot serve as the only verb in a sentence, and which takes a noun as its object. This category is given the name co-verb (companion verb). A co-verb phrase precedes the verb it is companion to. Co-verbs ordinarily translate into English as prepositions, and the co-verb and its object as a prepositional phrase; but in Cantonese co-verbs are verbs, since they can occur in the three basic verb forms: affirmative, negative, and choice question.

Ex: Co-V + Noun object + Verb

aff: Gàn sínsàang góng. Repeat after the teacher.
[Follow-teacher speak.]

neg: M̀hgàn sínsàang góng. Don't repeat after the
teacher.

q: Gàn m̀hgàn sínsàang góng (Should we) repeat
a? after the teacher?

(See Drills 11, 12)

5. Verb sequence: Aux V + Co-V + V

Auxiliary verb precedes Co-Verb phrase in a sentence in which both occur:

Ex: Ngóh séung gàn kéuih I think I'll follow him.
heui.

6. t̀hng 'with' (Co-V) compared with t̀hng 'and' (Cj)

t̀hng 'with' and t̀hng 'and' both stand between two nouns (N t̀hng N), but since otherwise they pattern differently in a sentence, they are classed as different parts of speech.

tùhng 'with' may take negative and question forms as well as the affirmative, and may be preceded by an auxiliary verb. It is therefore a verb. But as it cannot stand as the only verb in a sentence, and requires another verb following its noun object, it is classed as a Co-Verb.

Ex: Ngóh m̀hséung tùhng Léih Táai heui. I don't want to go with Mrs. Lee.

tùhng, 'and' does not take the negative and question forms, therefore it cannot be called a verb. It cannot be preceded by an auxiliary verb. It joins two nouns which then act as a compound unit in subject or object position. tùhng, 'and' is classed as a conjunction.

Ex: Léih Táai tùhng ngóh heui. M̀áh S̀aang tùhng M̀áh Táai m̀hheui. Mrs. Lee and I are going. Mr. and Mrs. Ma aren't going.

L̀auh S̀aang tùhng L̀auh Taaitáai m̀hséung heui. Mr. and Mrs. Lau don't wish to go.

Ngóh m̀hsik L̀auh Siujé tùhng kéuih m̀ahm̀a. I don't know Miss Lau and her mother.

(See Drills 12.5 and 6)

7. g̀anjyuh, g̀an, 'to follow'

These two are alike in meaning, but different in use. g̀anjyuh is a full verb, can serve as the only verb in a sentence. g̀an is a co-verb, cannot serve as the only verb in a sentence. It is limited to multi-verb sentences in which it precedes another verb. phrase.

Ex: M̀ngòì néih g̀an ngóh l̀aih. Please follow me.
 M̀ngòì néih g̀anjyuh ngóh l̀aih. Please follow me.
 G̀anjyuh gó ga chē! Follow that car!
 (-) G̀an gó ga chē! (doesn't occur)
 G̀an (jyuh) gó ga chē heui! Follow that car!

In the Basic Conversation of this lesson gànjyuh is used as the subject of a clause, the clause itself being predicate in the larger topic: comment sentence:

Subject (topic) Predicate (Comment)

Subject Predicate

Sàam houh hauhbihn gànjyuh yáuh ga baat houh.
 [Three-number behind following there is [M] eight-number]
 'Behind the Number 3 there's a Number 8 following.'

(See Drills 6, 7)

8. sung 'deliver (someone or something),' 'take (someone/something) to destination and leave him/it there.'

sung, 'deliver,' can be the only verb in a sentence, or it can be the verb of a VO expression which is followed by heui or some other verb indicating movement.

Ex: Ngóh sung néih.

I'll see you to your destination.

Ngóh sung dī jǎinéui
 heui taam pāngyáuh.

I took the children to visit friends.

Gàan gūngsī sung dī
 yéh làih.

The department store delivered the goods (to speaker's place).

(See Drill 10)

9. daai, 'to bring, take along'

daai, 'bring/take someone/something along' can serve as the only verb in the sentence, usually with an impersonal object:

Ex: Kéuih daai chín.

He's brought money along.

daai can also serve as the verb of a VO expression which is followed by heui or some other verb indicating movement.

Ex: Ngóh daai ngóh go
 néui heui tái
 yísāng.

I'm taking my daughter to see the doctor.

(See BC)

10. jip = 'fetch (someone),' 'meet (someone) and take him someplace else.'

Ex: Ngóh heui Gáuluhng
 jip ngóh go néui.

I'm going to Kowloon to get my daughter.

Ngóh jip ngóh go néui
 heui Gáuluhng.

I'm meeting my daughter to take her to Kowloon.

(See BC)

Ordinarily, the grammatical object of jip is a personal noun (jip yáhn = go fetch someone), but the grammatical object can be a vehicle (jip chē = meet the bus [car] and fetch someone away). In such a case the vehicle is the grammatical object but a person is the underlying object.

11. hái phrase in a multi-verb clause.

With most verbs a hái phrase precedes the other verb phrase, but with verbs of thrust (put, place) it follows the other verb phrase, and with verbs of station (live, sit, stand) it can precede or follow the other verb phrase. In all cases hái has a placeword object.

| | | |
|----------------------|--|--|
| Ex: (before other V) | Kéuih hái chāan-sāt sihk faahn. | He's eating (<u>or</u> he ate) at the restaurant. |
| | (after other V) Jài dī chàh hái nīdouh. | Put the tea here. |
| | (before or after) Kéuih hái Géuluhng jyuh. | He lives (<u>or</u> lived) in Kowloon. |
| | Kéuih jyuh hái Gáuluhng. | |

(See Drill 4)

12. Possessive modification with family names: ngóh mǎhmǎ, 'my mother' and others.

Some family names function irregularly with respect to possessive modification, not using either the general possessive ge or the individual measures go and dī between modifier and head noun. In such cases the modifier precedes the noun directly. With other family names either ge or go/dī is required in modification structure; with still other family names filling the ge/go position is optional.

(Examples are on following page)

Ex:

| modifier | go/dī/ge
or/--/ | Noun | Eng. equivalents |
|------------|--------------------|----------|-----------------------|
| ngoh | -- | māhma | mother |
| néih | -- | bāhbā | my
father |
| Léih Táai | -- | sīnsāang | Mrs. Lee's
husband |
| Léih Sāang | -- | taaitāai | Mr. Lee's
wife |
| | /go/dī/ge/ | jái | son(s) |
| | go/dī/ge/ | néui | daughter(s) |
| | dī/ge/ | jáinéui | children |
| | go/dī/ge | múí | younger sister |
| | /-/go/dī/ge | sáimúí | younger sister |
| | /-/go/dī/ge | gājē | elder sister |
| | /-/go/dī/ge/ | sáilóu | younger brother |
| | /-/go/dī/ge/ | agō | elder brother |

(See Drill 3)

13. Chinese response to questions negatively phrased.

(You're not going, are you? type):

Negatively phrased questions in Cantonese are tricky from the English speaking student's point of view, because where the English answer would be 'No,' the Cantonese answers seem to be 'yes,' and where the English answer is 'yes,' the Cantonese answer sounds like 'no.'

- Ex: 1. A. Néih ūkkéi móuh dihnwá àh. Your house doesn't have a phone, does it.
 B. Haih a. Móuh dihnwá. That's right. There's no phone.
 (Idiomatic English answer: No, it doesn't.)
2. A. Kéuih mhfaanlaih sihk aan àh. He's not coming home for lunch, is he.
 B. Móuh cho. Mhfaanlaih. That's right. He's not coming home.
 (Idiomatic English answer: No, he's not.)
3. A. Néih ūkkéi móuh dihnwá àh. You don't have a phone at your house, do you.
 B. Mhhaih. Yáuh dihnwá. Not so! We do have one.
 (Idiomatic English: Yes, we do.)

4. A. Kéuih m̀hfàanlâih He's not coming home for lunch,
sìhk aan àh. is he.
- B. M̀hnhaih. Kéuih Not so. He is.
fàanlâih. (Idiomatic English: Yes,
he is.)

(See Drill 14)

III. DRILLS

1. Question & Answer Drill

Ex: T: Hèunggóng.

A: Néih hái bīndouh jyh a?

B: Ngóh hái Hèunggóng jyh.

- | | |
|---------------|---|
| 1. Gáulùhng. | 1. A. Néih hái bīndouh jyh a?
B. Ngóh hái Gáulùhng jyh. |
| 2. Méihgwok. | 2. A. Néih hái bīndouh jyh a?
B. Ngóh hái Méihgwok jyh. |
| 3. Jùngwàahn. | 3. A. Néih hái bīndouh jyh a?
B. Ngóh hái Jùngwàahn jyh. |
| 4. Hohkhaauh. | 4. A. Néih hái bīndouh jyh a?
B. Ngóh hái hohkhaauh jyh. |
| 5. Hèunggóng. | 5. A. Néih hái bīndouh jyh a?
B. Ngóh hái Hèunggóng jyh. |

2. Expansion Drill: Repeat after the teacher.

- | | |
|--|---|
| + 1. a. <u>jái</u> | 1. a. <u>son</u> |
| b. ngóh go jái | b. my son |
| c. Ngóh go jái heui | c. My son is going |
| d. Ngóh go jái heui Gáulùhng. | d. My son is going to Kowloon. |
| e. Ngóh go jái yíngā heui Gáulùhng. | e. My son is going to Kowloon now. |
| + 2. a. <u>jáinéui</u> | 2. a. <u>children</u> (of a family),
<u>sons and daughters</u>
(of a family) |
| b. dī jáinéui | b. the children |
| c. daai dī jáinéui | c. bring/take the children |
| d. daai dī jáinéui heui | d. take the children. |
| e. daai dī jáinéui heui Wòhng Táai douh. | e. take the children to Mrs. Wong's. |
| + f. Ngóh <u>sínsàang</u> daai dī jáinéui heui Wòhng Táai douh.
Note the new meaning for <u>sínsàang</u> : 'husband.' | f. My <u>husband</u> is taking the children to Mrs. Wong's (Though <u>sínsàang</u> may also mean 'teacher') |

the context usually makes the meaning clear.)

- + 3. a. jouh
 b. jouh mēyéh
 c. heui Gáulùhng jouh mēyéh a?
 d. Kéuih heui Gáulùhng jouh mēyéh a?
 e. Kéuih heui Gáulùhng taam pàhngyáuh.
- + 4. a. yīsāng
 b. tái yīsāng
 c. heui tái yīsāng
 d. jip kéuih go néui heui tái yīsāng.
 e. Kéuih jip kéuih go néui heui tái yīsāng.
- + 5. a. ngóh taaitáai
 b. tùhng ngóh taaitáai
 c. tùhng ngóh taaitáai heui
 d. m̀htùhng ngóh taaitáai heui
 e. Wòhng Táai m̀htùhng ngóh taaitáai heui.
- + 6. a. máaih yéh
 (yéh = things, stuff)
 b. heui máaih yéh
 c. bīngó heui máaih yéh a?
 d. tùhng bīngó heui máaih yéh a?
 e. Néih tùhng bīngó heui máaih yéh a?
7. a. sih
 + b. jouh sih
 c. hái bīndouh jouh sih a?
 d. Néih hái bīndouh jouh sih a?
 e. Ngóh hái Jùngwàahn jouh sih.
- + 8. a. douh
3. a. do
 b. do what?
 c. go to Kowloon to do what?
 d. What is he going to Kowloon to do?
 e. He's going to Kowloon to see a friend.
4. a. doctor
 b. see a doctor
 c. go to see a doctor
 d. meet her daughter and go to see the doctor.
 e. She's meeting her daughter to take her to the doctor.
5. a. my wife
 b. with my wife
 c. go with my wife
 d. not go with my wife
 e. Mrs. Wong isn't going with my wife.
6. a. buy things, do shopping
 b. go shopping
 c. who is going shopping?
 d. go shopping with whom?
 e. Who are you going shopping with?
7. a. affairs, business
 b. work, have a job
 c. work where?
 d. Where do you work?
 e. I work in the Central District.
8. a. road

- | | | |
|---|--|--|
| + | b. <u>Nèihdēun Douh</u> | b. <u>Nathan Road</u> |
| + | c. Nèihdēun Douh ñgh baak lukh-sahpyih <u>houh</u>
(<u>houh</u> =
<u>number</u>) | c. Number 562 Nathan Road |
| + | d. Nèihdēun Douh ñgh baak lukh-sahpyih houh <u>sâam láu</u>
(<u>láu</u> =
<u>floor, story of a building</u>) | d. 562 Nathan Road 3rd
floor (2nd floor British
counting system) |
| | e. Ngóh jyuh hái Nèihdēun Douh ñgh baak lukhsahpyih houh <u>sâam láu.</u> | e. I live at 562 Nathan
Road, on the 3rd floor. |

Comment: In Hongkong, when speaking English, the British system of counting the floors of a building is used: ground floor, 1st floor, 2d floor, etc. In speaking Cantonese, the Chinese (which is also the American) system is used: the ground floor is called 1st floor the floor above the 1st floor is called the 2d floor, etc.

3. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

- | | |
|--|---|
| 1. Ngóh sīnsāang m̀hhái ngūkkéi.
My husband is not at home. | 1. Ngóh sīnsāang m̀hhái ngūkkéi. |
| 2. /ngóh go jái/ | 2. Ngóh go jái m̀hhái ūkkéi. |
| 3. /ngóh go néui/ | 3. Ngóh go néui m̀hhái ūkkéi. |
| 4. /ngóh ge jái/ | 4. Ngóh ge jái m̀hhái ūkkéi. |
| 5. /ngóh ge jáinéui/ | 5. Ngóh ge jáinéui m̀hhái ūkkéi. |
| 6. /ngóh ge néui/ | 6. Ngóh ge néui m̀hhái ūkkéi. |
| 7. /ngóh taaitáai/ | 7. Ngóh taaitáai m̀hhái ūkkéi. |
| + 8. /ngóh <u>bàhbā</u> / | 8. Ngóh <u>bàhbā</u> m̀hhái ūkkéi.
My <u>father</u> is not at home. |
| + 9. /ngóh ge <u>néuihpàhngyáuh</u> / | 9. Ngóh ge <u>néuihpàhngyáuh</u> m̀hhái ūkkéi.
My <u>girl friend</u> is not at home. |
| 10. /ngóh ge <u>nàahmpàhngyáuh</u> / | 10. Ngóh ge <u>nàahmpàhngyáuh</u> m̀hhái ūkkéi.
My <u>boy friend</u> is not at home. |

4. Transformation Drill

Ex: T: Ngóh hái Hèunggóng jjuh. T: I live in Hong Kong.

S: Ngóh jjuh hái Hèunggóng. S: I live in Hong Kong.

- | | |
|--|--|
| 1. Ngóh màhmā hái Gáulùhng jjuh. | 1. Ngóh màhmā jjuh hái Gáulùhng. |
| 2. Néih hái bīndouh jjuh a? | 2. Néih jjuh hái bīndouh a? |
| 3. Ngóh néuihpáhngyáuh hái Hèunggóng jjuh. | 3. Ngóh néuihpáhngyáuh jjuh hái Hèunggóng. |
| 4. Kéuih bàhbā hái Yínggwok jjuh. | 4. Kéuih bàhbā jjuh hái Yínggwok. |
| 5. Gó go yàhn hái douh jjuh. | 5. Gó go yàhn jjuh hái douh. |

5. Expansion Drill

Ex: T: Hòh Sàang heui Gáulùhng.

T: Mr. Ho is going to Kowloon.

S: Hòh Sàang heui Gáulùhng jjuh māt-yéh a?

S: What's Mr. Ho going to Kowloon to do? or What's Mr. Ho going to Kowloon for?

- | | |
|--|---|
| 1. Ngóh heui hohkhaauh. | 1. Néih heui hohkhaauh jjuh māt-yéh a? |
| 2. Ngóh sīnsàang heui gaaklèih. | 2. Néih sīnsàang heui gaaklèih jjuh māt-yéh a? |
| 3. Kéuih nàahmpáhngyáuh heui Dāk Fu Douh Jùng. | 3. Kéuih nàahmpáhngyáuh heui Dāk Fu Douh Jùng jjuh māt-yéh a? |
| 4. Léih Sàang néuihpáhngyáuh heui Jùngwàahn. | 4. Léih Sàang néuihpáhngyáuh heui Jùngwàahn jjuh māt-yéh a? |
| 5. Ngóh màhmā heui ngàhnhòhng. | 5. Néih màhmā heui ngàhnhòhng jjuh māt-yéh a? |
| 6. Ngóh bàhbā heui Hèunggóng Chāansāt. | 6. Néih bàhbā heui Hèunggóng Chāansāt jjuh māt-yéh a? |

Comment: Note that néuihpáhngyáuh and nàahmpáhngyáuh accept possessive modifiers with or without ge or go:

Ex: Léih Siujé } - } nàahmpáhngyáuh Miss Lee's boy-
 } ge } friend
 } go }

6. Transformation Drill

Ex: T: M̀ngòì néih g̀ànjyuh ngòh làih là. T: Please follow me.

S: M̀hhóu g̀ànjyuh ngòh làih là. S: Don't follow me, please.

- | | |
|--|--|
| 1. M̀ngòì néih g̀ànjyuh kéuih heui là.
Please follow him. | 1. M̀hhóu g̀ànjyuh kéuih heui là. |
| 2. M̀ngòì néih g̀ànjyuh ngòh góng là.
Please repeat after me. | 2. M̀hhóu g̀ànjyuh ngòh góng là. |
| 3. M̀ngòì néih g̀ànjyuh gó ga hāak chē heui là. | 3. M̀hhóu g̀ànjyuh gó ga hāak chē heui là. |
| 4. M̀ngòì néih g̀ànjyuh gó go yàhn heui là. | 4. M̀hhóu g̀ànjyuh gó go yàhn heui là. |
| 5. M̀ngòì néih g̀ànjyuh ngòh làih là. | 5. M̀hhóu g̀ànjyuh ngòh làih là. |

7. Response Drill

Ex: T: M̀ngòì néih g̀ànjyuh ngòh heui là. T: Please follow me.

+ S: Sái m̀hsái g̀àn néih heui a? S: Should I follow you?
[Should I following you, go?]

- | | |
|--|--|
| 1. M̀ngòì néih g̀ànjyuh kéuih heui là. | 1. Sái m̀hsái g̀àn kéuih heui a? |
| 2. M̀ngòì néih g̀ànjyuh Wòhng Táai heui là. | 2. Sái m̀hsái g̀àn Wòhng Táai heui a? |
| 3. M̀ngòì néih g̀ànjyuh gó go Méihgwok-yàhn heui là. | 3. Sái m̀hsái g̀àn gó go Méihgwok-yàhn heui a? |
| 4. M̀ngòì néih g̀ànjyuh ngòh m̀hāmā heui là. | 4. Sái m̀hsái g̀àn néih m̀hāmā heui a? |
| 5. M̀ngòì néih g̀ànjyuh ngòh p̀hng-yáuh làih là. | 5. Sái m̀hsái g̀àn néih p̀hng-yáuh làih a? |

Comment: g̀ànjyuh and g̀àn both mean 'follow' and in some cases may be used interchangeably; but g̀àn cannot be used as the only verb in a sentence, whereas g̀ànjyuh can.

8. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

- | | |
|--|-------------------------------------|
| 1. Ngóh heui Yíngwok.
I'm going to England. | 1. Ngóh heui Yíngwok. |
| 2. /ngóh go jái/ | 2. Ngóh go jái heui Yíngwok. |
| 3. /tòuhsyùgwún/ | 3. Ngóh go jái heui tòuhsyùgwún. |
| 4. /kéuih taaitáai/ | 4. Kéuih taaitáai heui tòuhsyùgwún. |
| 5. /séjihlàuh/ | 5. Kéuih taaitáai heui séjihlàuh. |
| 6. /kéuih sīnsàang/ | 6. Kéuih sīnsàang heui séjihlàuh. |
| 7. /Méihgwok/ | 7. Kéuih sīnsàang heui Méihgwok. |
| 8. /ngóh màhmā/ | 8. Ngóh màhmā heui Méihgwok. |

9. Conversation Exercise

- | | |
|-------------------------------------|--|
| Ex: A: Hòh Sàang heui
bīndouh a? | A: Where is Mr. Ho going? |
| B: Kéuih heui Gáulùhng. | B: He's going to Kowloon. |
| A: Heui Gáulùhng jouh
mātyéh a? | A: What's he going to do there? |
| B: Heui máaih yéh. | B: He's going shopping. |
| A: A, heui máaih yéh. | A: Oh, he's going shopping. |
| 1. A. Wòhng Siujé.....? | 1. A. Wòhng Siujé heui bīndouh
a? |
| B.Hèunggóng. | B. Kéuih heui Hèunggóng. |
| A.? | A. Heui Hèunggóng jouh
mēyéh a? |
| B.taam pàhngyáuh. | B. Heui taam pàhngyáuh. |
| A. | A. A, heui taam pàhngyáuh. |
| 2. A. Néih taaitáai? | 2. A. Néih taaitáai heui
bīndouh a? |
| B.ngànhòhng. | B. Kéuih heui ngànhòhng. |
| A.? | A. Heui ngànhòhng jouh
mēyéh a? |
| B.ló chin. | B. Heui ló chin. |
| A. | A. A, heui ló chin. |

- | | |
|-----------------------------|--|
| 3. A. Néih.....? | 3. A. Néih heui bīndouh a? |
| B.Tīnsīng Máhtàuh. | B. Ngóh heui Tīnsīng Máhtàuh. |
| A.? | A. Heui Tīnsīng Máhtàuh
jauh mēyéh a? |
| B.jip ngóh ge jáinéui. | B. Heui jip ngóh ge jáinéui. |
| A. | A. A, heui jip néih ge
jáinéui. |

Comment: To let the other person know you've been paying attention in English, we have such phrases as 'I see' and 'Is that so?'. On the telephone we signal we're still listening by such phrases as 'unhuh', 'yes', 'I see,' during pauses in the flow of speech from the person at the other end of the phone. A favorite way to signal such information in Cantonese is for the listener to repeat the speaker's last sentence, or a portion of it.

10. Question and Answer Drill

- | | |
|---|--|
| + Ex: T: Néih sung néih go
néui heui bīndouh
a? /hohkhaauh/
(Sung = deliver) | T: Where are you taking your
daughter? /school/ |
| S: Ngóh sung ngóh go
néui heui hohkhaauh. | S: I'm taking my daughter to
school. |
-
- | | |
|---|--|
| 1. Néih sung néih go néui heui
bīndouh a? /Tīnsīng Máhtàuh/ | 1. Ngóh sung ngóh go néui heui
Tīnsīng Máhtàuh. |
| 2. Néih sung néih go néui heui
bīndouh a? /Màhnwàh Jáudim/ | 2. Ngóh sung ngóh go néui heui
Màhnwàh Jáudim. |
| 3. Néih sung néih go jái heui
bīndouh a? /Chàhn Yísang
douh/ | 3. Ngóh sung ngóh go jái heui
Chàhn Yísang douh.
I'm taking my son to Dr.
Chan's. |
| 4. Néih sung néih go jái heui
bīndouh a? /hohkhaauh/ | 4. Ngóh sung ngóh go jái heui
hohkhaauh. |
| 5. Néih sung néih go jái heui
bīndouh a? /fàan hohk/ | 5. Ngóh sung ngóh go jái fàan
hohk. |
| 6. Néih sung néih ge néuihpàhng-
yáuh heui bīndouh a?
/fàan gùng/ | 6. Ngóh sung ngóh ge néuih-
pàhngyáuh fàan gùng. |
| 7. Néih sung néih màhmā heui bīn-
douh a? /fàan ngùkkéi/ | 7. Ngóh sung ngóh màhmā fàan
ngùkkéi. |

Comment: sung 'deliver,' to accompany someone to a destination and leave him there, contrasts with daai 'take

along, '=take someone along with you and he stays with you.

11. Response Drill

+ Ex: T: Néih tùhng bīngō heui máaih yéh a?
/Wòhng Siujé/
T: Who are you going shopping with?
/Miss Wong/

S: Ngóh tùhng Wòhng Siujé heui.
S: I'm going with Miss Wong.

- | | |
|---|--|
| 1. Néih tùhng bīngō heui síhk faahn a? /ngóh taaitáai/ | 1. Ngóh tùhng ngóh taaitáai heui. |
| 2. Wòhng Sàang tùhng bīngō heui ngàhnòhng a? /Wòhng Táai/ | 2. Wòhng Sàang tùhng Wòhng Táai heui. |
| 3. Kéuih tùhng bīngō heui tái yīsāng a? /kéuih sīnsāang/ | 3. Kéuih tùhng kéuih sīnsāang heui. |
| 4. Jèung Siujé tùhng bīngō heui yám chàh a? /kéuih bàhbā/ | 4. Jèung Siujé tùhng kéuih bàhbā heui. |
| 5. Néih tùhng bīngō làih a? /ngóh mǎhmǎ/ | 5. Ngóh tùhng ngóh mǎhmǎ làih. |

Repeat, as Alteration Drill, thus:

T: Néih tùhng bīngō heui máaih yéh a? /Wòhng Siujé/
Who are you going shopping with? /Miss Wong/

S: Néih tùhng mǎhtùhng Wòhng Siujé heui maaih yéh a?
Are you going shopping with Miss Wong?

12. Transformation Drill

Ex: T: Ngóh tùhng kéuih heui tái yīsāng.

T: I'm going with him to the doctor's.

S: Ngóh mǎhtùhng kéuih heui tái yīsāng.

S: I'm not going with him to the doctor's.

- | | |
|---------------------------------------|--|
| 1. Kéuih daai ngóh heui máaih yéh. | 1. Kéuih mǎhdaai ngóh heui máaih yéh. |
| 2. Kéuih jip ngóh heui hohkhaauh. | 2. Kéuih mǎhjip ngóh heui hohkhaauh. |
| 3. Kéuih dǎng ngóh síhk faahn. | 3. Kéuih mǎhdǎng ngóh síhk faahn. |
| 4. Ngóh sung kéuih fàan ūkkéi. | 4. Ngóh mǎhsung kéuih fàan ūkkéi. |
| 5. Ngóh jùngyi tùhng kéuih heui gāai. | 5. Ngóh mǎhjùngyi tùhng kéuih heui gāai. |

- | | |
|---|--|
| I like to go out with him. | I don't like to go out with him. |
| 6. Ngóh tūhng kéuih dōu jùngyi heui gāai.
We both like to go out. | 6. Ngóh tūhng kéuih dōu m̀hjung-yi heui gāai.
Neither one of us likes to go out. |
| 7. Ngóh gàn kéuih heui Méihgwok. | 7. Ngóh m̀hgàn kéuih heui Méihgwok. |
| 8. Ngóh séung gàn kéuih heui Yahtbún. | 8. Ngóh m̀hséung gàn kéuih heui Yahtbún. |
| + 9. Ngóh yiu daai kéuih heui <u>jouh s̄aam</u> .
(<u>jouh s̄aam</u> = <u>make clothes</u> , <u>have clothes made</u>)
I have to take her to <u>have clothes made</u> . | 9. Ngóh m̀hsái daai kéuih heui jouh s̄aam.
I don't have to take her to have clothes made. |
| 10. Kéuih tūhng ngóh heui máaih s̄audói. | 10. Kéuih m̀htūhng ngóh heui maaih s̄audói. |

13. Expansion Drill

Ex: T: Kéuih heui hohkhaauh. T: He's going to school.
/baat dim bun/ /8:30/

S: Kéuih baat dim bun heui hohkhaauh. S: He's going to school at 8:30.

- | | |
|---|---|
| 1. Kéuih heui sihk faahn.
/tūhng ngóh/ | 1. Kéuih tūhng ngóh heui sihk faahn. |
| 2. Kéuih heui chàhlàuh. /yám chàh/ | 2. Kéuih heui chàhlàuh yám chàh. |
| 3. Kéuih tūhng kéuih s̄insàng heui Gáulùhng. /m̀htūhng/ | 3. Kéuih m̀htūhng kéuih s̄insàng heui Gáulùhng. |
| 4. Kéuih daai kéuih go jái heui tái yīsàng. /daai m̀hdaai a?/ | 4. Kéuih daai m̀hdaai kéuih go jái heui tái yīsàng a? |
| 5. Kéuih heui jip kéuih s̄insàng. /séjihlauh/ | 5. Kéuih heui séjihlauh jip kéuih s̄insàng. |
| 6. Kéuih gàn màhmā heui chāansāt. /yám chàh/ | 6. Kéuih gàn màhmā heui chāansāt yám chàh. |
| 7. Kéuih sung néuihpàhngyáuh fāan ũkkéi. /kéuih ge/ | 7. Kéuih sung kéuih ge néuihpàhngyáuh fāan ũkkéi. |
| 8. Kéuih hái chāansāt dāng ngóh. /yīngā/ | 8. Kéuih yīngā hái chāansāt dāng ngóh. |

14. Response Drill

- Ex: 1. T: Kéuih yám gafē àh. T: He's drinking coffee. isn't he.
S: Haih a, yám gafē. S: That's right--drinking coffee.
2. T: Kéuih m̀hsík góng Yíngmahn àh. T: She doesn't know how to speak English, does she?
S: Haih a, m̀hsík góng. S: That's right; she doesn't.
1. Kéuih chēutjógāai àh. 1. Haih a, chēutjógāai.
She's gone out, hasn't she. That's right, gone out.
2. Néih ūkkéi móuh dihnwá àh. 2. Haih a, móuh dihnwá.
3. Hòh Sàang heui yám chàh àh. 3. Haih a, heui yám chàh.
4. Chàhn Siujé séung máaih hàaih àh. 4. Haih a, séung máaih hàaih.
5. Néih s̀insàang m̀hfàanlāih sihk faahn àh. 5. Haih a, m̀hfàanlāih sihk faahn.
6. Gó go yàhn hái Méihgwok Ngàhn-hòhng jòuh sih àh. 6. Haih a, hái Méihgwok Ngàhn-hòhng jòuh sih.
7. Kéuihdeih heui Gáulùhng máaih yéh àh. 7. Haih a, heui Gáulùhng máaih yéh.
8. Néih m̀hjúngyi yám bējáu àh. 8. Haih a, m̀hjúngyi yám bējáu.
9. Kéuih taaitáai heui jip kéuih go néui àh? 9. Haih a, heui jip kéuih go néui.

15. Expansion Drill

1. Hauhbihn yáuh go chē jaahm. 1. Ngóh séjihlāuh hauhbihn
/Ngóh séjihlāuh/ yáuh go chē jaahm.
There's a car stop in back. Behind my office there's
a car stop.
- + 2. Chihnbihn yáuh gāan ngànhòhng. 2. Chàhn Siujé ūkkéi chihnbihn
/Chàhn Siujé ūkkéi/ yáuh gāan ngànhòhng.
(in front; In front of Miss Chan's
front side) house there's a bank.
3. Hauhbihn yáuh gāan jáudim. 3. Hèunggóng Ngànhòhng hauhbihn
/Hèunggóng Ngànhòhng/ yáuh gāan jáudim.
4. Hauhbihn yáuh gāan gūngsī. 4. Hèunggóng Chāansāt hauhbihn
/Hèunggóng Chaansat/ yáuh gāan gūngsī.
5. Chihnbihn yáuh mēyéh a? 5. Jùnggwok Chàhlāuh chihnbihn
/Jùnggwok Chàhlāuh/ yáuh mēyéh a?

Comment: chihnbihn and hauhbihn literally mean 'front side' and 'back side' and are not specific as to whether the positions designated are inside/outside the front/back side. Only very rarely, though, is the meaning unclear in context.

IV: CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

- 1) bīn? = bīndouh?
- 2) Mēyéh sih a? = What's the matter?
- 3) lòh = sen. suf. expressing sympathy
- 4) ngāamngāam = just now, just on the point of, just
- 5) Yáuh mēyéh sih a? = What's going on?
- 6) Móuh mēyéh sih. = Nothing special.
- 7) ngāamngāam séung heui = just thinking of going
- 8) yātján = in a little while

V. SAY IT IN CANTONESE

A. You say to the person sitting next to you:

1. A, Mr. Lau, where are you going?
2. I'm going to Kowloon to buy something.
3. Where do you live?
4. I'm taking my daughter to see the doctor.
5. Who are you going shopping with?
6. You don't have a phone at home, do you. (confident that he doesn't)
7. She doesn't drink alcoholic beverages, does she. (confident that she doesn't.)
8. What are you going over to Kowloon to do?
9. Where is the Number 8 car stop?
10. I can't make out what bus that is over there.
11. Your office is behind the Mandarin Hotel, isn't it?

B. And he responds:

1. I'm going to work, how about you?
2. I'm going to Kowloon too.
3. I live in the Central District.
4. Which doctor are you going to?
5. I'm going with Miss Lee.
6. That's right, we don't have one.
7. Not so! She does drink alcoholic beverages.
8. I'm going to visit my father.
9. It's in front of the bank.
10. Over there where?
11. No, it's in the vicinity of the Central Market.

- | | |
|--|--|
| 12. I take my son to school at eight. | 12. What time does your daughter go? |
| 13. Where are you going? | 13. I'm going to my girl friend's house to meet her. |
| 14. I'm going to Kowloon to go shopping. | 14. Is your boy friend going with you? |
| 15. My boy friend is not going shopping with me. | 15. He told me he wanted to go with you. |
| 16. Should I follow you? | 16. Yes, please follow me. |

Vocabulary Checklist for Lesson 12

- | | |
|---------------|--|
| 1. bāhbā | n: father |
| 2. chihnbihh | PW: front (front side) |
| 3. chingchó | adj: clear, vivid, clearly |
| 4. daai | V/coV: take/bring (someone/something) along |
| 5. douh | bf: road, restricted to use following named road |
| 6. ga | m: M. for vehicle |
| 7. gán | coV: follow, come behind |
| 8. gánjyuh | v: follow, come behind |
| 9. Gáulühng | PW: Kowloon |
| 10. hauhbihh | PW: back (back side); behind |
| 11. heui | v: go |
| 12. hohkhaauh | n/PW: school |
| 13. houh | m: number |
| 14. jái | n: son |
| 15. jáinéui | n: children (of a family), sons and daughters |
| 16. jip | v: meet, fetch, pick up (a person) |
| 17. jouh | v: do, work |
| 18. jouh sāam | vo: make clothes, have clothes made |
| 19. jouh sih | vo: to work, have a job |
| 20. jyuh | v: live |
| 21. làih | v: come |
| 22. láu | m: floor, storey of a building |
| 23. mähmā | n: mother |
| 24. Móuh cho. | Ph: That's right. |

25. nàahmpáhngyáuh n: boy-friend
26. Nèihdēun Douh PW: Nathan Road
27. néui n: daughter
28. néuihpáhngyáuh n: girl-friend
29. sih n: piece of business, affair, matter
30. sĭnsàang n: husband
31. sung coV/V: deliver
32. taaitáai n: wife; married woman
33. taam v: to visit
34. tái yĭsāng vo: see the doctor
35. tūhng coV: with
36. yéh n: things, stuff
37. yĭsāng n: doctor

I. BASIC CONVERSATION

A. Buildup:Sigēi

Heui bīndouh a?
daaphaak

Where to?
passenger

Daaphaak

gāai
gó tīuh gāai
méng
mēyéh méng
giujouh, or giu
giujouh mēyéh méng a?
gó tīuh gāai giujouh mēyéh
méng a?

street
that street
name
what name?
called, be called
what's its name?
what's the name of that
street?

Ngóh àhgeidāk gó tīuh gāai
giujouh mēyéh méng.

I don't remember the name of
the street.

hàahng
yātjīhk

go; walk; drive
straight

Néih yātjīhk hàahng sīn.

Go straight first.

dou
wah néih tēng

arrive
tell you

Dou gamseuhngá, ngéih wah
néih tēng.

I'll tell you as we go along.

yauh
jyun
jyun jauh

right
turn
turn right

Hái nīdouh jyun jauh.

Turn right here.

jó
jyun jó
gwodī

left
turn left
a little farther on

Gwodī, jyun jó.

Just a little farther on,
turn left.

Sigēi

Haih àhhaih nīdouh a?

Is this the place?

Daaphaak

| | |
|--|--|
| Mhhaih--gwodī tīm.
gwo
gwo géi gàn
jauh
Gwo géi gàn, jauh haih laak. | No--still farther.
pass, cross by
pass a few buildings
clause connector: then; and
Pass a few buildings (more)
and that's it. |
| Dou laak!
jósáubihn or jóbihn
Hái jósáubihn gé gàn. | Arrived! (i.e.: Here it is!)
left hand side, left side
It's that building on the left. |

Sigēi

| | |
|--|---|
| tihng
tihng chè
hóyih
Nídouh àhhóyih tihng chè. | stop
stop the car
be permitted, can
You can't stop here. |
|--|---|

Daaphaak

(pointing to the driveway:)

| | |
|---|---|
| yahp-
yahphei
Jyun yahphei lā.
wái
paak
yáuh wái paak chè
yahpbihn
Yahpbihn yáuh wái paak chè. | in
go in
Turn in (the driveway).
place; seat
park
there's a place to park
inside
Inside there's a place to park. |
|---|---|

(The car goes into the driveway)

Daaphaak

| | |
|--|---|
| Hóu laak. Hái nídouh tihng
chè lā.
Mhgoi néih dǎng jahn--
jauh
Ngóh jauh fàanlāih. | OK. Stop here.
Please wait--
immediately, soon
I'll be right back. |
|--|---|

B. Recapitulation:Sīgēi

Heui bīndouh a?

Where to?

DaaphaakNgóh m̀hgeidāk gó t̄iuh gāai
giujouh m̄yéh m̄ng.I don't remember the name of
the street.

Néih yātjìhk hāahng sìn.

Go straight first.

Dou gamseuhngá, ngóh wáh néih
t̄ng.

I'll tell you as we go along.

Hái n̄idouh jyun yauh.

Turn right here.

Gwod̄, jyun j̄ó.

Just a little farther on, turn
left.Sīgēi

Haih m̄hahh n̄idouh a?

Is this the place?

Daaphaak

M̄hahh--gwod̄ t̄im.

No--still farther.

Gwo géi gāan, jauh haih laak.

Pass a few buildings more and
that's it.

Dou laak!

Here it is!

Sīgēi

N̄idouh m̄hóyih t̄ihng ch̄.

You aren't allowed to stop here.

Daaphaak

(pointing to the driveway:)

Jyun yahphei lā.

Turn in (the driveway).

Yahpbihn yáuh wái paak ch̄.

Inside there's a place to
park.

(The car goes into the driveway:)

Daaphaak

Hóu laak. Hái n̄idouh t̄ihng ch̄ lā. OK--stop here.

M̄ngò néih dāng jahn--ngóh jauh
fāanlāih.Please wait--I'll be right
back.

II. NOTES

1. (yāt)jihk 'straight,' 'straight-away'

In combination with following heui, the portion yāt can be omitted.

(Yāt)jihk heui lā! go straight.

In combination with following hàahng, yātjìhk is preferred:

yātjìhk hàahng: go (or walk) straight

(See BC)

(yāt)jìhk may have the meaning 'straight-away,' 'without being interrupted or diverted'

Ex: Nī ga chē jìhk heui Jùng-wàahn ga. This bus goes straight to the Central District.

2. jauh = (1) ..., then....

(2) immediately

a. jauh in a two-clause sentence = ..., then

jauh connects subordinate clause and main clause in a sentence of sequential relationship:

(When or After) A, then B.

As clause connector jauh comes in the second clause (the main clause), following the subject of the clause (if any) and preceding the verb.

Ex: 1. Gwo gái gàan, jauh haih laak. (After we) pass a few buildings, then there it is.

2. Gwo gái fānjūng, néih jauh hóyih fāan-làih. After a few minutes pass, you can come back.

(See BC and Drill 10)

b. jauh in a single clause sentence = 'right away, immediately'

In this jauh acts as an adverb, positioned immediately before the verb it concerns:

Ex: Ngóh jauh fāanlāih. I'll be right back.

Ngóh jauh tùhng kéuih fāanlāih. I'll be right back with him. or I'll bring him right back.

Ngóh tùhng kéuih jauh fāanlāih. He and I will be right back.

Ngóh sàam dímjūng jauh fāanlāih. I'll be back at 3 o'clock. (an early hour from the speaker's point of view)

(See BC)

3. hóyih = 'can,' in the sense of 1) 'permitted to'
 2) 'willing and able,' 'can do a favor'

hóyih is an auxiliary verb, which takes another verb as its object. The colloquial English equivalent is usually 'can,' but it may have one of two different underlying meanings.

- a. 'can' in the sense of 'permitted to'

Nídouh m̀hhóyih paak chē. You can't park here.
 [Here it is not allowed to park]

(See BC and Drills 1, 4)

- b. 'can' in the sense of 'can do a favor,' 'able and willing to...' In the negative = 'willing but unable'

1. Ngóh hóyih je yāt baak I can lend you \$100.
 mān (bēi) néih.
2. Néih hó m̀hhóyih je yāt Can you lend me \$100?
 baak mān (bēi) ngóh
 a?
3. Deuim̀hjuh--ngóh m̀h- I'm sorry, I can't come get
 hóyih làih jip you, I have some work (I
 néih--yáuh dī sih. have to attend to.)

4. tihng, 'stop' with hái phrases.

tihng, 'stop' is one of a group of verbs which a hái phrase can either precede or follow. (See note on hái with verbs of station, p273.)

Hái nídouh tihng chē lā. Here stop. (i.e. Stop here.)

(See BC)

Tihng hái bīndouh a? Stop where?

(See Drill 7)

paak, 'park (a car)' also belongs to the group of verbs which a hái phrase can either precede or follow. Abstracting a common characteristic of this group of verbs, we say that they are 'standing still' verbs, or verbs of station. The verbs for stand, sit, lie down, stop, park and others are members of this group.

As for which comes first, the hái phrase or the other verb, it goes according to the Chinese language characteristic of making what you're talking about the subject of the sentence and putting it at the beginning of the sentence. If you're concerned about 'where' you put the hái phrase first; if you're most concerned about stopping,

III. DRILLS

1. Expansion Drill

+ 1. a. fàanjyuntàuh

b. hái n̄doh fàanjyuntàuh

c. hóyh hái n̄doh fàanjyuntàuh

d. m̄hóyh hái n̄doh fàanjyuntàuh

e. Hó m̄hóyh hái n̄doh fàanjyuntàuh a?

Comment: fàanjyuntàuh [return-turn-head] is used when you have overshot the place you intend to go and want to direct the driver to turn the car around and go back.

+ 2. a. tanhauh

b. vanhauh lā

c. vanhauh lā, gódoh yáuh
go wáid. vanhauh lā, gódoh hauhbihn
yáuh go wáie. Vanhauh lā, gódoh hauhbihn
yáuh go wái paak chē.+ 3. a. Wihng Ōn Gūngsī

b. hái Wihng Ōn Gūngsī

c. hái Wihng Ōn Gūngsī tihng chē

d. M̄gòì néih hái Wihng Ōn
Gūngsī tihng chē lāe. M̄gòì néih hái Wihng Ōn
Gūngsī gwodī tihng chē lā.

4. a. yahphei

b. jyun yahphei

c. gánjyuh jyun yahphei.

1. a. turn (the car) around
and go back the other
wayb. turn around here and go
backc. you may turn around and
go back here or
it is permitted to turn
around and go back from
hered. it's not allowed to turn
around and go back heree. May I turn around and go
back here?2. a. back up, reverse (a car)

b. back up please

c. back up, there's a place

d. back up, behind us
there's a placee. Back up, behind us there's
a place to park.3. a. Wing On Company. (a
department store in
Hong Kong)

b. at Wing On

c. stop the car at Wing On

d. please stop the car at
Wing One. Please stop the car a
little beyond Wing On.

4. a. enter, go in.

b. turn in (there)
[turn, go in]

c. 'follow (that car) in

- | | |
|--|--|
| d. gánjyuh gó ga chē jyun yahphei | d. follow that car in
[follow that car, turn in] |
| e. gánjyuh gó ga hāak chē jyun yahphei | e. follow that black car in
[follow that black car there turn in] |
| f. Gánjyuh chihnbihn gó ga hāak chē jyun yahphei. | f. Follow that black car ahead in. <u>or</u>
Turn where that black car up there is.
[Follow that black car over there, turn in.] |
| 5. a. yáuh wái | 5. a. there is space |
| b. yáuh go wái | b. there is a space |
| c. yáuh go wái paak chē | c. there is a place to park cars |
| d. hauhbihn yáuh go wái paak chē | d. in the back there is a place to park cars |
| e. ga hāak chē hauhbihn yáuh go wái paak chē | e. behind the black car there is a parking place |
| f. gó ga hāak chē hauhbihn yáuh go wái paak chē | f. behind that black car there is a parking place |
| g. Nē! Gó ga hāak chē hauhbihn yáuh go wái paak chē. | g. There! Behind the black car there is a parking place. |

2. Substitution Drill: Repeat the first sentence, then substitute as directed.

- | | |
|--|---------------------------------------|
| 1. Hàaih, Yíngmán giujouh mēyéh a?
How do you say "shoes" in English? | 1. Hàaih, Yíngmán giujouh mēyéh a? |
| 2. /píhnggwó/ | 2. Píhnggwó, Yíngmán giujouh mēyéh a? |
| 3. /tòhng/ | 3. Tòhng, Yíngmán giujouh mēyéh a? |
| 4. /bīu/ | 4. Bīu, Yíngmán giujouh mēyéh a? |
| 5. /jūng/ | 5. Jūng, Yíngmán giujouh mēyéh a? |
| 6. /gāi/ | 6. Gāi, Yíngmán giujouh mēyéh a? |

7. /gāai/

7. Gāai, Yíngmán giujouh mēyéh
a?Comment: giu may substitute for giujouh in all sentences above.

3. Response Drill

Ex: 1. T: Gó gāan gūngsī
giu mēyéh méng
a? /Wíhng Ūn
Gūngsī/T: What's the name of that depart-
ment store? /Wing On Company/S: Giujouh Wíhng Ūn
Gūngsī.

S: It's called the Wing On Company.

2. T: Gó gāan gūngsī
giu mēyéh méng
a? /shake/T: What's the name of that depart-
ment store? /shake/S: Deuimhjuh, ngóh
m̀hjidou giujouh
mēyéh méng.S: Excuse me, I don't know what
it's called.1. Gaaklèih gāan chàhlàuh giu
mēyéh méng a? /shake/1. Deuimhjuh, ngóh m̀hjidou
giujouh mēyéh méng.2. Jógán gó gāan ngànhòhng giu
mēyéh méng a? /Méihgwok
Ngànhòhng/

2. Giujouh Méihgwok Ngànhòhng.

3. Gó bihn gāan jáudim giu mēyéh
méng a? /Máhnwàh Jáudim/

3. Giujouh Máhnwàh Jáudim.

4. Daaih Douh Jùng gó gāan chāan-
sāt giu mēyéh méng a?
/shake/4. Deuimhjuh, ngóh m̀hjidou
giujouh mēyéh méng.5. Deuimih go máhtàuh giu mēyéh
méng a? /Tínsing Máhtàuh/

5. Giujouh Tínsing Máhtàuh.

6. Ní tuih gāai giu mēyéh méng a?
/Daaih Douh Jùng/

6. Giujouh Daaih Douh Jùng.

7. Gó gāan gūngsī giu mēyéh méng
a? /shake/7. Deuimhjuh, ngóh m̀hjidou
giujouh mēyéh méng.

a. Repeat: Omitting 'méng' in question and answer.

4. Alteration Drill

Ex: T: M̀ngòì néih hái n̄idouh T: Please stop (the car) here.
t̀hng chē lā.

S: Hó m̀hhóyih hái n̄idouh S: May one stop here? or
t̀hng chē a? Is it permitted to stop here?

- | | |
|--|---|
| 1. M̀ngòì néih gwodī jyun jó lā. | 1. Hó m̀hhóyih gwodī jyun jó a? |
| 2. M̀ngòì néih jyun yahphei lā. | 2. Hó m̀hhóyih jyun yahphei a? |
| + 3. M̀ngòì néih jyun yahp <u>yauhsáubih</u>
<u>lā.</u>
(<u>yauhsáubih</u> =
<u>right hand side</u>)
Please turn in on the right
hand side. | 3. Hó m̀hhóyih jyun yahp
yauhsáubih a? |
| 4. M̀ngòì néih hái n̄idouh jyun
yahp heui lā. | 4. Hó m̀hhóyih hái n̄idouh jyun
yahp heui a? |
| 5. M̀ngòì néih tanhauh lā. | 5. Hó m̀hhóyih tanhauh a? |

5. Substitution Drill: Students gesture where appropriate. Repeat first sentence, then substitute as directed.

- | | |
|--|---------------------------------------|
| 1. N̄idouh m̀hhóyih jyun yauh.
It's not allowed to turn
to the right here. | 1. N̄idouh m̀hhóyih jyun yauh. |
| + 2. <u>diuhtàuh</u>
(<u>turn around</u> (a car)) | 2. N̄idouh m̀hhóyih diuhtàuh. |
| 3. jyun yahphei | 3. N̄idouh m̀hhóyih jyun yahphei. |
| 4. tanhauh | 4. N̄idouh m̀hhóyih tanhauh. |
| 5. yāt jihk heui | 5. N̄idouh m̀hhóyih yāt jihk
heui. |
| 6. jyun jó. | 6. N̄idouh m̀hhóyih jyun jó. |

Comment: Compare word order of:

- | | |
|---|--------------------------------|
| 1. <u>N̄idouh m̀hhóyih jyun jó.</u> | } You can't turn left
here. |
| 2. <u>M̀hhóyih hái n̄idouh jyun jó.</u> | |
| 3. <u>Hái n̄idouh m̀hhóyih jyun jó.</u> | |

These are interchangeable. Note absence of hái
before n̄idouh in first sentence. Omission of hái
before PW is permitted when PW begins the sentence.

6. Substitution Drill: Repeat the first sentence, then substitute as directed.

- | | |
|---|---|
| 1. Yiu hái nīdōuh tanhauh.
(We) want to back up here. <u>or</u>
Back up here. | 1. Yiu hái nīdōuh tanhauh. |
| 2. m̄hsái | 2. M̄hsái hái nīdōuh tanhauh. |
| 3. diuhtàuh | 3. M̄hsái hái nīdōuh diuhtàuh. |
| 4. yiu | 4. Yiu hái nīdōuh diuhtàuh. |
| 5. jyun yahphei | 5. Yiu hái nīdōuh jyun yahphei. |
| 6. hōyih | 6. Hōyih hái nīdōuh jyun yahp-
hei. |
| 7. jyun yauh | 7. Hōyih hái nīdōuh jyun yauh. |
| 8. hóu m̄hhóu | 8. Hóu m̄hhóu hái nīdōuh jyun
yauh a?
Is it OK to turn right
here? |
| 9. yātjikh heui | 9. Hóu m̄hhóu hái nīdōuh yāt-
jikh heui a? |
| 10. fàanjyun tàuh | 10. Hóu m̄hhóu hái nīdōuh fàan-
jyuntàuh a? |

7. Response Drill: Students gesture where appropriate.

Ex: T: Tīnsīng Māhtàuh

T: Star Ferry

S1: Tīhng hái bīndōuh a? S1: Where should I stop?

S2: Tīhng hái Tīnsīng Māhtàuh lā.
S2: Stop at the Star Ferry.

- | | |
|--|--|
| 1. Tīhng hái bīndōuh a?
/Māhnwàh Jāudim m̄hnháu/ | 1. Tīhng hái Māhnwàh Jāudim
m̄hnháu lā. |
| 2. Tīhng hái bīndōuh a?
/Wihng Ōn Gūngsī deuimih/ | 2. Tīhng hái Wihng Ōn Gūngsī
deuimih lā. |
| 3. Tīhng hái bīndōuh a?
/Méihgwok Ngānhòhng gaaklèih/ | 3. Tīhng hái Méihgwok Ngānhòhng
gaaklèih lā. |
| 4. Tīhng hái bīndōuh a?
/Jūnggwok Chāhlàuh chihnbih/ | 4. Tīhng hái Jūnggwok Chāh-
làuh chihnbih lā. |
| 5. Tīhng hái bīndōuh a?
/tòuhsyùgwùn m̄hnháu/ | 5. Tīhng hái tòuhsyùgwùn
m̄hnháu lā. |
| 6. Tīhng hái bīndōuh a?
/Tīnsīng Māhtàuh gwodī/ | 6. Tīhng hái Tīnsīng Māhtàuh
gwodī lā. |

- | | |
|--|---|
| 7. Tíhng hái bíndouh a?
/Méihgwok Jáudim yauhsáubihn/ | 7. Tíhng hái Méihgwok Jáudim
yauhsáubihn lā. |
| 8. Tíhng hái bíndouh a?
+ /ngáhnhòhng yauhbihn/
(right side) | 8. Tíhng hái ngáhnhòhng yauh-
bihn lā. |

Comment: Tíhng, 'stop' is one of a group of verbs which accepts a hái phrase in either pre-verb position or post-verb position.

Ex: A: Tíhng hái bíndouh a? }
Hái bíndouh tíhng a? } Where should I stop?
B: Tíhng hái Tínsing Máhtàuh lā. }
Hái Tínsing Máhtàuh tíhng lā. } Stop at the
Star Ferry.

8. Substitution Drill: Repeat the first sentence, then substitute as directed.

- | | |
|---|--|
| 1. Jùnggwok Chàhlàuh gwodí, jyun
yauh.
A little beyond the China
Teahouse, turn right. | 1. Jùnggwok chàhlàuh gwodí,
jyun yauh. |
| 2. jyun jó | 2. Jùnggwok Chàhlàuh gwodí,
jyun jó. |
| 3. chē jaahm | 3. Chē jaahm gwodí, jyun jó. |
| 4. jyun yauh | 4. Chē jaahm gwodí, jyun yauh. |
| 5. Hèunggóng Chāansāt | 5. Hèunggóng Chāansāt gwodí,
jyun yauh. |
| 6. Māhnwàh Jáudim | 6. Māhnwàh Jáudim gwodí,
jyun yauh. |
| 7. Dāk Fuh Douh | 7. Dāk Fuh Douh gwodí, jyun
yauh. |
| 8. hohkhaauh | 8. Hohkhaauh gwodí, jyun yauh. |
| 9. Daaih Douh Jùng | 9. Daaih Douh Jùng gwodí, jyun
yauh. |
| 10. jyun jó | 10. Daaih Douh Jùng gwodí, jyun
jó. |

a. Do #1-4 as expansion drill, incorporating hàahngdou 'walk to, go to,' thus:

T: Jùnggwok Chàhlàuh
gwodí, jyun yauh.

A little beyond the China
Teahouse, turn right.

S: Hàahngdou Jùnggwok
Chàhlàuh gwodí,
jyun yauh.

Go a little beyond the China
Teahouse, and turn right.

Note that hàahng is not limited to the meaning 'walk,' but is used as a verb of locomotion for cars as well.

9. Expansion Drill: Students should gesture to indicate directions.

Ex: T: Wihng Ōn Gūngsī
gwodī, jyun jō.

T: Turn left a little beyond Wing
On Department Store.

S: Wihng Ōn Gūngsī
gwodī, jyun jō,
mhhaih jyun yauh.

S: Turn left a little beyond Wing
On Department Store; not
right.

1. Méihgwok Ngàhnhòhng gwodī,
jyun jō.
2. Chē jaahm gwodī, jyun yauh.
3. Jùnggwok Chàhlàuh gwodī,
jyun yauh.
4. Hèunggóng Chāansāt gwodī,
jyun jō.
5. Māhnwàh Jáudim gwodī, jyun
yauh.

1. Méihgwok Ngàhnhòhng gwodī,
jyun jō, mhhaih jyun yauh.
2. Chē jaahm gwodī, jyun yauh,
mhhaih jyun jō.
3. Jùnggwok Chàhlàuh gwodī,
jyun yauh, mhhaih jyun jō.
4. Hèunggóng Chāansāt gwodī,
jyun jō, mhhaih jyun yauh.
5. Māhnwàh Jáudim gwodī, jyun
yauh, mhhaih jyun jō.

10. Substitution Drill: Repeat first sentence, then substitute as directed.

1. Gwo léuhng go chē jaahm, jauh
haih laak.
Pass two bus stops, and
there you are.

1. Gwo léuhng go chē jaahm,
jauh haih laak.

2. yāt tīuh gāai

2. Gwo yāt tīuh gāai, jauh
haih laak.

3. sàam go chē jaahm

3. Gwo sàam go chē jaahm, jauh
haih laak.

4. léuhng gàn gūngsī

4. Gwo léuhng gàn gūngsī,
jauh haih laak.

5. léuhng tīuh gāai

5. Gwo léuhng tīuh gāai, jauh
haih laak.

6. yāt gàn

6. Gwo yāt gàn, jauh haih
laak.

7. géi gàn

7. Gwo géi gàn, jauh haih laak.

11. Response Drill

Ex: T: Kéuih hái bīn gāan
chàhlàuh a?
/gaaklèih/

Which teahouse is he in?
/next door, adjacent/

S: Kéuih hái gaaklèih
gó gāan.

He's in the one next door.

1. Kéuih hái bīn gāan ngàhnhòhng
a? /deuimihn/

1. Kéuih hái deuimihn gó gāan.

2. Néih heui bīn gāan gūngsí a?
/chihnbihn/

2. Ngóh heui chihnbihn gó gāan.

3. Néih màhmā hái bīn gāan séjih-
làuh a? /yauhbihn/

3. Ngóh màhmā hái yauhbihn gó
gāan.

4. Néih séung heui bīn gāan
chāansāt a? /nī bihn/

4. Ngóh séung heui nī bihn
gó gāan.

5. Kéuih hái bīn gāan hohkhaauh a?
/jósáubihn/

5. Kéuih hái jósáubihn gó gāan.

Comment: Compare the structure and meaning above with one you
have studied previously:

1. Kéuih hái gaaklèih gó gāan chàhlàuh.

He's at the teahouse next door. [next-door teahouse]

2. Kéuih hái gó gāan chàhlàuh gaaklèih.

He's next door to the teahouse.

12. Transformation Drill: Affirmative to Negative.

Ex: T: Kéuih heui Tīnsīng
Máhtàuh.

T: He's going to the Star Ferry.

S: Kéuih m̀heui Tīnsīng
Máhtàuh.

S: He's not going to the Star
Ferry.

1. Kéuih jip ngóh heui tái
yīsāng.

1. Kéuih m̀h jip ngóh heui tái
yīsāng.

2. Hái nīdoh h́yíh tanhauh.

2. Hái nīdoh m̀h h́yíh tanhauh.

3. Ngóh yáuh sah p mán.

3. Ngóh móuh sah p mán.

4. Ngóh gau chin máaih bíu.

4. Ngóh m̀h gau chin máaih bíu.

5. Chàhn Táai deui hàaih géi leng.

5. Chàhn Táai deui hàaih
m̀h hàaih géi leng.

6. Wòhng Sàang jùngyi túhng ngóh
bàhbā heui yám chàh.

6. Wòhng Sàang m̀h jùngyi túhng
ngóh bàhbā heui yám chàh.

+ 7. Sihk yín lā!

7. M̀h hóu sihk yín lā!
(friendly advice)

- | | |
|---|---|
| 8. Wòhng Táai tùhng ngóh màhmā
hóu jùngyi jòuh sām. | 8. Wòhng Táai tùhng ngóh màhmā
m̀h̀jùngyi jòuh sām. |
| 9. Ngóh táidóu Léih Siujé hái
deuimihn gàn chàhlàuh. | 9. Ngóh táimhdóu Léih Siujé
hái deuimihn gàn chàhlàuh. |
| 10. Fàanjyun tàuh lā! | 10. M̀h̀hóu fàanjyun tàuh la. <u>or</u>
M̀hsái fàanjyun tàuh la. |

Comment: in #7 and #10 above note that the sentence suffix on the negative sentences is la and not lā. The mid-pitched final la gives the imperative sentence a connotation of friendly advice, contrasting to the high pitch lā, polite but more urgent.

13. Transformation Drill: Change the sentence from a question-word question to a choice type question, following the pattern of the example.

| | |
|---|--|
| Ex: T: Bīn tiuh haih Dāk
Fuh Douh Jùng a? | T: Which street is Des Voeux
Central? |
| S: Nī tiuh haih m̀h̀haih
Dāk Fuh Douh Jùng
a? | S: Is this Des Voeux Road
Central? |

- | | |
|---|---|
| 1. Bīn gàn haih Jùngwok
Ngànhòhng a? | 1. Nī gàn haih m̀h̀haih Jùng-
wok Ngànhòhng a? |
| 2. Bīn gàn haih Wihng Ōn Gūngsī
a? | 2. Nī gàn haih m̀h̀haih Wihng
Ōn Gūngsī a? |
| 3. Bīn gàn haih Méihgwok Jáudim
a? | 3. Nī gàn haih m̀h̀haih Méih-
gwok Jáudim a? |
| 4. Bīn tiuh haih Daaih Douh Jùng
a? | 4. Nī tiuh haih m̀h̀haih Daaih
Douh Jùng a? |
| 5. Bīn gàn haih M̀ahnwàh Jáudim
a? | 5. Nī gàn haih m̀h̀haih M̀ahnwàh
Jáudim a? |

14. Substitution Drill: Repeat the first sentence, then substitute as directed.

- | | |
|--|---|
| 1. Chihnbihn yáuh móuh wái paak
chē a?
Is there a place to park the
car in front? | 1. Chihnbihn yáuh móuh wái paak
chē a? |
| 2. /yahpbihn/ | 2. Yahpbihn yáuh móuh wái
paak chē a? |
| 3. /deuimihn/ | 3. Deuimihn yáuh móuh wái
paak chē a? |

- | | |
|---------------|---------------------------------------|
| 4. /mùnhháu/ | 4. Mùnhháu yáuh móuh wái paak chē a? |
| 5. /gaaklèih/ | 5. Gaaklèih yáuh móuh wái paak chē a? |
| 6. /nījógán/ | 6. Nījógán yáuh móuh wái paak chē a? |
| 7. /jóbihn/ | 7. Jóbihn yáuh móuh wái paak chē a? |
| 8. /yauhbihn/ | 8. Yauhbihn yáuh móuh wái paak chē a? |
-

15. Response Drill:

+ Ex: T: Néih sīk m̄hsīk
j̄a chē a?
/m̄hsīk/

S: Ngóh m̄hsīk j̄a chē.

Do you know how to drive?
[drive car] /not know how/

I don't know how to drive.

- | | |
|--|---|
| 1. Bīngō gaau néih j̄a chē ga?
/Hòh Sàang/ | 1. Hòh Sàang gaau ngóh j̄a chē ge. |
| 2. Hèunggóng yáuh móuh hohkhaauh
gaau j̄a chē ga?
/dāk géi gāan...ge ja/ | 2. Hèunggóng dāk géi gāan
hohkhaauh gaau j̄a chē
ge ja. |
| 3. Néih hái bīndouh hohk j̄a chē
ga? /Gáulühng/ | 3. Ngóh hái Gáulühng hohk j̄a
chē ge. |
| 4. Nī tiuh gāai hó m̄hhóyih hohk
j̄a chē ga? /m̄hhóyih bo/++
Is this a street that you
can learn to drive on? | 4. Nī tiuh gāai m̄hhóyih hohk
j̄a chē bo. |
| 5. Néih jùngyi j̄a bīn gwok ge chē
a? /Méihgwok chē/
Which country's cars do you
like to drive? | 5. Ngóh jùngyi j̄a Méihgwok chē. |
| 6. Néih jùng m̄hjùngyi j̄a chē a?
/m̄hhaih géi jùngyi ge ja/ | 6. Ngóh m̄hhaih géi jùngyi j̄a
chē ge ja. |
- ++ Access to some streets in Hong Kong is prohibited to learner drivers.
-

16. Expansion Drill

Ex: T: M̀hgòì néih, faaidí lā! /jā/ T: Faster please. /drive/
lā! /jā/

S: M̀hgòì néih jā faaidí lā! S: Please drive faster.
lā!

- | | |
|--|--|
| 1. M̀hgòì néih, maahndí lā! /góng/ | 1. M̀hgòì néih góng maahndí lā! |
| 2. M̀hgòì néih, faaidí lā! /hàahng/ | 2. M̀hgòì néih hàahng faaidí lā! |
| 3. M̀hgòì néih, ch̀èuhngdí lā!
/jòuh/
Longer please. (said to a
tailor) | 3. M̀hgòì néih jòuh ch̀èuhngdí
lā!
Make it longer please. |
| 4. M̀hgòì néih, dyúndí lā! /jòuh/ | 4. M̀hgòì néih jòuh dyúndí lā! |
| 5. M̀hgòì néih, p̀èhngdí lā! /maaih/
Cheaper! (said to shopkeeper) | 5. M̀hgòì néih maaih p̀èhngdí lā!
Sell it cheaper! |
| 6. M̀hgòì néih, daaihndí lā! /jòuh/ | 6. M̀hgòì néih jòuh daaihndí lā! |
| 7. M̀hgòì néih, faaidí lā! /sé/ | 7. M̀hgòì néih sé faaidí lā! |
| 8. M̀hgòì néih, saidí lā! /sé/ | 8. M̀hgòì néih sé saidí lā! |
| 9. M̀hgòì néih, futdí lā. /jòuh/
Wider please. (said to a
tailor) | 9. M̀hgòì néih jòuh futdí lā!
Please make (it) a bit
wider. |
| 10. M̀hgòì néih, jaakdí lā. /jòuh/
A bit narrower, please. | 10. M̀hgòì néih jòuh jaakdí lā!
Please make (it) a bit
narrower. |

17. Classroom Conversation Drill: Teacher asks, students answer, giving their actual Cantonese names. Students should learn to react appropriately to the different questions.

- | | |
|--|--|
| 1. Gwaising a? (polite) | 1. S̀iu sing <u>Surname</u> . or
Ngòh sing _____. |
| 2. Sing m̀yéh a? (ordinary) | 2. Ngòh sing <u>Surname</u> . |
| + 3. <u>Gwaisingm̀hng</u> a? (polite)
<u>Your family name and given
name?</u> | 3. <u>Surname Given name</u> . |
| 4. M̀yéh m̀ng a? | 4. <u>Surname Given name</u> . |
| 5. Néih giu m̀yéh m̀ng a? | 5. <u>Surname Given name</u> . |
| 6. Néih m̀yéh m̀ng a? | 6. <u>Surname Given name</u> . |

Comment: The response to #4 m̀yéh m̀ng a? may be simply the given name if the surname is not in question.

Comment: An expanded form of the responses to #3-6 is:

Ngóh sing _____ giu(jouh) _____.

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

- 1) yātján = in a little while
 - 2) dīksí = taxi
 - 3) gāaiháu = intersection [street-mouth]
 - 4) hóu chíh = very likely ..., most likely ...
 - 5) Eí! = mild exclamation
 - 6) gwojó la = here: we've overshoot it, we've passed it.
gwo = pass by
 - 7) sái = drive
-

V. SAY IT IN CANTONESE

A. Say to the classmate next to you:

1. Could you please tell me which building is the Wing On Company?
2. What's the name of this street?
3. Is this Nathan Road?
4. Here it is! Please stop here. (as if said to taxi-driver)
5. Is it OK to park here?
6. What street is your school on?
7. Can you drive a car?
8. Turn right just beyond the library.

B. And he responds:

1. It's that one on the right hand side.
2. This is Queens Road Central.
3. No--Nathan Road is on the Kowloon side.
4. It's not permitted to stop here--a little further down it's OK to stop.
5. No. Go in there to the right--there's a place inside to park.
6. I forget the name of the street--
7. Yes, I can--do you want me to teach you to drive?
8. You can't turn in to the right on that street. Should I stop here?

9. Is that the Mandarin Hotel
there on the right?

9. No, that building is the
Hilton Hotel.

Vocabulary Checklist for Lesson 13

| | | |
|--------------------|-------|---|
| 1. daaphaak | n: | passenger |
| 2. diuhtàuh | vo: | turn (a car) around [reverse head] |
| 3. dou | v: | arrive |
| 4. fàanjyun tàuh | vp: | turn (the car) around and go back [return-turn head] |
| 5. gāai | n: | street |
| 6. giu(jouh) | v: | is called, is named |
| 7. gwaisingmihng? | Ph: | what is your surname and given name? (polite) |
| 8. gwo | v: | pass by (a point); cross (a street); go over to (a place) |
| 9. gwodí | Ph: | beyond; a little farther on |
| 10. Gwodí tim. | Ph: | Go further on; Keep going (said to taxi driver) |
| 11. hàahng | v: | go; walk; drive |
| 12. hóyih | auxV: | can, as (1) be permitted, allowed to; (2) be willing to |
| 13. jà chē | vo: | to drive a car |
| 14. jauh | adv: | immediately, soon; as clause connector = then; and |
| 15. jihk | bf: | straight |
| 16. jó | bf: | left (direction) |
| 17. jóbihn | PW: | left side |
| 18. jósaubihn | PW: | lefthand side |
| 19. jyun | v: | turn |
| 20. la | ss: | as sen. suf. to imperative sentence, gives connotation of friendly advice |
| 21. méng | n: | name; given name |
| 22. paak (chē) | v(o): | park a car |
| 23. tanhauh | v: | back (a car) up, move back |
| 24. tihng | v: | stop |
| 25. wái | n: | place, seat |
| 26. WihngŌn Gūngsí | PW: | Wing On Department Store |
| 27. yahp | bf: | enter |

28. yahpbihn PW: inside
29. yahpheui v: go in; enter
30. yātjikh adv: straight a) direction
 b) without being diverted: straight-
 away
31. yauh bf: right (direction)
32. yauhbihn PW: right side
33. yauhsáubihn PW: right hand side

I. BASIC CONVERSATION

A. Buildup:

(A Hong Kong native and a foreign friend
have lunch in a Chinese restaurant:)

Bundeihyahn

| | |
|-----------------------------|----------------------------|
| fógei | waiter |
| A! Fógei! | Waiter! |
| choipáai | menu, bill of fare |
| ning | carry |
| ninglaih; ningheui | bring; take |
| ning go choipáai laih lā | bring the food list please |
| ning go choipáai laih béi | please bring me a menu |
| ngoh lā | |
| táiháh | have a look |
| béi ngoh táiháh lā | please let me have a look |
| Mhgoi néih ning go choipáai | Please bring me a menu to |
| lah béi ngoh táiháh lā. | have a look at. |

Fógei

| | |
|---------------------|-----------------------------|
| Hou aak, jauh laih. | Yes sir; coming right away. |
| ngoihgwokyahn | foreigner |

Ngoihgwokyahn

| | |
|----------------------------|---------------------------------|
| dím | order (food from a list) |
| choi | food, dishes |
| Ngoh mshik dim choi ga. | I don't know how to order food. |
| gaaisiuh | recommend, introduce |
| Mhgoi néih gaaisiuhháh lā. | Please make a recommendation. |

Bundeihyahn

| | |
|------------------------|---|
| Gám, dáng ngoh dim lā. | Well then, I'll choose. |
| yúhgyū | suckling pig |
| gwo | verb-suffix: indicates
experience; to have done
something before. |
| meih | not yet |
| sihkgwo meih? | have (you) eaten (it)
before? |

| | | |
|---------------------------------|-----------------------|---|
| | | question formula: Verbed
before, or not yet? |
| Néih sihk gwo yúh jyū meih a? | | Have you ever eaten roast
suckling pig? |
| | <u>Ngoih gwokyáhn</u> | |
| Meih a.
yāt chi dōu meih ... | | Not yet.
not yet even one time |
| Yāt chi dōu meih sihk gwo. | | I haven't eaten it even once. |
| | <u>Búndei hyáhn</u> | |
| hóu ma? | | OK? |
| ma? | | sen. suf. which makes a
question of the sentence
it is attached to. |
| Siháh lā, hóu ma? | | Let's try it, OK? |
| | <u>Ngoih gwokyáhn</u> | |
| Hóu ā. | | Fine. |
| | <u>Búndei hyáhn</u> | |
| hā | | shrimp |
| yik waahk? | | ... or ...? |
| Néih júngyí sihk hā yik waahk | | Do you like to eat shrimp, or |
| sihk yú nē? | | eat fish? |
| | <u>Ngoih gwokyáhn</u> | |
| Sihdaahn lā. | | As you wish. i.e., Either one. |
| júngyí sihk hā | | like to eat shrimp |
| dōuhaih júngyí sihk hā | | really like to eat shrimp |
| bāt gwo | | however, but, although |
| Bāt gwo ngóh dōuhaih júngyí | | Although I really like shrimp. |
| sihk hā. | | (i.e., I really like shrimp
better.) |
| juhng | | still, in addition, also
(precedes verbal expres-
sion) |
| juhng oi dí mēyéh a? | | also want some what? |
| juhng séung oi dí mēyéh a? | | also want to have some what? |

Ngóhdeih juhng séung oi dī
mēyéh a?

What else do we want to have?

Búndeihyáhn

tòng
Juhng séung oi go tòng tím.

soup
In addition let's have a soup
too.

(Later the local resident calls the waiter again:)

Búndeihyáhn

-dò-

additional; another; more
(precedes Measure expres-
sion)

béi dò jí bējáu ngóh

give me another bottle of
beer

-dò léuhng jí bējáu

two more bottles of beer

Fógei! Béi dò léuhng jí bējáu
ngóhdeih tím lā.

Waiter! Please give us two
more bottles of beer.

Ngoihgwokyáhn

áhcho
Dī yúhnyú jánhahh áhcho.

good [not wrong]
The suckling pig is really good.

Búndeihyáhn

dōdī
Sihk dōdī lā!

more
Have some more!

Ngoihgwokyáhn

dòjeh
Gau laak. Dòjehsaai.

thank you (for the gift)
I've had plenty. Thanks a lot.

Búndeihyáhn

màihdāan
Fógei! Màihdāan!

check please! [together-
list]
Waiter! The check please!

B. Recapitulation:

(A Hong Kong native and a foreign friend
have lunch in a Chinese restaurant:)

Búndeihyáhn

A! Fógei!

Waiter!

Mhòì néih níng go choipáai
lâih bēi ngòh táiháh lā.

Please bring me a menu to have
a look at.

Fógei

Hóu aak, jauh lâih.

Yes sir, coming right away.

Ngoihgwokyàhn

Ngòh mhsik dím choi ga. Mhòì
néih gaaisiuhháh lā.

I don't know how to order food.
Please make a recommendation.

Búndeihyàhn

Gám, dáng ngòh dím lā.
Néih sihkwo yúhgyū meih a?

Well then, I'll choose.
Have you ever eaten roast
suckling pig?

Ngoihgwokyàhn

Meih a--yāt chí dōu meih
sihkwo.

Not yet--I've not eaten it
even once.

Búndeihyàhn

Siháh lā, hóu ma?

Let's try it, OK?

Ngoihgwokyàhn

Hóu ā.

Fine.

Búndeihyàhn

Néih júngyi sihk hā yikwaahk
sihk yú nē?

Do you prefer shrimp, or fish?

Ngoihgwokyàhn

Sihdaahn lā.
Bātgo ngòh dōuhaih júngyi
sihk hā.

As you wish. i.e., Either one.
Although I really like shrimp.
(i.e., I really like shrimp
better.)

Ngòhdeih juhng séung oi dĩ
mēyéh a?

What else do we want to have?

Búndeihyàhn

Juhng séung oi go tòng tím.

In addition, let's have a
soup, too.

(Later the Hong Kong native calls the waiter again:)

Fógei! Bēi dò léuhng jí
bējáu ngòhdeih tím lā.

Waiter! Please give us two
more bottles of beer.

Ngoihgwoyáhn

Dí yáhjyū jánhah àhcho.

The suckling pig is really
good!Búndehyáhn

Sihk dōdī lā!

Have some more!

Ngoihgwoyáhn

Gau laak. Dòjehsai.

I've had plenty. Thanks a lot.

Búndehyáhn

Fógei! Máihdāan!

Waiter! The check please!

II. NOTES

A. Culture notes

1. Styles of cooking Chinese food.

Different areas of China have different styles of cooking and different specialties, making use of the foods particular to each area. For an interesting discussion of the hows and whats of Chinese food, see How to Cook and Eat in Chinese, by Buwei Yang Chao, (NY: John Day, 1949)

2. choi. 'a dish (of food),' 'food'.

The Chinese style of informal eating is for each person to have a bowl of rice (if it's in the South--in the North they eat bread more) for himself, and for there to be several dishes on the table which are communal property for everyone to eat from. The eater uses his chopsticks or a spoon to take food from the center dishes. The center dishes are called choi.

A choi can be a fish dish, a meat dish, or a vegetable dish. choi is also the general term for 'vegetable.' Finally, choi may mean 'cooking style,' or 'food,' as in Seuhnghói choi, 'Shanghai cooking,' 'Shanghai food'; Jùngchoi 'Chinese cooking,' 'Chinese food.'

(In this book we use the term Jùngchoi as the general term for Chinese food. There is another term sometimes used having the same meaning: Tòhngchoi = Chinese food.)

3. choipáai and choidāan, 'menu'

choipáai, 'menu,' 'bill of fare,' is the list you choose from in a restaurant.

choidāan, 'menu' is the written-down account of a particular meal.

B. Structure Notes:

1. directional verb compounds. Ex: ninglâih, 'bring (something) here; and ningheui, 'take (something) there'

- a. Directional verbs use -lâih and -heui as suffixes to indicate direction towards and away from the speaker (or other point of reference).

Ex: ning carry

ninglâih carry towards the speaker--i.e., bring here

ningheui carry away from the speaker--i.e., take there

We give the directional verb plus the heui/lâih suffix the name directional verb compound.

- b. The noun object of a directional verb compound comes between the verb and the suffix. In the absence of a noun object, the verb and suffix come together, since a pronoun object is not stated:

Ex: A: Ning ji bējáu lâih Please bring a bottle of beer.
lâ.

B: Hóu, jauh ninglâih. Right--bringing it right away.

(See BC and Drills 1.3, 10)

- c. Another way of forming sentences with directional verb compounds is to put the logical object of the verb into subject position.

Ex: Dí bējá yínging ning- The beer (I've) already
lâih laak. brought.

2. gwo 'pass,' used as verb suffix

gwo, a verb with the basic meaning 'pass,' 'pass by,' 'pass through,' is used as a verb suffix indicating 'have passed through (experienced)' the action expressed by the verb.

Ex: sihkgwo, 'pass through the experience of eating,'
'have eaten,' 'ate.'

(See BC and Drills 7, 8, 9, 13)

3. meih 'not yet.'

The negative meih 'not yet' precedes the verb in a negative sentence. In a choice question, it follows the verb:

- Ex: 1. Meih sihkgwo. (I) haven't had the experience of eating (it).
 2. Sihkgwo meih? Have (you) had the experience of eating (this)?

(See BC and Drills 3, 8, 9, 13)

meih 'not yet,' indicates that the action expressed by the verb is one which the speaker contemplates doing--'I haven't eaten it yet,' (but I'd like to.)

4. mēyéh, (mātyéh) as mass noun.

mēyéh functions as a mass noun, in taking the mass measure dī:

- Ex: dī mēyéh? Some what?
 Sihk dī mēyéh a? What will you have to eat?
 [eat-a little-what?]

5. ...,yìkwaahk..... = '....., or?'

yìkwaahk 'or' can be called an interrogative conjunction. It connects two verb phrases, indicating: .A. or .B., which one?

- Ex: Néih jüngyi sihk hā, Which do you prefer, to eat
 yìkwaahk sihk yú nē? shrimp, or to eat fish? or
 Do you want shrimp, or would
 you rather have fish?

(See BC and Drills 2, 3)

The English possibility of:

- A: Do you want coffee or tea?
 B: No thanks.

is not covered by yìkwaahk. In Chinese you would have to rephrase the sentence to say something like 'Would you like something to drink? We have coffee and tea.'

6. dōuhaih 'really'

In the following sentence taken from the Basic Conversation,

- Bāt gwo ngóh dōuhaih Although I really like shrimp.
 jüngyi sihk hā.

dōuhaih is said with very light stress, and has very little content meaning. It serves as an intonation marker, lightening an otherwise blunt statement. The same function is served by 'really' in the English translation. The situation is: you'd rather have shrimp than fish but you don't want to insist upon it.

III. DRILLS

1. Expansion Drill

- | | | | |
|---------|---------------------|----|-----------------------------|
| + 1. a. | <u>Wún</u> | a. | <u>bowl</u> |
| b. | Wún tòng. | b. | bowl of soup |
| c. | Yám wún tòng. | c. | have a bowl of soup |
| d. | Yám wún tòng lā. | d. | Please have a bowl of soup. |
| e. | Yám dò wún tòng lā. | e. | Have another bowl of soup. |
| f. | Yám dōdī tòng lā. | f. | Have some more soup. |

Comment: In this group of sentences wún, 'bowl' is used as a Measure. wún may also be used as a Noun, as in sām jek wún, '3 bowls.' (also sām go wún, '3 bowls.')

- | | | | |
|---------|-------------------------------------|----|------------------------------|
| + 2. a. | <u>Bùi</u> | a. | <u>cupful</u> |
| b. | Bùi chàh | b. | a cup of tea |
| c. | Béi bùi chàh
ngóh lā. | c. | Please give me a cup of tea. |
| d. | Mhgoi néih béi bùi chàh
ngóh lā. | d. | Please give me a cup of tea. |

- | | | | |
|---------|-------------------------------------|----|--------------------------|
| + 3. a. | <u>Būi.</u> | a. | <u>cup</u> |
| b. | Jek būi. | b. | a cup |
| c. | Níng jek būi lāih. | c. | Bring a cup. |
| d. | Níng dò jek būi lāih. | d. | Bring another cup. |
| e. | Níng dò léuhng jek būi lāih. | e. | Bring two more cups. |
| f. | Níng dò léuhng jek būi lāih
tīm. | f. | Bring two more cups too. |

- | | | | |
|---------|---|----|--|
| + 4. a. | <u>Baahk faahn.</u> | a. | <u>white rice.</u>
(i.e. plain boiled or
steamed rice) |
| b. | Wún baahk faahn. | b. | a bowl of rice. |
| c. | Béi wún baahk faahn ngóh. | d. | Give me a bowl of rice. |
| d. | Béi dò wún baahk faahn ngóh. | d. | Give me another bowl of rice. |
| e. | Mhgoi néih
béi dò wún baahk faahn ngóh lā. | e. | Please
give me another bowl of rice. |

- | | | | |
|-------------------------|------------------------|----|------------------------------|
| + 5. a. | <u>Cháau mihn</u> | a. | <u>fried noodles</u> |
| b. | Sihk cháau mihn | b. | eat fried noodles |
| c. | Júngyi sihk cháau mihn | c. | like to eat fried noodles |
| d. | Júngyi sihk cháau mihn | d. | like to eat fried noodles or |
| + yikwaahk tòng mihn a? | | | <u>soup noodles?</u> |

e. Néih jùngyi síhk cháau mihn
yikwaahk tòng mihn a?

e. Would you like to eat fried
noodles or soup noodles?

2. Transformation Drill

Ex: T: Néih yám mātýéh a?
/cháh/gafē/

S: Néih yám chàh yik-
waahk gafē nē?

T: What will you have to drink?
/tea/coffee/

S: Would you like tea, or coffee?
(i.e., Which would you like,
tea or coffee?)

- | | |
|--|--|
| 1. Néih yám mātýéh a?
/heiséui/bējáu/ | 1. Néih yám heiséui yikwaahk
bējáu a? |
| 2. Néih oi mātýéh a?
/jyúyuhk/ngáuhyuhk/ | 2. Néih oi jyúyuhk yikwaahk
ngáuhyuhk a? |
| 3. Néih heui bīndouh a?
/Jùngwàahn/Gáulùhng/ | 3. Néih heui Jùngwàahn yikwaahk
Gáulùhng a? |
| 4. Néih wán bīngó a?
/Hòh Sàang/Hòh Táai/ | 4. Néih wán Hòh Sàang yikwaahk
Hòh Táai a? |
| + 5. Néih jùngyi bīndí a?
/cháau faahn/cháau mihn/
(cháau faahn =
fried rice) | 5. Néih jùngyi cháau faahn
yikwaahk cháau mihn a?
Would you prefer fried
rice, or fried noodles? |
| + 6. Néih jùngyi bīndí a?
/Seuhngóhí choi/Gwóngdùng
choi/
(/Shanghai food/Cantonese
food/) | 6. Néih jùngyi Seuhngóhí choi
yikwaahk Gwóngdùng choi nē?
Would you prefer Shanghai
food or Cantonese food? |
| + 7. Néih jùngyi bīndí a?
/Jùng choi/Sáichāan/
(/Chinese food/Western food/) | 7. Néih jùngyi Jùng choi yik-
waahk Sáichāan nē?
Would you prefer Chinese
food, or Western food? |

3. Response Drill

Ex: T: /chaau faahn/ chaau
mihn/

T: /fried rice/fried noodles/

S1: Néih jùngyi sihk cháau
faahn yihwaahk sihk
cháau mihn a?

S1: Do you want to have fried rice,
or fried noodles.

S2: Sihdaahn lā. Cháau
faahn tühng cháau
mihp dou dak.

S2: Either one. Fried rice and fried
noodles are both fine.

1. /jyùyuhk/ngàuhyuhk/

1. S1: Néih jùngyi sihk jyùyuhk
yikwaahk ngàuhyuhk a?

S2: Sihdaahn lā. Jyùyuhk tühng
ngàuhyuhk dou dak.

2. /Jùngchoi/Sāichāan/

2. S1: Néih jùngyi sihk Jùngchoi
yikwaahk Sāichāan a?

S2: Sihdaahn lā. Jùngchoi tühng
Sāichāan dou dak.

3. /Seuhnghói choi/Gwóngdùng
choi/

3. S1: Néih jùngyi sihk Seuhnghói
choi yikwaahk Gwóngdùng
choi a?

S2: Sihdaahn lā. Seuhnghói choi
tühng Gwóngdùng choi dou
dak.

4. /ngàuhnáaih/heiséui/

4. S1: Néih jùngyi yám ngàuhnáaih
yikwaahk heiséui a?

S2: Sihdaahn lā. Ngàuhnáaih
tühng heiséui dou dak.

5. /chàh/gafē/

5. S1: Néih jùngyi yám chàh
yikwaahk gafē a?

S2: Sihdaahn lā. Chàh tühng
gafē dou dak.

4. Expansion Drill

Ex: T: /jǐ bējǎu/

T: /a bottle of beer/

S: Béi jǐ bējǎu ngóh lā.

S: Give me a bottle of beer.

1. /jǐ heiséui/

1. Béi jǐ heiséui ngóh lā.

+ 2. /jek gāng/
(a spoon)

2. Béi jek gāng ngóh lā.
Please give me a spoon.

3. /bùi chàh/

3. Béi bùi chàh ngóh lā.

4. /bùi gafē/

4. Béi bùi gafē ngóh lā.

5. /go cháau mihn/

5. Béi go cháau mihn ngóh lā.

6. /go cháau faahn/

6. Béi go cháau faahn ngóh lā.

- | | |
|----------------------|---------------------------------|
| 7. /go tòng mihn/ | 7. Béi go tòng mihn ngóh lā. |
| 8. /wún baahk faahn/ | 8. Béi wún baahk faahn ngóh lā. |
| 9. /wún tòng mihn/ | 9. Béi wún tòng mihn ngóh lā. |
| 10. /tíuh kwàhn/ | 10. Béi tíuh kwàhn ngóh lā. |
| 11. /jek jǐu/ | 11. Béi jek jǐu ngóh lā. |

Comment: The sentences in the right hand column are appropriate said by a diner in a restaurant to a waiter.

Note that tòng mihn may be either go tòng mihn, 'an order of soup noodles' (see #7) or wún tòng mihn, 'a bowl of soup noodles' (see #9).

5. Expansion Drill: Expand the sentences by adding dò.

Ex: 1. T: Béi bàau yǐnjái ngóh lā! T: Give me a pack of cigarettes.

S: Béi dò bàau yǐnjái ngóh lā! S: Give me another pack of cigarettes.

2. T: Béi léuhng gihn sēutsāam ngóh lā! T: Give me two shirts.

S: Béi dò léuhng gihn sēutsāam ngóh lā! S: Give me two more shirts.

- | | |
|---|--|
| + 1. Béi deui faaijǐ ngóh lā!
(chopsticks) | 1. Béi dò deui faaijǐ ngóh lā!
Please give me another pair of chopsticks. |
| 2. Béi go tòng ngóh lā! | 2. Béi dò go tòng ngóh lā! |
| 3. Béi bá jē ngóh lā! | 3. Béi dò bá jē ngóh lā! |
| 4. Béi jek gāng ngóh lā! | 4. Béi dò jek gāng ngóh lā! |
| 5. Béi léuhng bàau yǐnjái ngóh lā! | 5. Béi dò léuhng bàau yǐnjái ngóh lā! |

6. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

- | | |
|---|----------------------------------|
| 1. Juhng séung yiu dǐ mēyéh nē?
What else do you want? | 1. Juhng séung yiu dǐ mēyéh nē? |
| 2. /yám/ | 2. Juhng séung yám dǐ mēyéh nē? |
| 3. /sihk/ | 3. Juhng séung sihk dǐ mēyéh nē? |

- | | |
|------------|---|
| 4. /oi/ | 4. Juhng séung oi dī mēyéh nē? |
| 5. /si/ | 5. Juhng séung si dī mēyéh nē?
What else would you like
to try? (in restaurant,
ordering food) |
| 6. /ló/ | 6. Juhng séung ló dī mēyéh nē?
What else do you want to
get? |
| 7. /máaih/ | 7. Juhng séung máaih dī mēyéh
nē? |

7. Response Drill

- | | |
|--|---|
| Ex: T: Néih jeukgwo nī júng
yúhlāu meih a?
/nod/ | T: Have you worn this kind of
raincoat before? /nod/ |
| S: Jeukgwo. | S: Yes. |
| T: Néih jeukgwo gó deui
háaih meih a?
/shake/ | T: Have you worn that pair of
shoes yet? |
| S: Meih. | S: No, not yet. |
-
- | | |
|--|--------------|
| 1. Néih sihkgwo hā meih a?
/shake/ | 1. Meih. |
| 2. Néih yámgwo nī júng bējáu
meih a? /nod/ | 2. Yámgwo. |
| 3. Néih làihgwo Hèunggóng meih
a? /shake/ | 3. Meih. |
| 4. Néih heuigwo Méihgwok meih
a? /nod/ | 4. Heuigwo. |
| 5. Néih jyuhgwo Gáulùhng meih a?
/shake/ | 5. Meih. |
| 6. Néih yuhnggwo faaijǐ meih a?
/shake/ | 6. Meih. |
| 7. Néih yámgwo nī dī tòng meih
a? /shake/ | 7. Meih. |
| + 8. Néih joughgwo nī dī yéh meih a?
/nod/
Have you done this kind of work
before?
(<u>jouh yéh</u> =
<u>do chores; have a job</u>) | 8. Joughgwo. |

8. Transformation Drill

Ex: T: Ngóh sihkwo cháau mihn. I've eaten fried noodles before.

S: Ngóh meih sihkwo cháau mihn. I've never eaten fried noodles before.

- | | |
|---|-------------------------------------|
| 1. Ngóh jágwo chē. | 1. Ngóh meih jágwo chē. |
| 2. Ngóh heuigwo Méihgwok. | 2. Ngóh meih heuigwo Méihgwok. |
| 3. Ngóh jyuhgwo Gáulühng. | 3. Ngóh meih jyuhgwo Gáulühng. |
| 4. Ngóh yámgo ní júng bējáu. | 4. Ngóh meih yámgo ní júng bējáu. |
| 5. Ngóh yuhngwo faaijǐ. | 5. Ngóh meih yuhngwo faaijǐ. |
| + 6. Ngóh làihgwo ní gàan <u>jáugā.</u>
(Chinese style restaurant) | 6. Ngóh meih làihgwo ní gàan jáugā. |

9. Expansion Drill

Ex: T: Ngóh meih sihkwo hā. I've never eaten prawns.

S: Ngóh meih sihkwo hā, Néih sihkwo meih a? I've never eaten prawns; have you?

- | | |
|-------------------------------------|---|
| 1. Ngóh meih sihkwo yúhgyū. | 1. Ngóh meih sihkwo yúhgyū.
Néih sihkwo meih a? |
| 2. Ngóh meih yámgo ní júng tòng. | 2. Ngóh meih yámgo ní júng tòng.
Néih yámgo meih a? |
| 3. Ngóh meih sihkwo gó júng yǐnjái. | 3. Ngóh meih sihkwo gó júng yǐnjái.
Néih sihkwo meih a? |
| 4. Ngóh meih heuigwo gó gàan jáugā. | 4. Ngóh meih heuigwo gó gàan jáugā.
Néih heuigwo meih a? |
| 5. Ngóh meih dǐngwo ní júng choi. | 5. Ngóh meih dǐngwo ní júng choi.
Néih dǐngwo meih a? |

10. Expansion Drill

- Ex: T: M̀ngòì néih nǐng jí bḗjǎu làih. Please bring a bottle of beer.
 S: M̀ngòì néih nǐng dò jí bḗjǎu làih. Please bring another bottle of beer.
- | | |
|--|---|
| 1. M̀ngòì néih nǐng deui faaijǐ làih. | 1. M̀ngòì néih nǐng dò deui faaijǐ làih. |
| 2. M̀ngòì néih nǐng jek gāng làih. | 2. M̀ngòì néih nǐng dò jek gāng làih. |
| 3. M̀ngòì néih nǐng jek būi làih. | 3. M̀ngòì néih nǐng dò jek būi làih. |
| + 4. M̀ngòì néih nǐng go wúnjǎi làih. /small bowl/ | 4. M̀ngòì néih nǐng dò go wúnjǎi làih. |
| + 5. M̀ngòì néih nǐng jek séui būi làih. /water glass/ | 5. M̀ngòì néih nǐng dò jek séui būi làih. |
- a. Repeat, teacher giving cue only, students responding with sentences in left hand column, thus:
- T: jí bḗjǎu
 S: M̀ngòì néih nǐng jí bḗjǎu làih.

11. Expansion Drill

- Ex: T: Néih sihksaai dǐ hā meih a? Have you eaten up all the shrimp
 S: Sihksaai laak, ngóh juhng séung yiu dǐ tím. I've eaten (them all) up, and I still want some more. [in addition, want to have some more]
- | | |
|---|---|
| 1. Néih sihksaai dǐ yú meih a? | 1. Sihksaai laak, ngóh juhng séung yiu dǐ tím. |
| 2. Néih sihksaai dǐ cháau faahn meih a? | 2. Sihksaai laak, ngóh juhng séung yiu dǐ tím. |
| 3. Néih yám saai dǐ chàh meih a? | 3. Yám saai laak, ngóh juhng séung yiu dǐ tím. |
| 4. Néih yuhngsaai dǐ chin meih a? | 4. Yuhngsaai laak, ngóh juhng séung yiu dǐ tím. |
| 5. Néih sihksaai dǐ cháau mihn meih a? | 5. Sihksaai laak, ngóh juhng séung yiu dǐ tím. |
| 6. Néih yámsaai dǐ tòng meih a? | 6. Yámsaai laak, ngóh juhng séung yiu dǐ tím. |

12. Response Drill

- Ex: T: Yú tùhng hā, néih jùngyi bīn yeuhng a? (type, kind)
 + T: Which do you like better, fish or prawns? [fish and prawns, you like which kind more?]
 S: Yú tùhng hā, ngóh léuhng yeuhng dōu jùngyi.
 S: Fish and prawns, I like both.

1. Jùngchoi tùhng Sāichāan, néih jùngyi bīn yeuhng a?
1. Jùngchoi tùhng Sāichāan, ngóh léuhng yeuhng dōu jùngyi.
2. Gwóngdùng choi tùhng Seuhnghói choi, néih jùngyi bīn yeuhng a?
2. Gwóngdùng choi tùhng Seuhnghói choi, ngóh léuhng yeuhng dōu jùngyi.
3. Cháau mihn tùhng tòng mihn, néih jùngyi bīn yeuhng a?
3. Cháau mihn tùhng tòng mihn, ngóh léuhng yeuhng dōu jùngyi.
4. Cháau faahn tùhng baahk faahn, néih jùngyi bīn yeuhng a?
4. Cháau faahn tùhng baahk faahn, ngóh léuhng yeuhng dōu jùngyi.
- + 5. Jùnggwok choi tùhng Yahtbún choi, néih jùngyi bīn yeuhng a? (Chinese food)
(Japanese food)
5. Jùnggwok choi tùhng Yahtbún choi, ngóh léuhng yeuhng dōu jùngyi.

13. Response Drill

- Ex: T: Néih heuigwo géidō chi a?
 T: How many times have you been there?
 S: Yāt chi dōu meih heuigwo.
 S: I've never been even once.
1. Néih làihgwo géidō chi a?
 1. Yāt chi dōu meih làihgwo.
 2. Néih yuhnggwo géidō chi a?
 2. Yāt chi dōu meih yuhnggwo.
 3. Néih heuigwo géidō chi a?
 3. Yāt chi dōu meih heuigwo.
 4. Néih sihkgo géidō chi a?
 4. Yāt chi dōu meih sihkgo.
 5. Néih fàngwo Seuhnghói géidō chi a?
 5. Yāt chi dōu meih fàngwo.

14. Expansion Drill

Ex: T: Kéuih yáuh léuhng
ga chē.

T: He has two cars.

S: Kéuih yáuh léuhng
ga chē, daahnhaih
ngóh yāt ga dōu
móuh.

S: He has two cars, but I don't
even have one.

- | | |
|---|--|
| 1. Gó go hohkwàng yáuh géi jí
yùhnjibāt. | 1. Gó go hohksàng yáuh géi jí
yùhnjibāt, daahnhaih ngóh
yāt jí dōu móuh. |
| 2. Kéuih yáuh léuhng go taaitái. | 2. Kéuih yáuh léuhng go taai-
tái, daahnhaih ngóh yāt
go dōu móuh. |
| 3. Kéuih yáuh léuhng go sáudói. | 3. Kéuih yáuh léuhng go sáudói,
daahnhaih ngóh yāt go dōu
móuh. |
| 4. Gó go sígēi yáuh léuhng ga
chē. | 4. Gó go sígēi yáuh léuhng ga
chē, daahnhaih ngóh yāt
ga dōu móuh. |
| 5. Kéuih yáuh léuhng go jái. | 5. Kéuih yáuh léuhng go jái,
daahnhaih ngóh yāt go
dōu móuh. |

15. Transformation Drill

Ex: T: Sihk dōdī lā.

T: Have some more.

S: Mhhóu sihk gam dò a. S: Don't eat so much.

- | | |
|-----------------------|------------------------------|
| 1. Jà maahndī lā! | 1. Mhhóu jà gam maahn a. |
| 2. Díim dōdī lā! | 2. Mhhóu díim gam dò a. |
| 3. Sihk dōdī lā! | 3. Mhhóu sihk gam dò a. |
| 4. Jà faaidī lā! | 4. Mhhóu jà gam faai a. |
| 5. Hàahng faaidī lā! | 5. Mhhóu hàahng gam faai a. |
| 6. Yám dōdī lā! | 6. Mhhóu yám gam dò a. |
| 7. Jòuh chèuhngdī lā! | 7. Mhhóu jòuh gam chèuhng a. |
| 8. Jòuh dyúndī lā! | 8. Mhhóu jòuh gam dyún a. |

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

- 1) ngāamngāam = just now
- 2) fòng gùng = leave work, get off from work
- 3) yíhm guhk gāi = salt-roasted chicken
- 4) gaailáan cháau ngàuhyuhk = stir fried beef and broccoli
- 5) taai - too, excessively
- 6) sài yèuhng choi tòng = watercress soup
- 7) giu = order, call for (without having to look at a listed menu)
- 8) Yèuhngjàu cháau faahn = Yangchow fried rice
- 9) Sàiyèuhngchoi tòng = watercress soup
- 10) faai = soon, almost, approaching (preceding a time expression)
- 11) yáuh méng = famous
- 12) gù lòu yuhk = sweet & sour pork
- 13) dōu yiu sai ge = want both to be small portions

V. SAY IT IN CANTONESE

A. Say to the classmate sitting next to you:

1. Have you eaten fried noodles before?
2. Which do you like better, fried noodles or fried rice?
3. (deciding on a restaurant:) Which would you prefer-- Shanghai food or Cantonese food?
4. I don't know how to order-- would you suggest something?
5. What else shall we have?
6. Waiter, would you please bring two bottles of beer?
7. Waiter, please bring another glass.

B. And he answers:

1. Yes, many times.
2. Fried rice.
3. Either one, I like both.
4. Let's have fried noodles and a soup, OK?
5. Shall we have some beer?
6. Yes, sir, right away.
7. All right--shall I bring another bottle of beer?

- | | |
|---|---|
| 8. Can you use chopsticks? | 8. No--please show me (introduce). |
| 9. The soup noodles are not bad! | 9. I think so too. |
| 10. Have some more! | 10. I've had enough, thanks. |
| 11. Have you eaten in this
(Western style) restaurant
before? | 11. No, I've never been here
even once. |
| 12. Have you ever eaten roast
suckling pig? | 12. Yes, several times. |
| 13. Have you drunk up all your
beer? | 13. Yes, and I think I'd like
some more. |
| 14. Mr. Chan has 10 sons. | 14. Is that so! I don't even
have one. |
| 15. Don't eat so much! | 15. Don't drink so much! |

 Vocabulary Checklist for Lesson 14

- | | |
|----------------|---|
| 1. baahk faahn | n: boiled or steamed rice [white rice] |
| 2. bātgwō | cj: however; but; although |
| 3. būi | n: cup, glass |
| 4. bùi | m: M. for cup, glass |
| 5. cháau | v: to toss-fry in small amt of oil, as in
scrambling eggs. |
| 6. cháau faahn | n: fried rice |
| 7. cháau mihn | n: fried noodles |
| 8. chōi | n: food; a particular food, a dish |
| 9. choipáai | n: menu, bill of fare |
| 10. dīm | v: to order (food) |
| 11. dò | bf: additional, as modifier in Noun phrase |
| 12. dōdī | adv: more (in addition) (follows V) |
| 13. Dòjeh. | Ph: Thank you. (for a gift) |
| 14. Dòjehsaai. | Ph: Thank you very much. |
| 15. dōuhaih | adv: always, really |
| 16. faaijǐ | n: chopsticks |
| 17. fōgei | n: waiter in restaurant |
| 18. gaaisiuh | v: recommend; introduce |
| 19. gāng | n: spoon |

| | | |
|---------------------------|-------|---|
| 20. -gwo | Vsuf: | indicates experience; to have done something before |
| 21. Gwóngdùng chòi | n: | Cantonese food |
| 22. hā | n: | shrimp |
| 23. Hóu ma? | Ph: | Is that OK? |
| 24. jáugā | n/PW: | Chinese style restaurant |
| 25. jek | m: | M. for spoon |
| 26. jòuh yéh | vo: | do chores; have a job |
| 27. juhng | adv: | still, in addition, also (+ verb) |
| 28. Jùngchòi | n: | Chinese food |
| 29. Jùnggwok chòi | n: | Chinese food |
| 30. ma? | ss: | sen. suf. making a question of the sentence it attaches to |
| 31. Màihdāan! | Ph: | The check please! |
| 32. meih | adv: | negative, 'not yet' |
| 33. m̄hcho | Ph: | good [not-wrong], 'not bad!' |
| 34. ngoihgwokyàhn | n: | foreigner(s) |
| 35. nǐng | v: | carry (something) |
| 36. nǐng...heui | v: | take, carry off (something) |
| 37. nǐng...laih | v: | bring (something)...here |
| 38. Sāichāan | n: | Western meal |
| 39. Seuhng hói chòi | n: | Shanghai food |
| 40. séui búi | n: | water glass |
| 41. Sihdaahn lā. | Ph: | Either one. No preference. As you wish. (when offered a choice) |
| 42. táiháh | VP: | have a look |
| 43. tòng | n: | soup |
| 44. tòng mihn | n: | soup noodles |
| 45. wún | m: | M. a bowl of... |
| 46. wún | n: | bowl |
| 47. wúnjái | n: | small bowl |
| 48. Yahtbún chòi | n: | Japanese food |
| 49. yāt chi dōu meih... | VP: | not even once... |
| 50. yāt...M...dōu .Neg:V. | Ph: | Not even one...; can't V. even one <u>M</u> . |
| 51. yéh | n: | work (as in <u>jòuh yéh</u>) (with restricted use) |
| 52. yeuhng | m: | kind, type |

53. yikwaahk...?

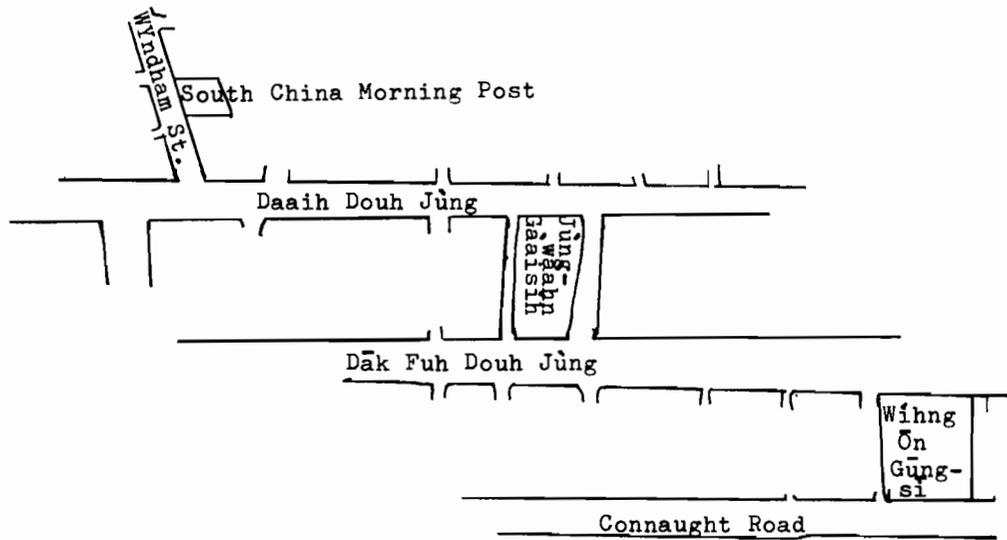
cj: or?

54. yúh jyū

n: roast suckling pig

I. BASIC CONVERSATION

A. Buildup:



(Mr. Wong approaches another pedestrian on the street in front of the South China Morning Post building on Wyndham Street)

Wòhng Sāang

| | |
|--|---|
| dím heui? | how go?, how (do you) go (to)? |
| dím heui Wihng Ōn Gūngsī a? | how do you go to the Wing On Company? |
| yàuh | from |
| yàuh nǐdoh | from here |
| yàuh nǐdoh díng heui Wihng Ōn Gūngsī a? | how do you get to the Wing On Company from here? |
| Chéng mahn néih, yàuh nǐdoh díng heui Wihng Ōn Gūngsī a? | Could you please tell me how to get to the Wing On Company from here? |
| louhyáhn | pedestrian |
| | <u>Louhyáhn</u> |
| lohk | down |

| | |
|--|--------------------------------|
| lohkheui | go down [down go] |
| hàahng lohkeui | walk down (to) |
| hàahng lohkeui Daaih | go down to Queen's Road |
| Douh Jūng | Central |
| hàahng lohkeui Daaih | first go down to Queen's |
| Douh Jūng sin | Road Central |
| yihh(ji)hauh | then, after that |
| Hàahng lohkeui Daaih Douh | First go down to Queen's Road |
| Jūng sin, yihnhauh jyun jó. | Central, then turn left. |
| | <u>Wòhng Sàang</u> |
| Jyun jó. | Turn left. |
| | <u>Louhyáhn</u> |
| gàaisih | food market |
| Jūngwàahn Gàaisih | Central Market |
| hàahngdou Jūngwàahn Gàaisih | walk to Central Market |
| -dou | verb suf. to verbs of |
| | action indicates arrival |
| | at goal. |
| Gám, yātjikh hàahngdou | Then, go straight till you get |
| Jūngwàahn Gàaisih, jyun yauh. | to Central Market, and turn |
| | right. |
| gwojó gàaisih | get past the market |
| Gwojó gàaisih, jauh haih Dāk | When you get past the market, |
| Fuh Douh Jūng laak. | you are on Des Voeux Road |
| | Central. |
| mahn yáhn lā | ask someone |
| Heuidou gódouh, jei mahn | When you get there, ask again. |
| yáhn lā. | |
| (Mr. Wong arrives at Wing On and approaches a salesclerk:) | |
| | <u>Wòhng Sàang</u> |
| bouhfahn | department (in a store) |
| gó go bouhfahn | that department |
| maaih lāangsaam gó go | the sweater department |
| bouhfahn | [the department that |
| | sells sweaters] |

Maa'ih lāang'sāam gó go bouh-
fahn hái b'indouh a?

Sauhfo'yuhn

séuhng
séuhng sām lāu

chéng
Chéng séuhng sām lāu lā.

Where is the sweater
department?

go up
go up to the third floor
(Chinese and American
style of counting; 2nd
floor British style of
counting)

invite; please
Please go up to the second
(or third) floor.

B. Recapitulation:Wòhng Sàng

Chéng mah'n néih, yáuh n'í'douh
dí'm heui w'ihng Ōn Gūng'sí a?

Could you please tell me how
to get to the Wing On
Company from here?

Louhyáhn

Háahng loh'kheui Daaih Douh
J'ung sin, y'ihnhauh jyun jó.

First go down to Queen's Road
Central, then turn left.

Wòhng Sàng

Jyun jó.

Turn left.

Louhyáhn

Gám, yát'j'ihk háahngdou
J'ungwáahn Gàais'ih, jyun yauh.

Then go straight till you get
to Central Market, and turn
right.

Gwoj'ó gáais'ih, jauh haih Dāk
Fuh Douh J'ung laak.

When you get past the market,
you are at Des Voeux Road
Central.

Heuidou g'ódouh, joi mah'n yáhn
lā.

When you get there, ask again.

(Mr. Wong gets to the store and asks a clerk:)

Wòhng Sàng

Maa'ih lāang'sāam gó go beuhfahn
há'ih b'indouh a?

Where is the sweater
department?

III. DRILLS

1. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

- | | |
|--|--|
| 1. Kéuih hái douh dáng néih.
He's waiting for you here. | 1. Kéuih hái douh dáng néih. |
| 2. /hauhbihn/ | 2. Kéuih hái hauhbihn dáng néih. |
| + 3. /yahpbihn/ | 3. Kéuih hái yahpbihn dáng néih.
He's waiting for you
<u>inside</u> . |
| + 4. /deihhá/
<u>ground floor</u> | 4. Kéuih hái deihhá dáng néih.
He's waiting for you on
the ground floor. |
| + 5. /seuhngbihn/
<u>above; upstairs; on top</u>
[up-side] | 5. Kéuih hái seuhngbihn dáng néih.
He's waiting for you
upstairs. |
| + 6. /hahbihn/
<u>downstairs; below; under</u>
[down-side] | 6. Kéuih hái hahbihn dáng néih.
He's waiting for you
downstairs. |
| + 7. /lauhseuhng/
<u>upstairs</u> [floor-above] | 7. Kéuih hái lauhseuhng dáng néih.
He's waiting for you
upstairs. |
| + 8. /lauhah/
<u>downstairs</u> [floor[below]] | 8. Kéuih hái lauhah dáng néih.
He's waiting for you down-
stairs. |
| 9. /sei láu/ | 9. Kéuih hái sei láu dáng néih. |
| + 10. /chēutbihn/
<u>outside</u> | 10. Kéuih hái chēutbihn dáng néih. |

2. Response Drill: Students gesture the directions.

- | | |
|---|--|
| Ex: 1. T: Mǎnhwàh Jǎudim
hái chǐhnbihn,
haih mǎnhaih a?
/hauhbihn/ | T: The Mandarin Hotel is in
front, isn't it?
/behind, in the back/ |
| S: Mǎnhaih, hái hauh-
bihn. | S: No, it's in the back. |
| 2. T: Mǎnhwàh Jǎudim
hái chǐhnbihn,
haih mǎnhaih a?
/chǐhnbihn/ | T: The Mandarin Hotel is in
front, isn't it?
/in front, ahead/ |

S: Haih. Hái chihnbihn- S: That's right, it's in front.
bihn.

- | | |
|---|-----------------------------|
| 1. Méihgwok Ngáhnhòhng hái jósáubihn, haih mhhaih a?
/yauhsáubihn/ | 1. Mhhaih, hái yauhsáubihn. |
| 2. Néih sīnsàng (ge) séjihlauh hái chihnbihn, haih mhhaih a? /hauhbihn/ | 2. Mhhaih, hái hauhbihn. |
| 3. Wòhng Sàng hái chēutbihn, haih mhhaih a? /chēutbihn/ | 3. Haih, hái chēutbihn. |
| 4. Léih Táai hái yahpbihn, haih mhhaih a? /chihnbihn/ | 4. Mhhaih, hái chihnbihn. |
| 5. Tīnsīng Máhtauh hái yauhsáubihn, haih mhhaih a? /yauhsáubihn/ | 5. Haih, hái yauhsáubihn. |
| 6. Maaih hàaih gó go bouhfahn hái yih láu, haih mhhaih a? /deihhá/ | 6. Mhhaih, hái deihhá. |
| 7. Maaih syù gó go bouhfahn hái làuhseuhng, haih mhhaih a? /làuhhah/ | 7. Mhhaih, hái làuhhah. |

Comment: Note (#2 above) that ge can be omitted in everyday speech in modification structure before séjihlauh.

a. Repeat, students taking both parts, teacher cueing thus:

1. /Màhnwàh Jáudim/chihnbihn/hauhbihn/
or 2. /Màhnwàh Jáudim/chihnbihn/

3. Expansion Drill

- | | |
|---|--|
| + 1. a. <u>yihp</u> | 1. a. <u>page</u> |
| b. sei'ah yihp. | b. 40 pages |
| + c. <u>duhk</u> sei'ah yihp | c. <u>read</u> 40 pages |
| + d. <u>duhkdou</u> sei'ah yihp | d. <u>read to</u> page 40 |
| + e. <u>seuhngchi</u> duhkdou sei'ah yihp | e. <u>last time</u> read to page
40 |
| + f. seuhngchi duhkdou <u>daih</u> sei'ah
yihp
(<u>ordinal number marker</u> ,
<u>-st, -nd, -rd</u> , etc.) | f. last time read to the
40 <u>th</u> page. |
| g. Ngóhdeih seuhngchi duhkdou
daih sei'ah yihp. | g. Last time we read to
the 40th page. |

- | | |
|---|--|
| <p>+ 2. a. <u>fo</u></p> <p>b. géi fo a?</p> <p>c. daih géi fo a?</p> <p>d. duhk daih géi fo a?</p> <p>e. seuhngchi duhk daih géi fo a?</p> <p>f. Ngóhdeih seuhngchi duhk daih géi fo a?</p> <p>3. a. daih sahp yihp</p> <p>+ b. <u>dáhòì</u> bún syù daih sahp yihp</p> <p>c. <u>dáhòì</u> bún syù daih sei'ah sàam yihp</p> <p>d. <u>Dáhòì</u> bún syù daih sàam baak sei'ah sàam yihp.</p> | <p>2. a. <u>lesson</u></p> <p>b. how many lessons?</p> <p>c. which^[th] lesson?</p> <p>d. read which lesson?</p> <p>e. last time read which lesson?</p> <p>f. What lesson did we do last time?</p> <p>3. a. the 10th page</p> <p>b. <u>open</u> your book to page 10</p> <p>c. open your books to the 43rd page (page 43)</p> <p>d. Open your books to page 343.</p> |
|---|--|

4. Response Drill

- | | |
|--|---|
| <p>Ex: 1. T: Ngóhdeih seuhngchi duhk dou daih géi yihp a? /43/</p> <p>S: Duhkdou daih sei'ahsàam yihp.</p> <p>2. T: Ngóhdeih seuhngchi duhk daih géi fo a? /3/</p> <p>S: Daih sàam fo.</p> <p>1. Ngóhdeih seuhngchi duhk dou daih géi yihp a? /86/</p> <p>2. Ngóhdeih seuhngchi duhk daih géi fo a? /7/</p> <p>3. Ngóhdeih seuhngchi duhk daih géi fo a? /15/</p> <p>4. Ngóhdeih seuhngchi duhk dou daih géi yihp a? /254/</p> <p>5. Ngóhdeih seuhngchi duhk daih géi fo a? /26/</p> | <p>T: What page did we get to last time?</p> <p>S: We got to page 43.</p> <p>T: What lesson did we do last time?</p> <p>S: We did lesson 3.</p> <p>1. Duhkdou daih baatsahpluhk yihp.</p> <p>2. Daih chāt fo.</p> <p>3. Daih sahpñgh fo.</p> <p>4. Duhkdou daih yih baak ñgh-sahpsei yihp.</p> <p>5. Daih yahluhk fo.</p> |
|--|---|
-

5. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

- | | |
|---|---|
| 1. Sàam láu yáuh dī mēyéh
a?
What's for sale on the 2nd
floor? What do they have
(for sale) on the 2nd floor? | 1. Sàam láu yáuh dī mēyéh
maaih a? |
| 2. /sei láu/ | 2. Sei láu yáuh dī mēyéh
maaih a? |
| 3. /lauhah/ | 3. Lauhah yáuh dī mēyéh maaih
a? |
| 4. /lauhseuhng/ | 4. Lauhseuhng yáuh dī mēyéh
maaih a? |
| 5. /yahpbihn/ | 5. Yahpbihn yáuh dī mēyéh
maaih a? |
| 6. /seuhngbihn/ | 6. Seuhngbihn yáuh dī mēyéh
maaih a? |
| 7. /hahbihn/ | 7. Hahbihn yáuh dī mēyéh
maaih a? |

Comment: Note in #1 and #2 above the absence of ordinalizing prefix daih in connection with láu, 'floor, story'.

Compare: sàam láu = the third floor.
daih sàam fo = the third lesson.

daih is not used before numbers when modifying láu.

6. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

- | | |
|---|---|
| 1. Yàuh nīdoh, dīm heui Tīn-
sīng Máhtàuh a?
How do you get to the Star
Ferry from here? | 1. Yàuh nīdoh, dīm heui Tīn-
sīng Máhtàuh a? |
| 2. /Mahnwàh Jáudim/ | 2. Yàuh nīdoh, dīm heui
Mahnwàh Jáudim a? |
| 3. /Méihgwok Ngànhhòhng/ | 3. Yàuh nīdoh, dīm heui
Méihgwok Ngànhhòhng a? |
| 4. /Jùngwàahn Gàaisih/ | 4. Yàuh nīdoh, dīm heui
Jùngwàahn Gàaisih a? |
| 5. /Hèunggóng Chāansāt/ | 5. Yàuh nīdoh, dīm heui
Hèunggóng Chāansāt a? |

- | | |
|---|--|
| 4. Gwo sei go gâaihâu, jauh
jyun yauh. | 4. Gwojô daih sei go gâaihâu,
jauh jyun yauh. |
| 5. Gwo léuhng gâan, jauh táidóu
laak. | 5. Gwojô daih yih gâan, jauh
táidóu laak. |
| 6. Gwo sâam go gâaihâu, jauh tíhng
lā. | 6. Gwojô daih sâam go gâaihâu,
jauh tíhng lā. |

Comment: -jô may be added to gwo in left hand column, but not subtracted from right hand. Instead of gwojô on right, hâahngdou is permissible.

9. Alteration Drill

Ex: T: Gwojô Méihgwok Jáu- T: After you pass the Hilton,
dim, jauh jyun yauh. turn right.
S: Méihgwok Jáudim S: Beyond the Hilton, turn right.
gwodí, jyun yauh.

- | | |
|---|--|
| 1. Gwojô Jüngwâahn Gàaisih, jauh
jyun yauh. | 1. Jüngwâahn Gàaisih gwodí,
jyun yauh. |
| 2. Gwojô WíhngŌn Gūngsī, jauh
haih laak. | 2. WíhngŌn Gūngsī gwodí, jauh
haih laak. |
| 3. Gwojô Mâhnwâh Jáudim, jauh
jyun jô. | 3. Mâhnwâh Jáudim gwodí, jyun
jô. |
| 4. Gwojô Nèihdēun Douh, jauh
haih laak. | 4. Nèihdēun Douh gwodí, jauh
haih laak. |
| 5. Gwojô daih sâam go gâaihâu,
jauh jyun yauh. | 5. Daih sâam go gâaihâu gwodí,
jyun yauh. |

10. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

- | | |
|--|---|
| 1. Mhngòì néih heui Jüngwâahn sìn,
yíhnhauh heui Gàulühhng.
Please go to the Central
District first, and after
that go to Kowloon. | 1. Mhngòì néih heui Jüngwâahn
sìn, yíhnhauh heui Gàu-
lühng. |
| 2. /Méihgwok Ngâhnhòhng/
/Jüngwâahn Gàaisih/ | 2. Mhngòì néih heui Méihgwok
Ngâhnhòhng sìn, yíhnhauh
heui Jüngwâahn Gàaisih. |
| 3. /Mâhnwâh Jáudim/
/WíhngŌn Gūngsī/ | 3. Mhngòì néih heui Mâhnwâh
Jáudim sìn, yíhnhauh heui
WíhngŌn Gūngsī. |

- | | |
|--|---|
| 4. /Jùnggwok Jáugā/
/Tínsing Máhtàuh/ | 4. Ngòì néih heui Jùnggwok
Jáugā sìn, yìnhauh heui
Tínsing Máhtàuh. |
| 5. /séjihlàuh/fàan ùkkéi/ | 5. Ngòì néih heui séjihlàuh
sìn, yìnhauh fàan ùkkéi. |

11. Expansion Drill

- | | |
|--|---|
| 1. /heui máaih yéh/
/fàan hohk/ | 1. Ngòh séung heui máaih yéh
sìn, yìnhauh fàan hohk.
I think I'll go shopping
first, and after that go
to school. |
| 2. /heui yám chàh/fàan gùng/ | 2. Ngòh séung heui yám chàh
sìn, yìnhauh fàan gùng. |
| 3. /heui taam Wòhng Táai/
/heui wán Léih Siujé/ | 3. Ngòh séung heui taam Wòhng
Táai sìn, yìnhauh heui
wán Léih Siujé. |
| 4. /heui Jùngwàahn Gàaisih/
/fàan ùkkéi/ | 4. Ngòh séung heui Jùngwàahn
Gàaisih sìn, yìnhauh
fàan ùkkéi. |
| 5. /yám bùi chàh/
/chēutheui mùnhháu dǎng kéuih/ | 5. Ngòh séung yám bùi chàh sìn,
yìnhauh chēutheui mùnhháu
dǎng kéuih. |
| ↔ 6. /wuhn sām/dá dihnwá giu chē/
/change clothes/phone for
a cab/ | 6. Ngòh séung wuhn sām sìn,
yìnhauh dá dihnwá giu
chē.
I'll change clothes first,
and after that call for
a cab. |

12. Expansion Drill

- | | |
|---|---|
| Ex: 1. T: /deihhá/yih láu/ | T: /ground floor/1st floor/ |
| S: Ngòh yàuh deihhá
hàahng séuhng
(heui) yih láu. | S: I walked from the ground floor
up to the 1st floor. |
| 2. T: /sām láu/yih láu/ | T: /2nd floor/1st floor/ |
| S: Ngòh yàuh sām
láu hàahng lohk
(heui) yih láu. | S: I walked from the 2nd floor
down to the 1st floor. |
| 1. /yih láu/deihhá/ | 1. Ngòh yàuh yih láu hàahng
lohk (heui) deihhá. |

- | | |
|------------------------|--|
| 2. /sàam lǎu/ng̃h lǎu/ | 2. Ngóh yàuh sàam lǎu hàahng séuhng (heui) ng̃h lǎu. |
| 3. /luhk lǎu/sei lǎu/ | 3. Ngóh yàuh luhk lǎu hàahng lohk (heui) sei lǎu. |
| 4. /chāt lǎu/baat lǎu/ | 4. Ngóh yàuh chāt lǎu hàahng séuhng (heui) baat lǎu. |
| 5. /baat lǎu/luhk lǎu/ | 5. Ngóh yàuh baat lǎu hàahng lohk (heui) luhk lǎu. |

13. Expansion Drill: Students should gesture the directions.

Ex: T: Ngóh hái sàam lǎu. I am on the 2nd floor.
/sei lǎu/ /3rd floor/

S: Ngóh hái sàam lǎu, I am on the 2nd floor, now
yìngā séuhng sei lǎu. I'm going up to the 3rd
floor.

- | | |
|---------------------------------|---|
| 1. Ngóh hái yih lǎu. /sàam lǎu/ | 1. Ngóh hái yih lǎu, yìngā séuhng sàam lǎu. |
| 2. Ngóh hái sàam lǎu. /yih lǎu/ | 2. Ngóh hái sàam lǎu, yìngā lohk yih lǎu. |
| 3. Ngóh hái deihhá. /yih lǎu/ | 3. Ngóh hái deihhá, yìngā séuhng yih lǎu. |
| 4. Ngóh hái yih lǎu. /deihhá/ | 4. Ngóh hái yih lǎu, yìngā lohk deihhá. |
| 5. Ngóh hái deihhá. /sei lǎu/ | 5. Ngóh hái deihhá, yìngā séuhng sei lǎu. |

14. Expansion Drill

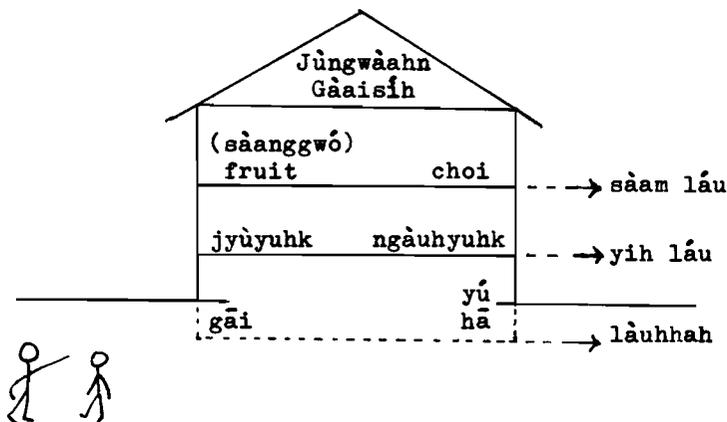
Ex: T: Ngóh hái DākfuH Douh Jùng. T: I am at Des Voeux Road
/Wìhng Ōn Gūngsǐ/ Central. /Wìhng Ōn Gūngsǐ/

S: Ngóh hái DākfuH Douh Jùng, yìngā ngóh S: I'm at Des Voeux Road Central,
Jùng, yìngā ngóh yàhpheui Wìhng Ōn now I'm going into Wing On
Gūngsǐ dǎng néih. Company to wait for you.

- | | |
|---|--|
| 1. Ngóh hái DākfuH Douh Jùng. /Jùngwàahn Gāaisǐh/ | 1. Ngóh hái DākfuH Douh Jùng, yìngā ngóh yàhpheui Jùngwàahn Gāaisǐh dǎng néih. |
|---|--|

- | | |
|--|---|
| 2. Ngóh hái Wíhng Ūn Gūngsí.
/Dāk fuh Douh Jùng/ | 2. Ngóh hái Wíhng Ūn Gūngsí,
yíngā ngóh chēutheui
Dāk fuh Douh Jùng dǎng néih. |
| 3. Ngóh hái Méihgwok Ngàhn hòhng.
/Daaih Douh Jùng/ | 3. Ngóh hái Méihgwok Ngàhn hòhng,
yíngā ngóh chēutheui Daaih
Douh Jùng dǎng néih. |
| 4. Ngóh hái Daaih Douh Jùng.
/Méihgwok Ngàhn hòhng/ | 4. Ngóh hái Daaih Douh Jùng,
yíngā ngóh yahphei Méih-
gwok Ngàhn hòhng dǎng néih |

15. Response Drill: Do the right hand column of this drill first as a Listen & Repeat drill, teacher writing picture on blackboard & pointing to appropriate section as he speaks, students repeating after him.

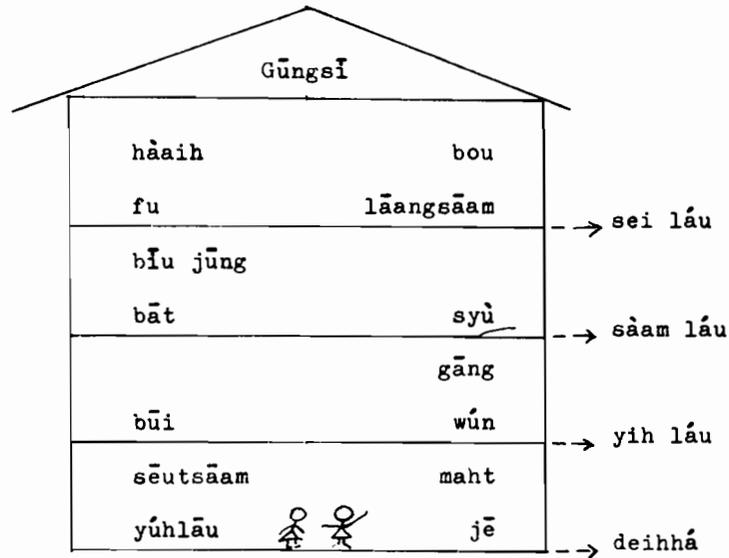


- | | |
|--|-------------------------|
| 1. Maaih gāi gó go bouhfahn hái bīndouh a? | 1. Lauhah jósáubihn. |
| 2. Maaih choi gó go bouhfahn hái bīndouh a? | 2. Sám láu yauhsáubihn. |
| 3. Bīndouh yáuh pihnggwó tūhng cháang maaih a? | 3. Sám láu jósáubihn. |
| 4. Bīndouh yáuh jyùyuhk maaih a? | 4. Yih láu jósáubihn. |
| 5. Maaih hā gó go bouhfahn hái bīndouh a? | 5. Lauhah yauhsáubihn. |
| 6. Bīndouh yáuh yú maaih a? | 6. Lauhah yauhsáubihn. |
| 7. Bīndouh yáuh ngàuhyuhk maaih a? | 7. Yih láu yauhsáubihn. |

Comment: Central Market has three floors, the lowest of which is below the level of the street on the Queen's Road

Central side. Thus lāuhhah instead of deihhá.

16. Response Drill



Ex: 1. T: Máaih hàaih
séuhng géi
láu a?

T: What floor do I go up to
buy shoes?

S: Séuhng sei lāu
lā.

S: Go up to the 3rd floor.

2. T: Máaih jē hái géi
láu a?

T: What floor do you buy umbrellas
on?

S: Hái deihhá.

S: On the ground floor.

1. Máaih lāangsāam séuhng géi
láu a?
2. Máaih bāt séuhng géi láu a?
3. Máaih jē hái géi láu a?
4. Máaih syù hái géi láu a?
5. Máaih hàaih séuhng géi láu a?
6. Máaih bīu séuhng géi láu a?
7. Máaih sēutsāam hái géi láu a?
8. Máaih bou hái géi láu a?
9. Máaih būi hái géi láu a?
10. Máaih fu séuhng géi láu a?

1. Séuhng sei lāu lā!
2. Séuhng sàam lāu lā!
3. Hái deihhá.
4. Hái sàam lāu.
5. Séuhng sei lāu lā!
6. Séuhng sàam lāu lā!
7. Hái deihhá.
8. Hái sei lāu.
9. Hái yih lāu.
10. Séuhng sei lāu lā!

- | | |
|----------------------------------|-------------------------|
| 11. Máaih maht hái géi láu a? | 11. Hái deihhá. |
| 12. Máaih gāng séuhng géi láu a? | 12. Séuhng yih láu lā! |
| 13. Máaih wún séuhng géi láu a? | 13. Séuhng yih láu lā! |
| 14. Máaih yúhlāu hái géi láu a? | 14. Hái deihhá. |
| 15. Máaih jūng séuhng géi láu a? | 15. Séuhng sàam láu lā! |
-

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

- 1) yáuh yuhng = useful
-

V. SAY IT IN CANTONESE

A. Say to the classmate sitting next to you:

1. Where did we read to last time?
2. What lesson did we read last time?
3. Could you please tell me how to get to the Mandarin Hotel?
4. How do you get to the Central Market from here?
5. (in a dept store:) Where is the umbrella department?
6. Where is the shoe department?
7. I'm going down to the ground floor to buy a raincoat. I'll wait for you there, OK?
8. Turn left just beyond the library.
9. What's for sale on the 4th floor?
10. Go up to the 3d floor first, then go down to the 1st floor.

B. And he responds:

1. We read to page 300.
2. Lesson 14.
3. Go straight, and when you get to the 3d intersection, turn left. Go two blocks and you'll be there.
4. Turn left at the next intersection and it's two blocks down.
5. On the ground floor.
6. Go up to the 1st floor.
7. Wait just a sec, and I'll go with you.
8. You can't turn in there-- I'll stop at the intersection, OK?
9. Sweaters and shoes and fabrics.
10. OK, want to come with me?

- | | |
|---|--|
| 11. Could you please tell me how to get to the Wing On Company from here? | 11. From here you go straight, after you pass the 2d intersection, it's the 1st building on the right. |
| 12. When you get to Queens Road Central, turn left. | 12. Thanks a lot. |
| 13. Your father is waiting for you upstairs. | 13. What does he want, do you know? |
| 14. My glasses are downstairs-- would you go down and get them for me? | 14. OK. Downstairs where? |
| 15. Your boy friend is outside waiting for you. | 15. Please ask him to come in. |

Vocabulary Checklist for Lesson 15

- | | |
|---------------------------------|---|
| 1. bouhfahn | n: department (in a store) |
| 2. chéng... | v: please (+ verb); invite |
| 3. chēut | v: out |
| 4. chēutheui | v: go out |
| 5. chēutlâih | v: come out |
| 6. chēutbihn | PW: outside, exterior |
| 7. dá dih ^{wá} giu chē | VP: phone for a cab |
| 8. dâhòì | v: open (as of a book) |
| 9. daih- | bf: ordinal number marker: -st, -nd, -rd, -th. |
| 10. daihyāt | Ph: the first |
| 11. deihhá | PW: ground, ground floor |
| 12. -dou | Vsuf: suffix to verbs of motion, indicating arrival at goal |
| 13. duhk | v: read |
| 14. duhk ^{dou} ... | v: read to... |
| 15. fo | m: lesson |
| 16. gàaiháu | n/PW: street opening, i.e. intersection |
| 17. gàaisíh | n/PW: food market |
| 18. hàahng | v: walk; go |
| 19. hahbihn | PW: below; under |
| 20. háì | prep: from |

| | |
|-------------------------|---|
| 21. -heui | Vsuf: attaches to verbs of motion, indicating direction away from speaker |
| 22. -jó | Vsuf: verb suf. indicating 'accomplish the performance' |
| 23. Jùngwàahn Gàaisih | PW: Central Market |
| 24. -lâih | Vsuf: attaches to verbs of motion, indicating direction towards the speaker |
| 25. lâuhhah | PW: [floor-below] downstairs |
| 26. lâuhseuhng | PW: [floor-above] upstairs |
| 27. lohk | v: descend |
| 28. lohkeui | v: go down |
| 29. louhyâhn | n: pedestrian |
| 30. séuhng | v: ascend |
| 31. seuhngbihn | PW: above; on top |
| 32. seuhngchi | TW: last time |
| 33. ...sín, yihnhauh... | PCj: ...first, then... |
| 34. wuhn sām | VO: change clothes |
| 35. yâhn | n: someone |
| 36. yâuh | prep: from |
| 37. yihn(ji)hauh | Cj: afterwards, then |
| 38. yihp | m: page |

IV. CONVERSATIONS FOR LISTENING

Lesson Two

1. At a party:

Man : Sǐujé gwaising a?

Woman: Ngóh sing Cháhn. Sǐnsàang gwaising a?

Man : Sǐusing Hòh. Cháhn sǐujé haih àh haih Gwóngdùngyáhn a?

Woman: Àh haih a. Ngóh haih Seuhnghóiyáhn. Néih nē? Néih haih àh haih Méihgwokyáhn a?

Man : Haih a. Ngóh haih Méihgwokyáhn.

2. At the first day of school, students are getting acquainted:

First student: Néih sing mēyéh a?

Second student: Ngóh sing Wòhng.

First student: Néih pàhngyáuh nē?

Second student: Kéuih dōu haih sing Wòhng ge.

First student: Néih haih àh haih Gwóngdùngyáhn a?

Second student: Haih.

First student: Néih pàhngyáuh haih àh haih dōu haih Gwóngdùngyáhn a?

Second student: Àh haih a. Kéuih haih Seuhnghóiyáhn.

Lesson Three

The following conversations take place among some university students between classes.

1. A: Léih Sàang sǐk àhsǐk góng Yahtbúnwá a?

B: Sǐk sèsíu.

A: Gám, kéuih sǐk àhsǐk góng Yíngmán nē?

B: Dōu sǐk sèsíu.

A: Bǐngo gaau kéuih góng Yíngmán ge nē?

B: Haih Wòhng Sàang gaau kéuih ge.

2. A: Néih sǐk àhsǐk góng Gwokyúh a?

B: Deuihjúh. Ngóh têng m̀hchíngchó - m̀hgòì néih joi góng yáitchi.

A: Néih sǐk àhsǐk góng Gwokyúh a?

B: Sǐk sèsíu jē.

A: Gám, néih sǐk àhsǐk Yíngmán nē?

B: Sǐk góng, àhsǐk sé. Néih nē?

A: Ngóh dōu àhsǐk. 'Yáit yih sàam' dōu àhsǐk góng.

IV. CONVERSATIONS FOR LISTENING

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First student: Néih haih àh haih Gwóngdùngyàhn a?

Second student: Haih.

First student: Néih pàhngyáuh haih àh haih dōu haih Gwóngdùngyàhn a?

Second student: Àh haih a. Kéuih haih Seuhnghóiyàhn.

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B: Dōu sǐk sèsíu.

A: Bǐngo gaau kéuih góng Yíngmán ge nē?

B: Haih Wòhng Sàang gaau kéuih ge.

2. A: Néih sǐk àhsǐk góng Gwokyúh a?

B: Deuihàhjuh. Ngóh têng m̀hchíngchó - m̀hgòì néih joi góng yātchí.

A: Néih sǐk àhsǐk góng Gwokyúh a?

B: Sǐk sèsíu jē.

A: Gám, néih sǐk àhsǐk Yíngmáhn nē?

B: Sǐk góng, àhsǐk sé. Néih nē?

A: Ngóh dōu àhsǐk. 'Yāt yih sàam' dōu àhsǐk góng.

3. A: Néih gaau bíngō Gwóngdùngwá a?
 B: Ngóh gaau Wòhng Táai.
 A: Kéuih haih m̀h haih Méihgwokyàhn a?
 B: M̀h haih. Kéuih haih Yínggwokyàhn.
 A: Kéuih s̀ik m̀hs̀ik sé J̀ungm̀ahn nē?
 B: M̀hs̀ik. Kéuih hohk g̀ong, daahn haih m̀hhohk sé.
 A: Kéuih hohk m̀hhohk Gwokyúh a?
 B: Ngóh m̀hjidou a.

Lesson Four

1. Man : Ngóh go bíu maahn s̀s̀iu. Néih go haih m̀h haih a?
 Woman: M̀h haih. Ngóh go haih j̀eun ge.
 Man : Gám, yíngā géidimjūng a?
 Woman: Yíngā ngāamngāam sahpyih dim.
 Man : Ngóh go bíu yíngā haih sahpyāt dim daahp sah.
 Woman: Gám, néih go maahn léuhnggojih.
2. Woman: Yíngā haih m̀h haih baat dim s̀aamgogwāt a?
 Man : M̀h haih. Ngóh go bíu yíngā haih baat dim daahp baat j̀ē.
 Woman: Néih go bíu j̀eun m̀h j̀eun a?
 Man : J̀eun. M̀h faai m̀h waahn.
 Woman: Gám, ngóh go faai yāt go jih.
 Man : Waahkjé haih.
3. Woman: J̀ousàhn, Wòhng S̀aang. Néih j̀i m̀h j̀i yíngā géidimjūng a?
 Man : A, j̀ousàhn, Chàhn Siujé. Ngóh go bíu yíngā haih gáu dim daahp yāt.
 Woman: Néih go bíu haih m̀h haih faai s̀s̀iu a?
 Man : Waahkjé haih. Ngóh m̀h j̀i.
 Woman: Néih j̀i m̀h j̀i Léih Táai géidimjūng hohk Gwóngdùngwá a?
 Man : Ngóh j̀idou. Haih sah dim bun.

Lesson Five

1. Two friends in a coffee shop deciding what to have for a mid-afternoon tea:
 A: Néih yám mēyéh a?
 B: Ngóh yám gafē. Néih nē?

- A: Ngóh yám chàh. Sihk m̀hsihk béng a?
 B: Hóu aak.
 A: Néih géidímjūng yiu jáu a?
 B: Sei dím.
 A: Jànhaih gam faai yiu jáu mē?
 B: Haih a, jànhaih.
2. A hostess is entertaining a new acquaintance at tea:
 Hostess: Yám chàh lā.
 Guest: Hóu, m̀hgòì.
 Hostess: Sihk béng lā.
 Guest: Hóu aak, m̀hgòì.
 Hostess: Sihk yín lā.
 Guest: Síu sihk. M̀hsái haakhei.
 Hostess: Néih haakhei jē.
3. At lunchtime Mrs. Wong instructs her servant about the work for the rest of the day:
 Mrs. Wong: Ngóh tùhng Wòhng Sàng sàam dím bun yiu yám chàh.
 Servant : Sihk m̀hsihk béng a?
 Mrs. Wong: Sèsiu lā.
 Servant : Gám, géidímjūng sihk faahn a?
 Mrs. Wong: Baat dím lā.
 Servant : Hóu aak.

Lesson Six

1. In a department store:
 Clerk: Jóusàhn, séung máaih mēyéh a?
 Customer: Ngóh séung máaih tuih fu. Ní léuhng tuih yiu géidò chin a?
 Clerk: Ní tuih sahpaat mán, gó tuih yahyih mán.
 Customer: Gám, ngóh máaih ní tuih lā.
2. In a department store:
 Customer: Ní gihn sēutsāam haih m̀hhaih yahsei mán a?
 Clerk : M̀hhaih. Haih yahgáu mán.
 Customer: Gó gihn dōu haih yahgáu mán, haih m̀hhaih nē?
 Clerk : Haih. Néih haih m̀hhaih léuhng gihn dōu máaih nē?
 Customer: M̀hhaih. Ngóh máaih ní gihn, m̀hmáaih gó gihn.

3. In a department store:

Clerk : Máaih mēyéh a?

Customer: Ngóh séung máaih sēutsāam. Ní gihn géidò chin a?

Clerk : Ní gihn sahpyih mán jē. Máaih géidò gihn nē?

Customer: Béi yāt gihn ngóh lā.

Lesson Seven

The following conversations take place between clerk and customer:

1. Clerk : Máaih mēyéh a?

Customer: Ngóh séung máaih bējáu. Géidō chin jí a?

Clerk : Go baat ngàhnchin. Oi géidō jí a?

Customer: Oi léuhng jí.

Clerk : Sáí mhsái máaih yīnjái a?

Customer: Hóu, béi bāau ngóh lā!

2. Customer: Ní dī bou géidō chin máh a?

Clerk : Yahsāam go bun. Néih yiu géido máh a?

Customer: Ngóh mhyiu laak. Gó dī nē? Géidō chin máh a?

Clerk : Gó dī sahpsāam go bun ngàhnchin máh. Néih máaih mhmáaih a?

Customer: Hóu. Ngóh oi léuhng máh.

Clerk : Yahchāt mán léuhng máh lā.

3. Clerk : Máaih mēyéh a?

Customer: Ngóh séuhng máaih dī ngàuhyuhk. Dím maaih nē?

Clerk : Ní dī sei go baat ngàhnchin gàn. Gó dī chāt go bun ngàhnchin gàn.

Customer: Béi sām gàn gó dī ngóh lā.

Clerk : Sām gàn yahyih go bun.

Customer: Ngóh dōu séung oi léuhng gàn ní dī.

Clerk : Hóu aak, gàn go luhk ngàhn chin lā.

Lesson Eight

1. In a department store:

Clerk : Jóusāhn. Séung máaih mēyéh a?

Customer: Yáuh móuh baahk sēutsāam a?

Clerk : Haih mhhaih néih jeuk ga?

Customer: Haih.

Clerk : Néih jeuk géidō houh a?

Customer: Sàamsahp luhk, waahkjé sàamsahp baat.

Clerk : Ní gihn haih sàamsahpluhk.

Customer: Ní gihn m̀hgau daaih. Yáuh móuh sàamsahpbaat ge nē?

Clerk : Deui m̀hjyuh - sàamsahpbaat ge maaihsaai laak.

2. In a department store:

Customer: Yáuh móuh baahk hàaih maaih a?

Clerk : Yáuh. Néih jùng m̀hjùngyi ní deui nē?

Customer: Géi leng. Géi(dō) ch́n deui a?

Clerk : Ní deui haih Méihgwok hàaih. Chāt'ahgáu mán deui.

Customer: Yáuh móuh p̀hngdī ge nē?

Clerk : Yáuh. Gó deui haih Yahtbún hàaih. Yahng h mán deui jē.

Customer: M̀hgòì néih béi deui Yahtbún ge ngóh lā.

Clerk : Hóu aak.

3. In a department store:

Customer: Yáuh móuh maht a?

Clerk : Yáuh. Ní dī néih jùng m̀hjùngyi nē?

Customer: Géi jùngyi. Dím maaih a?

Clerk : Luhk go bun ngàhnch́n deui. Néih jeuk géi houh a?

Customer: M̀hji - Ngóh jeuk luhk houh ge Méihgwok hàaih.

Clerk : Gám, gáu houh lā. Néih séung máaih géidō deui a?

Customer: Béi sàam deui ngóh lā.

Clerk : Hóu aak. Oi m̀hoi hàaih nē?

Customer: M̀hoi laak. M̀hgòì.

4. At a grocery store:

Customer: Yáuh móuh tòhng maaih a?

Clerk : Yáuh. Máaih géidō bohng nē? Ngh bohng gau m̀hgau a?

Customer: M̀hsái gam dò. Léuhng bohng gau laak. A! Ngóh séung oi dī ngàuhyuhk, dím maaih a?

Clerk : Sei go baat ngàhnch́n gán.

Customer: Béi yāt gán ngóh lā.

Clerk : Hóu.

Lesson Nine

1. Mr. Wong phones Mrs. Ho:

Amah : Wéi.

Caller : Haih m̀h̄h̄aih chāt-s̀aam-l̀hng-sei-̀nḡh-l̀hng a?

Amah : M̀h̄gòì n̄ih daaihsēngdī. Ngòh t̀nḡ m̀h̄ch̀ingchó.

Caller : Chāt-s̀aam-l̀hng-sei-̀nḡh-l̀hng, haih m̀h̄h̄aih a?

Amah : Haih. Wán b̀nḡo a?

Caller : M̀h̄gòì n̄ih giu Hòh Táai t̀nḡ dihnwá lā.

Amah : Hóu. Dáng (yāt)ján.

Mrs. Ho: Wéi.

Caller : Hòh Táai, j́ousáhn.

Mrs. Ho: J́ousáhn.

Caller : Ngòh haih Wòhng S̀aang a. N̄ih j́i m̀h̄j́i Ch̀ahn S̀ins̀aang ge dihnwá géidò houh a?

Mrs. Ho: A! J́i. Kéuih ge dihnwá haih ̀nḡh sei s̀aam yih yāt l̀hng.

Caller : Hóu, m̀h̄gòì.

Mrs. Ho: M̀hsáì m̀h̄gòì.

2. Mr. Wong calls a businessman at his office:

Secretary: Wáì.

Caller : Wáì. Haih m̀h̄h̄aih s̀aam baat lukh l̀hng ̀nḡh gáu a?

Secretary: Haih. Wán b̀n̄wáì nē?

Caller : Ngòh séung wán Léih S̀aang t̀nḡ dihnwá.

Secretary: Deui m̀h̄j́yuh laak. Kéuih chēutj́o gāai bo.

Caller : Gám, kéuih géidímj́ung f̀aanl̀aih nē?

Secretary: Léuhng dím l̀hng j́ung gamseuhnḡhā lā.

Caller : Hóu. M̀h̄gòì n̄ih.

Secretary: M̀hsáì m̀h̄gòì.

3. Mr. Ho telephones Mr. Chan:

Amah : Wéi. Wán b̀nḡo a?

Caller: Wáì. M̀h̄gòì n̄ih giu Ch̀ahn S̀ins̀aang t̀nḡ dihnwá lā.

Amah : Kéuih f̀aanj́o g̀ung bo. Gwaising wán kéuih a?

Caller: Sing Hòh ge. Kéuih géisih f̀aanl̀aih nē?

Amah : M̀h̄j́i bo.

Caller: Dáng kéuih f̀aanl̀aih m̀h̄gòì n̄ih giu kéuih dá dihnwá béi ngòh lā. Ngòh ge dihnwá haih....

Amah : M̀ngòì nēih dāng yātjān; ngòh ló jǐ bāt sǐn. Wéi, nēih ge dǐhnwá haih....

Caller: Chāt-yāt-yāt-yih-lǐhng-chāt.

Amah : Hóu lā. Kéuih fàanlāih, ngòh giu kéuih dá bēi nēih lā.

Lesson Ten

1. Asking directions:

A: Chéng mahn Tǐnsǐng Máhtàuh hái bǐndouh a?

B: Hái Mǎhnwàh Jáudim deumihh.

A: Ngòh m̀hji Mǎhnwàh Jáudim hái bǐndouh bo.

B: Nē -- hái gó bihn gó gàan - nēih tái m̀htáidóu a?

A: A, táidóu. M̀ngòìsai.

B: M̀hsái m̀ngòì.

2. Two friends discuss restaurants:

A: Nēih séjihlāuh hái m̀hái Hèunggóng ní bihn a?

B: Hái. Hái Daaih Douh Jūng.

A: Gódouh jógán yáuh móuh hóu ge chàhlāuh a?

B: Yáuh. Ngòh séjihlāuh gaaklèih yáuh gàan hóu hóu ga. Ngòh hóu jungyi hái gódouh yám chàh ga.

A: Ngòh séjihlāuh jógán ge chàhlāuh dōu m̀hhaih géi hóu, daahnhaih yáuh gàan géi hóu ge chāansāt. Ngòh jūngyi hái gódouh síh ngaan.

3. Mrs. Ho compliments Miss Wong on her sweater:

Mrs. Ho : Nēih gihn lāangsāam hóu leng. Hái bǐndouh máaih ga?

Miss Wong: Hái Jùngwàahn yāt gàan gūngsǐ máaih ge.

Mrs. Ho : Bǐn gàan nē?

Miss Wong: Hái ngòh séjihlāuh gaaklèih gó gàan.

Mrs. Ho : Haih m̀hhaih hái chējaahm deumihh a?

Miss Wong: Haih. Haih gó gàan.

4. Mr. Ho calls Mr. Lee on the phone:

Léih Sàang: Wéi.

Hòh Sàang : Léih Sàang àh.

Léih Sàang: Haih a, bǐn wái a?

Hòh Sàang : Ngòh haih Hòh Yaht-sǐn a. Nēih jǐ m̀hji Méihgwok Jáudim

hái bíndouh a? Yáuh go pàhngyáuh yātjān sàam dīm hái gòdouh dāng ngòh. Kéuih wáh ngòh jī Měihgwok Jáudim hái Seuhngóhí Ngàhnhòhng gàakléih, daahnhaih ngòh wán mhdóu.

Léih Sàang: Měihgwok Jáudim mhhaih hái Seuhngóhí Ngàhnhòhng gàakléih. Hái Jùnggwok Ngàhnhòhng deumihh. Néih jī mǎjī Jùnggwok Ngàhnhòhng hái bíndouh a?

Hòh Sàang : O. Gám, ngòh jī laak. Mhgoisaaí. Joigin.

1) yātjān = dāngyātjahn = 'in a little while'

2) wán mhdóu = can't find it, search but not successful

Lesson Eleven

1. A clerk totals the bill for a customer at a grocery store:

Clerk : Sei jī bējáu, luhk jī heiséui, sah p go cháang...sahpsám go yih lā.

Customer: Nàh, nídouh yāt baak mán.

Clerk : Hóu, dāng ngòh jáaufaan béi néih lā. Aiya, deumhjhuyh, mhgau sánjī tīm. Néih yáuh móuh sánjī a?

Customer: Ngòh dōu móuh bo.

Clerk : Gám, mhgòí néih dāng jahn, ngòh wán yáhn cheunghòí kéuih lā.

Customer: Hóu lā.

Clerk : Nídouh jáaufaan baatsahpluhk go baat béi néih.

Customer: Néih yáuh móuh yāt mán ngán a?

Clerk : Yáuh, néih séung yiu géidō nē?

Customer: Mhgòí néih cheung sah p mán ngòh lā.

Clerk : Hóu.

Customer: Mhgòisaaí.

2. At the teller's window in the bank Mr. Wong puts down a \$500 bill and says:

Mr. Wòhng: Mhgòí néih tùhng ngòh cheunghòí kéuih lā!

Teller : Cheung géidō a? Haih mhhaih ngoisaaí sah p mán jī a?

Mr. Wòhng: Mhhaih. Oi sei jèung yāt baak mán jī, sah p jèung sah p mán.

Teller : Mhgau sah p mán jī bo. Oi gáu jèung sah p mán jī, sah p go yāt mán ngán, hóu mhhóu a?

Mr. Wòhng: Hóu, oi dī sáangán dōu hóu.

1) oi = here: to have in your possession

3. Talking about a borrowed book:

A: Néih gàmyaht mhgeidāk daai gó bún syù fàanlāih béi ngóh a?

B: Aiya! Mhgeidāk tím! Jànhaih deui^mhjuh laak! Néih géisih (géisi) yiu yuhng a?

A: Ngóh dāng jahn yiu ga. Yātjān ngóh hohk Yíngmán móuh syù tái, mhđak ge bo!

B: Gám, ngóh yíngā fàan ūkkéi ló béi néih lā.

A: Yiu fàan ūkkéi ló àh. Mhhou laak. Néih jí mhji nídouh bīngō yáuh ní bún syù hóyih jejyuh béi ngóh sín ga?

B: A! Chāhng Sāang dōu yuhng gó bún syù hohk Yíngmán, dāng ngóh giu kéuih je béi néih lā.

A: Hóu aak! Mhgoisai.

1) gàmyaht = today

2) yātjān = dāngyātjahn = 'in a little while'

Lesson Twelve

1. Two women meet in the elevator of their apartment building. One woman has her daughter with her:

Wòhng Táai: A, Léih Táai, tūhng gó néui heui bīn a?

Léih Táai : Ngóh daai kéuih heui tái yīsāng a.

Wòhng Táai: Mēyéh sih a?

Léih Táai : Kéuih mhséung sihk faahn lòh.

Wòhng Táai: Néih daai kéuih heui tái bīn go yīsāng a?

Léih Táai : Ngóh sīnsāang giu ngóh daai kéuih tái Jèung Yīsāng. Kéuih haih ngóhdeih gè pāhngyáuh.

Wòhng Táai: Bīn go Jèung Yīsāng a? Haih mhhaih Seuhng hói Ngānhòhng gó go a?

Léih Táai : Móuh cho, haih kéuih laak.

Wòhng Táai: Gám, ngóh sung néihdeih heui lā. Ngóh ngāamngāam yiu heui ngānhòhng ló chín.

Léih Táai : Hóu aak. Mhgoisai bo.

1) bīn = bīndouh?

2) Mēyéh sih a? = What's the matter?

3) lòh = sen. suf. expressing sympathy

4) ngāamngāam = just now, just on the point of, just

2. Two men on their way to the bus stop. They have just finished work:

A: Néih haih mhhaih fàan ūkkéi a?

B: Mhhaih, ngóh yíngā yiu heui ngóh néuipāhngyáuh ūkkéi taam kéuih māhma.

A: Kéuih màhmā yáuh mēyéh sih a?

B: Móuh mēyéh sih. Kéuih giu ngòh heui kéuihdeih douh sihk faahn jē.

A: O--kéuihdeih jyuh hái bīn a?

B: Kéuihdeih ngāamngāam jyuh hái néih hauhbihn.

A: Haih mē? Gám, ngòh sung néih heui lā.

B: Mhngòisaaì.

1) Yáuh mēyéh sih a? = What's going on?

2) Móuh mēyéh sih = Nothing special.

3. Mr. and Mrs. Lee at home:

Léih Táai : Ngòh yātjān yiu heui gūngsí máaih yéh. Néih yáuh móuh chin a?

Léih Sàang: Ngòh dāk sèsiu ja. Ngòh ngāamngāam séung heui ngànhhòhng ló chin. Néih géidimjung cheutgaai a?

Léih Táai : Hmm...Ngòh yiu dáng Hòh Táai dihnwá bo.

Léih Sàang: Gám...Ngòh yihgā heui ngànhhòhng ló chin sín. Néih yātjān làih ngòh séjhlàuh ló chin, hóu mhhóu a?

Léih Táai : Hóu! ...A, ...néih yáuh móuh yéh yiu máaih a?

Léih Sàang: Móuh laak.

1) ngāamngāam séung heui = just thinking of going

2) yātjān = in a little while

Lesson Thirteen

1. Two girls driving in a car talk about a young man they see:

A: Hái hāak sīk gó ga chē hauhbihn gó go yáhn haih mhhaih néih pāhngyáuh a?

B: Haih bo! Mhngòì néih fàanjyuntàuh lā. Ngòh yáuh dí yéh séung wah kéuih jí ge.

A: Hóu aak. Kéuih haih mhhaih sing Jèung ga?

B: Mhhaih, kéuih sing Chàhn ge.

A: Kéuih giujouh mēyéh méng a?

B: Kéuih giujouh Gwok-wàh.

A: Chàhn Gwok-wàh...Hmm...Gám, mhhaih laak.

B: Mhhaih mēyéh a?

A: Kéuih mhhaih Léih Siujé ge nàahmpāhngyáuh laak.

2. A young girl calls home:

Wòhng Táai: Wéi!

Siu-Yíng : Wéi, mǎhmā àh? Ngóh haih Siu-Yíng a. Ngóh yíngā hái
Mǎhnwàh Jáudim yám chàh. Néih làih mhlàih a?

Wòhng Táai: Néih tùhng bínggō yám chàh a?

Siu-Yíng : Ngóh tùhng Hòh Méi-Wàh. Níidouh dí béng hóu leng ga.
Néih làih lā.

Wòhng Táai: Néih yáuh pǎhngyáuh hái douh, ngóh mhlàih la.

Siu-Yíng : Làih lā, mǎhmā, ngóh séung néih yātjǎn tùhng ngóh heui
máaih yéh a.

Wòhng Táai: Gám àh, sái mǎhsái ngóh jà chē làih ā?

Siu-Yíng : Níjógán hóu siu wái paak chē ge bo. Néih giu díksí làih
lā.

Wòhng Táai: Hóu lā, ngóh jauh làih laak.

1) yātjǎn = in a little while

2) díksí = taxi

3. Asking directions:

A: Chéng mǎhn ní tíuh haih mǎh haih Daaih Douh Jūng a?

B: Mǎh haih, néih hái níidouh yātjǎh heui, haahng dou daih sǎam go
gàaiháuh gó tíuh jauh haih laak.

A: O, mǎhgòl.

(He goes on...)

A: Chéng mǎhn, Daaih Douh Jūng ñgh baak líhng sei houh hái mǎhái
níjógán a?

C: Ñgh baak líhng sei houh àh. Nē, chíhnbíhn yauhsáubíhn daih sǎam
gǎan jauh haih laak.

A: Gó douh yáuh móuh wái paak chē ga?

C: Hóu chíh móuh bo.

A: Hóu. Mǎhgòisai.

1) gàaiháuh = intersection [street-mouth]

2) hóu chíh = very likely..., most likely...

4. Passenger and taxi driver:

A: Mǎhgòl Néih Dèun Douh, ñgh baak yihsahp sei houh.

B: Hóu.

(They ride for awhile)

A: Gwojó daih yíh go gàaiháuh yauhbíhn, tíhng chē lā.
Ei! Gwojó la, mǎhgòl néih tanhauh sēsíu lā.

B: O, mǎhdāk bo, hauhbíhn yáuh chē làih, mǎh hóyíh tanhauh.

1) Ei! = mild exclamation

2) gwojó la = here: we've overshoot it, we've passed it. gwo =
pass by

A: Gám, joi sái gwodí, fàanjyuntàuh lā.

B: Dāk.

The driver makes a U-turn at the intersection and goes back)

A: Hóu. Háí douh tihng.

(He pays the driver \$3 for the \$2.70 ride)

Mhsái jáau la.

B: Dòjeh.

1) sái = drive

Lesson Fourteen

1. Lunchtime:

Wòhng Sàang: A, Léih Siujé. Heui bīndouh a?

Léih Siujé : O, Wòhng Sàang. Ngóh ngāamngāam fòng gùng. Néih nē?

Wòhng Sàang: Ngóh ngāamngāam háí ngànhòhng ló chín fàanlāih. Sikk faahn meih a?

Léih Siujé : Meih a! Néih nē?

Wòhng Sàang: Ngóh dōu meih a, ngóh chéng néih heui sikk faahn lā, hóu mhhóu a?

Léih Siujé : Hóu aak, heui bīn gāan nē?

Wòhng Sàang: Gwóngjàu Jáugā dí yihm guhk gāi hóu leng ga, néih sikkwo meih a?

Léih Siujé : Meih sikkwo.

Wòhng Sàang: Gám, ngóhdeih heui siháh lā.

(They arrive at the restaurant)

Wòhng Sàang: Fógei! Ngóhdeih séung yiu jek yihm guhk gāi, m...Léih Siujé, juhng yiu méyeh choi tím nē?

Léih Siujé : Gaailāan cháau ngāuhyuhk lā, m...yāt jek gāi taai dò, ngóhdeih sikk mhsaai, yiu bun jek jauh gau la, joi díng go sái yèuhng choi tòng, hóu mhhóu a?

Wòhng Sàang: A. Hóu, Léih Siujé jánhah sikk díng choi ge laak. Fógei mhgòì néih faai dí bo.

1) ngāamngāam = just now

2) fòng gùng = leave work, get off from work

3) yihm guhk gāi = salt-roasted chicken

4) gaailāan cháau ngāuhyuhk = stir fried beef and broccoli

5) taai = too

6) sái yèuhng choi tòng = watercress soup

Léih Siujé : Nídouh dí choi jánhah m̄cho, ngóh dōu yiu daai ngóh m̄hā lāih siháh.

(They finish eating)

Wòhng Sàang: Fógei, m̄aihdaan.

Fógei : Sínsàang, yahsàam m̄an lā!

Wòhng Sàang: Nídouh yah ngh m̄an, m̄hsái jáau laak.

Léih Siujé : Wòhng sínsàang, dòjehsaai bo.

Wòhng Sàang: M̄hsái haakhei.

2. Miss Lee takes her foreign friend to a restaurant for lunch:

A: Ní gān jáugā m̄cho ga. Dí yéh yauh pèhng yauh leng.

B: O. Haih mē?

A: Wai, fógei! M̄ngòì néih níng go choipáai lāih táiháh lā.

W: Hóu. Jauh lāih.

A: Nídouh yáuh Gwóngdùng choi, Seuhng hóì choi. Néih séung síhk bīn yeuhng nē?

B: Ngóh séung síháh Gwóngdùng choi. M̄ngòì néih gaaisiuhháh lā.

A: Gám, díng go yúhjú, joi yiu go daaih hā. Hóu m̄hóu a?

B: Hóu aak. Giu go Yèuhngjáu cháau faahn síháh lā.

A: Mmm...Néih séung oi go mēyéh tòng tím nē?

B: Sàiyèuhngchoi tòng lā.

A: A, fógei, m̄ngòì ló dò léuhng jí heisúi lāih lā.

B: Mmm, dí cháau faahn túhng daaih hā jánhah m̄cho laak.

A: Síhk dōdí tím lā! M̄hóu haakhei a.

B: Gau la! Dòjehsaai.

A: Fógei! M̄aihdaan!

1) giu = order, call for (without having to look at a listed menu)

2) Yèuhngjáu cháau faahn = Yangchow fried rice

3) Sàiyèuhngchoi tòng = watercress soup

3. Deciding where to eat:

A: Néih júngyi síhk mēyéh nē?

B: Néih wah lā, ngóh mēyéh dōu síhk gé.

A: Gám, néih séung síhk Jùngchoi yíkwaahk sáichāan nē?

B: Dōu dāk; néih wah lā.

A: Gám, ngóhdeih heui síhk Gwóngdùng choi, hóu m̄hóu a?

B: Hóu! Néih jí m̄hjí bīndouh ge Gwóngdùng choi hóusíhk a?

A: Jùnggwok Chàhlàuh ge géi hóu. Heui gódouh, hóu m̀hhou a?

B: Hóu aak. Jà m̀hjà chē heui nē?

A: M̀hsái la. Jùnggwok Chàhlàuh hái deumihh jē. Ngóhdeih hàahng heui lā.

4. Time for lunch. Two women friends:

A: A! Yìhgā jauh faai sahp-yih dím la. Ngóhdeih heui sihk aan sin, hóu m̀hhou a?

B: Hóu aak!

A: Nídouh jógán yáuh gàn hóu yáuh méng ge Gwóngdùng jáugā. Ngóh daai néih heui siháh lā.

B: Hóu a.

(In the restaurant a waiter gives them a menu card:)

Waiter: Léuhng wái séung dím dī mēyéh choi nē?

A : Wòhng Táai, néih jùngyi sihk dī mēyéh a?

B : Ngóh m̀hsík dím ga. Néih gaaisiuh géi yeuhng jauh dāk la.

A : Gám, ngóh dím géi yeuhng nídouh yáuh méng ge bēi néih siháh lā. Fógei, yiu go gùlòu yuhk, yāt go daaih hā, dōu yiu sai ge.

B : Jei yiu yāt go jyùhuk tòng, hóu m̀hhou a?

A : Hóu aak! Fógei, juhng yiu yāt go jyùhuk tòng tim. Faaidí bo.

Waiter: Hóu.

A : Wòhng Táai, sihk dōdī lā.

B : Gau la--nídouh dī choi jànhaih m̀hcho bo!

A : Haih a. A! Yìhgā jauh faai yāt dím bun la, ngóhdeih jáu la, hóu ma?

B : Hóu aak.

A : Fógei! M̀aaihdaan. (She pays the check, leaving a tip.)

Waiter: Dòjehsaai.

1) faai = soon, almost, approaching (preceding a time expression)

2) yáuh méng = famous

3) gùlòu yuhk = sweet & sour pork

4) dōu yiu sai ge = want both to be small portions

Lesson Fifteen

1. Asking directions:

A: Chéng mahn néih, Méihgwok Gūngsí hái bīndouh a?

B: Hái Dāk Fuh Douh Jūng.

A: Yáuh nīdouh díe heui a?

B: Hái nīdouh yātjīhk hàahng, gwojó daih yih go gàaiháu, yīnhauh jyun yauh.

A: Jyun yauh jíhauh nē?

B: Joi yātjīhk hàahng, gwojó gàaisih, jauh haih Dāk Fuh Douh Jūng. Heuidou gódouh, néih jauh táidóu ga laak.

A: Hóu, m̀hgòì.

B: M̀hsái m̀hgòì.

2. At a department store, looking for a friend who works there:

A: Chéng mahn, Léih Síu-līhng Síujé hái bīndouh a?

B: Léih Síu-līhng, kéuih hái bīn go bouhfahn jowh sih ga?

A: Hái maaih lāngsāam gó go bouhfahn.

B: O, haih laak. Kéuih wah ngóh jí yáuh wái sínsàng yiu wán kéuih, yīhgā kéuih hái yahpbīn dāng néih.

A: Gám, ngóh hái bīndouh yahphei a?

B: Hm...Néih hái nīdouh yātjīhk hàahng, yīnhauh jyuncheut jósaubīn, Léih Síujé jáuh hái gódouh laak.

A: M̀hgòìsaai.

B: M̀hsái m̀hgòì.

3. Mr. Cheung has rung the bell of apt. 12-A. A servant answers the door, and Mr. Cheung says:

A: Chéng mahn néih, Wòhng Sínsàng hái m̀hhái douh a?

B: Bīn wái Wòhng Sínsàng a?

A: Wòhng Wíhng-yíhp Sínsàng.

B: M̀hhái nīdouh bo. Chéng néih séuhngheui sei láu mahnháh lā.

(Goes up)

A: Chéng mahn, Wòhng Wíhng-yíhp Sínsàng hái m̀hhái douh a?

C: Néih wán bīngó a? Ngóhdeih nīdouh móuh sing Wòhng ge bo.

A: Haih mē? Deuih jjuh bo. Daahn haih ngóh ngāamngāam mahngwo yih láu yāt go yáhn, kéuih wah Wòhng Wíhng-yíhp jjuh hái sei láu ge bo.

C: Oh! Wòhng Wíhng-yíhp! Kéuih haih m̀hhaih gaau Gwóngdùngwá ga?

A: Móuh cho, haih kéuih laak.

C: Kéuh jyuh hái sàam lāu, néih hàahng fàan lohk heui lā.

A: Hóu, àhngòisaai.

4. Discussing Cantonese lessons:

A: Yíngā bíngō gaau néih góng Gwóngdùngwá a?

B: Dōu haih Jèung Sàang.

A: Hohkdou daih géi fo a?

B: Daih sahpngh fo ge la.

A: Daih sahpngh fo góng mēyéh ga?

B: Haih góng heui gūngsí máaih yéh gé, ní fo jánhah hóu yáuh yuhng.
Hohkjó ní fo ngóh jauh hóyih túng gūngsí ge fógei góng Gwóng-
dùngwá laak.

A: Haih àh.

B: Haih a! Go fógei juhng wah ngéh ge Gwóngdùngwá hóu hóu tím.

A: Haih ā. Néih ge Gwóngdùngwá haih àhche aak.

B: Néih gám góng, ngóh jauh jánhah àhhóu yisi la.

1) yáuh yuhng = useful

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bo, 9.207
ge/ga, 3.64; 11.256
ja [j], 11.257
jē, 3.64
lā, 4.93; 5.114
la, for change, 4.93
la, for friendly advice, 13.294, 13.303
laak, 5.113
lēh, 5.114
ma?, 14.316
mō?, 3.64
nē?, 2.41; 8.186
tim, 'in addition', 4.84
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tim, s.s.: 'in addition,' 4.84

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Time When expressions, 4.90

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yāt, 'one,' omission in certain 'one dollar' phrases, 7.162; omission in certain 'one o'clock' phrases, 9.210

yātjikh, 'straight'; 'straightaway', 13.292

yauh, 'and,' 3.68

yauh PW, 'from PW'. 15.335;

yáuh, 'to have; there is/are', 8.183; in pivotal construction, 10.227

yáuhdāk V , 'have available for V-ing,
11.246

yih, '2,' compared with léuhng, 4.93

yikwaahk, '....., or...?', 14.315

yihp, 'page,' 15.336

yiú, 'must,' 5.115; relationship with
hásí, 5.115, 6.136; with follow-
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'costs,' 6.140; 'intends to,'
9.209; contrasted with séung,
9.209

CANTONESE BASIC COURSE

CUMULATIVE VOCABULARY LIST

LESSONS 1-15

Entries are arranged in alphabetical order by syllable, with h indicating lower register disregarded alphabetically. When words having the same syllable but different tones are listed, the sequence of tone listing is: high level, mid level, low level, high falling, low falling, high rising, low rising. Numbers in the right hand column refer to the lesson in which the item first appears, thus:

- 12 = Lesson 12 Basic Conversation
- 12.1 = Lesson 12, Drill 1
- 1CP = Lesson 1, Classroom Phrases
- 1N = Lesson 1, Notes

Items which appear for the first time in the Classroom Phrases and Notes are listed again when appearing for the first time in the main body of the text. Measures for the nouns follow the noun entries in brackets.

| | | | |
|----------------------------------|----|--|------|
| ā | 啊 | sen. suf. <u>a</u> (QV) + raised intonation for liveliness | 14 |
| A | 呀 | oh, ah. (a mild exclamation) | 1 |
| a | 呀 | sen. suf., to soften abruptness | 2 |
| agō [go] | 阿哥 | elder brother | 11 |
| àh | 呀 | sen. suf. with force of 'I suppose.' | 8 |
| aak | 呃 | sen. suf. <u>a</u> (QV) + <u>-k</u> (QV) | 5.7 |
| āam (var: <u>ngāam</u>) | 啱 | fitting, proper, right | 2CP |
| āamāam (var: <u>ngāamngāam</u>) | 啱啱 | exactly | 4.5 |
| āamjeuk (var: <u>ngāamjeuk</u>) | 啱著 | well-fitting (for clothes), fits well | 8.2 |
| aan (var: <u>ngaan</u>) | 晏 | noon, midday | 9 |
| Aiya! | 哎地 | exclamation of consternation | 5 |
| bá | 把 | Measure for things with handles, such as umbrellas | 6.1 |
| baak | 百 | hundred | 11 |
| baahk | 白 | white | 8 |
| baahk faahn [wún] [dí] | 白飯 | boiled or steamed rice | 14.1 |
| baat | 八 | eight | 4.0 |
| bāau | 包 | package, Measure for cigarette pack | 7.1 |
| bāhbā [go] | 爸爸 | father | 12.3 |
| bāt [ji] | 筆 | writing implement, either pen or pencil | 6.1 |
| bātgwo | 不過 | however; but; although | 14 |

CANTONESE BASIC COURSE

| | | | |
|--------------------------|---------|---|---------|
| béi | 俾 | give | 6 |
| béi | 俾 | let, allow | 7CP |
| bējáu [jǐ] [bù] [jèun] | 啤酒 | beer | 5.2 |
| béng [go] [dǐ] [faai] | 餅 | cake | 5 |
| bīn-? | 邊 | which? | 8 |
| bīnbihh? | 邊便 | which side? | 10.8 |
| bīndouh? | 邊度 | where? [which place?] | 4CP;10 |
| bīngo | 邊個 | whomever, whoever, whichever | 3CP |
| bīngo? | 邊個 | who?; which person? | 3.12 |
| -bihh | 便(邊) | side | 10 |
| bīu [go] | 錶(個) | watch, wristwatch | 4 |
| bo | 嘍 | sen. suf. expressing certainty | 4 |
| bohng | 磅 | pound (weight) | 7 |
| bou [fàai] [fāt] | 布 | cloth | 7.1 |
| bouhfahn [go] | 部分(個) | department (in a store) | 15 |
| būi [jek] [go] | 杯(個) | a cup, glass | 14.1 |
| bùi | 杯 | cupful, glass-full (measure of volume) | 14.1 |
| bun | 半 | half | 4.3 |
| bún | 本 | Measure for book | 1CP;7.1 |
| búndeihyàhn [go] | 本地人(個) | a native of the place under discussion [this-place-person] | 10 |
| chàmhdō | 差唔多 | approximately | 2CP;4 |
| cháh [bù] [wùh] | 茶(樹)(種) | tea | 5 |
| chàhlàuh [gàan] | 茶樓(間) | Cantonese style tea-house | 10.2 |
| chāansāt [gàan] | 餐室(間) | Western style restaurant | 10.2 |
| cháang [go] | 橙(個) | orange (fruit) | 5.1 |
| cháau | 炒 | to toss-fry in a small amount of oil, as in scrambling eggs | 14.2 |
| cháau faahn [wún] [dihp] | 炒飯(個) | fried rice | 14.2 |
| cháau mihn [wún] [dihp] | 炒麵(個) | fried noodles | 14.1 |
| Chàhn | 陳 | Chan (sur.) | 1 |
| chāt | 七 | seven | 4.0 |
| chē [ga] | 車(架) | vehicle: car, bus, or tram | 10.9 |
| chē jaahm [go] | 車站(個) | car stop (bus or tram stop) | 10.3 |
| chéng... | 請 | please (+ Verb). polite preface to imperative sentence. | 15 |

CANTONESE BASIC COURSE

| | | | |
|---------------------|---------|---|----------|
| Chéng mahn | 請問 | 'May I ask...?' Polite form used to preface a question equivalent to English 'Could you please tell me...?' | 10 |
| chèuihbín | 隨便 | As you wish. At your convenience. | 5 |
| Chèuihbín chòh lā. | 隨便坐啦 | 'Sit anywhere you like.' Polite phrase used by host to guest. | 5 |
| cheung | 暢(唱) | change money into smaller denomination (followed by denomination desired) | 11.16 |
| cheunghòì | 暢(唱)開 | split, break up a large banknote or coin for ones of lesser denomination (followed by denomination held) | 11 |
| chèuhng | 長 | long (in length) | 8.1 |
| chèuhng sām [gih̃n] | 長衫(件) | cheongsaam. Chinese style dress for women, with high collar and slit skirt | 8.7 |
| chēut | 出 | out, emerge | 15 |
| chēutheui | 出去 | go out | |
| chēutlāih | 出嚟 | come out | |
| chēutbihn | 出便(邊) | outside, exterior | 15.1 |
| chēut gāai | 出街 | to go out (from one's own house) | 9.3 |
| chí | 次 | time, occasion | 1CP;3 |
| chīn | 千 | thousand | 11.17 |
| chīnbihn | 前便(邊) | front side, in front, at the front | 12.15 |
| chín [dī] | 錢(的) | money | 6 |
| chíngchó | 清楚 | clear | 3 |
| chíngyihng | 情形 | circumstances, conditions | 7CP |
| cho | 錯 | mistake (v/n) | 9 |
| chòh | 坐 | sit | 5 |
| choi [dihp] [go] | 菜(碟)(個) | food; a particular food, a dish | 14 |
| choidāan [jèung] | 菜單(張) | menu of a specific dinner | 14N |
| choipāai [go] | 菜牌(個) | menu, bill of fare | 14 |
| dā | 打 | dozen | 8 |
| dá | 打 | hit | 9 |
| dá dihnwá | 打電話 | make a telephone call | 9 |
| dá dihnwá giu chē | 打電話叫車 | phone for a cab | 15.11 |
| dáhòì | 打開 | open (as of book) | 1CP;15.3 |
| daai | 帶 | carry; bring/take something along; bring/take someone along | 11;12 |

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| | | | |
|-----------------------------|--------|--|----------|
| -dóu | 到 | verb suf., indicating successful accomplishment of what is attempted | 10 |
| duhk | 讀 | read aloud; recite; read | 3CP;15.3 |
| duhkdou | 讀到 | read to... | 15.3 |
| duhk syù | 讀書 | to study | 18 |
| dyún | 短 | short | 8 |
| faahn [wún] [túng] | 飯(碗)桶 | rice (cooked) | 5.1 |
| fàan | 返 | return (to/from a place you habitually go to) | 9.3 |
| fàan gùng | 返工 | go [return] to work | 9.3 |
| fàanheui | 返去 | go back, return | 17 |
| fàan hohk | 返學 | go to school | 9.3 |
| fàanjyuntàuh | 返轉頭 | turn (the car) around and go back in the direction you had been coming. [return-turn-head] | 13.1 |
| fàanlaih | 返嚟 | come back, return (here) | 9 |
| fàan (ng)ükkéi | 返屋企 | go [return] home | 9.3 |
| faai | 快 | fast | 4 |
| faaijǐ [deui] [jek] [sēung] | 筷子(對)雙 | chopstick(s) | 14.5 |
| fānjūng 分鐘 | 分鐘 | minute(s) | 4 |
| fànbiht | 分別 | difference | 7CP |
| fo | 課 | lesson | 4CP;15.3 |
| fógei [go] | 伙記(個) | clerk in a grocery store | 6 |
| fógei [go] | 伙記(個) | waiter in a restaurant | 14 |
| fu [tǐuh] | 褲(條) | trousers, slacks, long pants | 6.1 |
| fu | 副 | pair; M. for eyeglasses | 11.13 |
| fut | 闊 | wide | 8.3 |
| ga | 嘍 | sen. suf: a fusion of noun-forming boundword <u>ge</u> and sen.suf. <u>a</u> (QV) | 2.9 |
| ga (var: ge, [gə]) | 嘍 | sen. suf. for matter of fact assertion: 'that's a fact' | 3 |
| ga | 架 | M. for vehicles | 12 |
| gāai [tǐuh] | 街(條) | street | 13 |
| gaaisiuh | 介紹 | recommend; introduce | 14 |
| gāaiháuh [go] | 街口(個) | street opening; i.e., intersection | 15.8 |
| gāaisih [go] | 街市(個) | food market | 15 |
| gāai(sǐk) | 解(釋) | explain | 7CP |

CANTONESE BASIC COURSE

| | | | |
|--|--------------|--|----------|
| daaih | 大 | large | 8 |
| Daaih Douh Jùng | 大道中 | Queen's Road Central | 10.3 |
| daaihsēng | 大聲 | loud (voice) | 2CP |
| Daaihsēngdǐ! | 大聲的 | Speak louder! | 9 |
| daahnhaih | 但係 | but | 3 |
| daap | 答 | to answer | 2CP |
| Daap cho sin. | 搭錯線 | Wrong number. [connected the wrong line] (said over the phone) | 9.3 |
| daaphaak [dǐ] | 搭客(的) | passenger | 13 |
| daahp | 搭 | tread on. in time expression <u>daahp</u> combines with the numbers on the clock face to indicate the 5-minute subdivisions of the hour. Thus, <u>daahp yāt</u> = 5 after, <u>daahp yih</u> = 10 after, etc. | 4 |
| daahp bun | 搭半 | half past (the hour) | 4.4 |
| daahp géi? | 搭幾 | how many five minutes past the hour? [tread on-which number?] | 4.4 |
| daih | 第 | ordinal number marker: -st, -nd, -rd, -th, etc. | 3CP;15.3 |
| daihyāt | 第一 | the first | 15 |
| dáifu [tǐuh] | 底褲(條) | underpants, undershorts | 6.3 |
| dáikwahn [tǐuh] | 底裙(條) | slip, petticoat | 6.1 |
| dáisāam [gǐhn] | 底衫(件) | underwear | 8.13 |
| dāk | 得 | OK, all right | 7CP;11 |
| dāk... | 得.... | have only..., only have <u>.X.quantity.</u> (<u>dāk</u> with a quantity phrase as object implies that the quantity is insufficient.) | 11 |
| yáuh -dāk- | 有-得- | available, can. (used between the verb <u>yáuh</u> (or its negative <u>móuh</u>) and a second verb, forms a phrase: 'have (or not have) available for <u>.V.-ing</u> '; 'can <u>.V.</u> ') | 11 |
| Dākfuh Douh Jùng | 德輔道中 | Des Veoux Road Central | 10.5 |
| Dāk meih? | 得未 | Are you (Is he, etc.) ready? | 4 |
| dāng | 等 | wait (for) | 4 |
| dāng Person.Verb | 等 | allow, let <u>Person do something</u> ; wait while <u>person does something</u> | 9 |
| dāng (yāt) ján <u>or</u>
dang yātjahn | 等(一)陣
等一陣 | wait awhile; in a little while | 9.3 |

CANTONESE BASIC COURSE

| | | | |
|----------------|-------|---|-------|
| deihhá | 地下 | ground, ground floor | 15.1 |
| deui | 對 | pair; group measure for shoes, socks, chopsticks, things that come in two's | 6.1 |
| Deuih̄hjyuh. | 對唔住 | Excuse me; I beg your pardon; I'm sorry. | 1 |
| deuimih̄n | 對面 | opposite side, facing; across the street | 10 |
| dī | 的 | the; some. (plural M for individual nouns) | 1CP;7 |
| dī | 的 | a little, some; the. (general M for mass nouns) | 3;7 |
| -dī | 的 | suffixed to Adj. to mean: a little <u>Adj</u> , somewhat <u>Adj</u> , <u>Adj</u> -er. Attached to predicate Adj. means: a little too <u>Adj</u> . | 2CP;8 |
| dihnwá [gɔ] | 電話(個) | telephone | 9 |
| dīm | 點 | to order (food, by pointing out your choice from a list.) | 14 |
| dīm? | 點 | how? | 3 |
| dīm bun | 點半 | 1:30 o'clock | 9.7 |
| dīm(jūng) | 點(鐘) | o'clock. (represents the hour place in a time phrase) | 4 |
| dih̄táuh | 掉頭 | turn (a car) around [turn-head] | 13.4 |
| dōdī | 多的 | more (in addition). (follows Verb) | 14 |
| dò | 多 | much, many | 8 |
| dò | 多 | additional, another, more. (precedes Number + M phrase) | 14 |
| Dòjeh. | 多謝 | Thank you (for gift) | 14 |
| Dòjehsaai. | 多謝嘞 | Thank you very much. | 14 |
| dōu | 都 | also | 2 |
| dōu | 都 | both; and | 3 |
| dōuhaih | 都係 | really | 14 |
| dōu + neg:..V. | 都 | not even ..V. | 3.16 |
| dou | 到 | arrive | 13 |
| -dou | 到 | verb suf. to verbs of motion, indicating arrival at goal | 15 |
| Douh | 道 | Road (restricted to use following named road) | 12.2 |
| -douh | 度 | place. also see: <u>hái douh</u> | 11 |

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| | | | |
|--------------------|--------|--|------------------|
| gaaklèih | 隔離 | next door, adjacent | 10 |
| gàan | 間 | M. for buildings | 10 |
| gaau | 教 | teach | 3.3 |
| gaaudou | 教到 | teach to... | 4CP |
| gafē [bùì] [wùh] | 架啡杯(壺) | coffee | 5.2 |
| gāi [jek] | 雞(隻) | chicken | 7.1 |
| gaijuhk | 繼續 | continue | 2CP |
| gam | 咁 | so (+ Adj.) | 5 |
| gamseuhnghá | 咁上下 | approximately | 9.7 |
| gám | 咁 | that way, this way, thus, such a way | 2CP; 3CP |
| Gám,... | 咁 | 'Well then,...' 'Say,...' (Sen. preface, resuming the thread of previous discussion) | 3 |
| gàn | 斤 | catty. unit of weight equalling 600 gms., ca. 1 lb 5 oz. | 7 |
| gàn | 跟 | follow, come behind | 12.7 |
| gànjyuh | 跟住 | follow, come after | 1CP; 3CP
12.7 |
| gāng [jek] | 羹(隻) | spoon | 14.4 |
| gau | 夠 | enough | 6 |
| gauh | 舊 | old (not new) | 8.1 |
| gáu | 九 | nine | 4.0 |
| Gáulùhng | 九龍 | Kowloon | 12 |
| -ge | 嘅 | noun-forming boundword. added to Verb Phrase makes it a Noun Phrase | 2 |
| -ge | 嘅 | as noun substitute | 8.8 |
| ge | 嘅 | possessive marker, joins with preceding personal noun or pronoun to form possessive. | 9.10 |
| gèibún | 基本 | basic; foundation | 4CP |
| géi | 幾 | several | 4 |
| géi-? | 幾 | which number?; how many? | 4; 6 |
| géi | 幾 | rather, quite | 8 |
| géidím? | 幾點 | what time is it? [which number - | 4 |
| (var: géidímjūng?) | (幾點鐘) | o'clock?] | |
| géidō? | 幾多 | how much?, how many? | 6 |
| géidò | 幾多 | quite a lot | 11.11 |

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| | | | |
|-----------------------|---------|---|---------------|
| géidō houh? | 幾多號 | what number? | 9 |
| géisi? (var: géisih?) | 幾時 | when? | 9 |
| geui | 句 | sentence | 3CP;3.14 |
| géui | 舉 | give (an example) | 7CP |
| gihn | 件 | M. for clothes, such as shirt, dress, raincoat | 6 |
| giu | 叫 | instruct, tell (someone to do something); order; call | 9 |
| giu chē | 叫車 | call a cab | 15.11 |
| giu(jouh) | 叫(做) | is called, is named | 13 |
| go | 個 | general M. for many nouns | 1CP;4 |
| go | 個 | M. for dollar; represents the dollar place in a money phrase | 7 |
| gó- | 個 | that; those | 6 |
| gó bihn | 個便(邊) | over there, on that side | 10 |
| gódí | 個的 | those (in reference to unit nouns); that (in reference to mass nouns) | 7 |
| gódouh | 個度 | there [that-place] | 10.1 |
| góng | 講 | speak | 1CP;2CP;
3 |
| góng Person jí | 講.....知 | tell Person | 9.8 |
| góng Person têng | 講.....聽 | tell Person | 9.8 |
| guhaak [dí] | 顧客 | customers | 6 |
| gūngsī [gàan] | 公司[間] | department store; office (of a commercial company) | 10 |
| gūngyàhn [go] | 工人[個] | servant, laborer | 9 |
| gwai | 貴 | expensive | 8.1 |
| gwaising? | 貴姓 | what is (your) surname? (polite) | 2 |
| gwaisingmihng? | 貴姓名 | what is your surname and given name? (polite) | 13.17 |
| gwāt | 骨 | quarter (hour) | 4 |
| gwo | 過 | pass by (a point); cross (a street); go over (to a place) | 13 |
| -gwo | 過 | V. suf. indicating experience; to have done something before. | 14 |
| gwodí | 過的 | beyond; a little farther on | 13 |
| Gwodí tím. | 過的添 | Go further on; i.e. Keep going. (said to taxi driver) | 13 |
| Gwokyúh | 國語 | Mandarin spoken language [National-language] | 3 |

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| | | | |
|---------------------------|-------------|---|---------|
| Gwóngdùng | 廣東 | Kwangtung, province in SE China | 2 |
| Gwóngdùng choi | 廣東菜 | Cantonese food | 14.2 |
| Gwóngdùngwá | 廣東話 | Cantonese spoken language | 3.1 |
| Gwóngdùngyàhn [go] | 廣東人(個) | Cantonese person, person from Kwangtung province | 2 |
| hā [jek] | 蝦(隻) | shrimp | 14 |
| hahbihn | 下便(邊) | below, downstairs | 15.1 |
| -háh | 吓 | verb suf. giving casual effect to the verb it is joined to. | 5 |
| hàaih [deui] [jek] | 鞋(對)(隻) | shoes | 6.2;7.1 |
| hāak | 黑 | black | 8 |
| haakhei | 客氣 | polite | 5 |
| hàahng | 行 | go; walk; drive | 13 |
| haih | 係 | am, is, are, was, were, etc. | 1 |
| haih...làih ge | 係...㗎 | is...; grammatical structure emphasizing enclosed noun | 7 |
| hái <u>PW</u> | 係 | from <u>PW</u> | 15.6 |
| hái <u>PW</u> | 係 | location verb, translated as '(is) in/on/at' (requires <u>PW</u> following) | 7CP;10 |
| hái douh | 喺度 | (he, she, it) is here; is at (this) place | 11 |
| hauhbihn | 後便(邊) | back side; behind, in the back, at the back | 12 |
| heiséui [jǐ] [jèun] [bùì] | 汽水(支)(樽)(杯) | soft drink | 5.2 |
| heui | 去 | go | 12 |
| -heui | 去 | attaches to verbs of motion, indicating direction away from the speaker | 15 |
| heui gāai | 去街 | go out (from one's own house) | 9.3 |
| Hèunggóng | 香港 | Hong Kong | 10.3 |
| Hòh | 何 | Ho (sur.) | 1 |
| hóyíh | 可以 | be permitted, allowed to | 13 |
| hohk | 學 | study, learn | 3 |
| hohkhaauh [gàan] | 學校(間) | school | 12 |
| hohksāang [go] | 學生(個) | student | 1 |
| houh | 號 | number; 'size' (for some articles of clothing) | 8 |
| houh | 號 | number (for street number in giving an address) | 12.2 |

CANTONESE BASIC COURSE

| | | | |
|------------------|---------|--|--------|
| hòuh(jí) | 毫子 | dime (represents the dime place in a money expression when the figure is less than a dollar) | 7 |
| hóu | 好 | very, quite | 2CP;8 |
| hóu | 好 | well, good | 2CP;8 |
| Hóu | 好 | OK, All right, Fine, Agreed. (Response phrase indicating agreement.) | 4 |
| Hóu aak. | 好呢 | OK. Agreed. (Lively response phrase indicating agreement.) | 5.7 |
| hóudò | 好多 | a lot | 11.11 |
| Hóu ma? | 好嗎 | Is that OK? | 14 |
| hóu mhhóu a? | 好唔好呀 | OK?, is (that) all right? | 8 |
| hóusihk | 好食 | good to eat; tasty | 8.2 |
| hóusíu | 好少 | very little | 11.11 |
| hóuyám | 好飲 | good to drink; tasty | 8.2 |
| ja | 啱 | sen. suf: a fusion of sen. suffixes <u>jē</u> and <u>a</u> , implying not much, merely | 11.11 |
| jà | 揸 | to clutch in the hand(s), grab | 13.15 |
| jà chē | 揸車 | to drive a car | 13.15 |
| jaak | 窄 | narrow | 8.3 |
| jaahm | 站 | stop, station, as in 'bus stop,' 'train station' | 10.3 |
| jáau | 找 | give change | 11 |
| jáaufàan | 找翻 | give back change [change-return] | 11 |
| jái [go] | 仔[個] | son | 12.2 |
| jáinéui [dī] | 子女[的] | children of a family, sons and daughters of a family | 12.2 |
| jànhaih | 真係 | really, indeed | 5 |
| jauh | 就 | then; and; immediately; soon | 3CP;13 |
| jáu | 走 | leave, depart | 5 |
| jáu [jèun] [bùì] | 酒[樽][杯] | alcoholic beverage | 5.2 |
| jáudim [gàan] | 酒店[間] | hotel | 10 |
| jáugā [gàan] | 酒家[間] | Chinese style restaurant | 14.8 |
| jē | 啱 | sen. suf: only, merely; that's all | 3 |
| jē [bá] | 遮 | umbrella | 6.1 |
| je | 借 | lend, borrow | 11 |
| je jyuh | 借住 | lend or borrow temporarily | 11 |

CANTONESE BASIC COURSE

| | | | |
|----------------|---------|---|------------------|
| jek | 隻 | M. for shoe, sock, ship, cup, spoon, chicken and others. | 7.1 |
| jeuk | 著 | wear; put on (clothes) | 8 |
| jéun | 準 | accurate, right | 2CP;4 |
| Jèung | 張 | Cheung (sur.) | 1.1 |
| jèung | 張 | M. for banknote, table, chair, newspaper, and other sheet-shaped objects | 11 |
| jih [go] | 字(個) | written figure; word; used in telling time, indicates the 5-minute divisions of the hour, thus:
<u>yāt go jih</u> = 5 minutes; 5 min. past the hour. | 4;7CP |
| jihgēi | 自己 | my-, your-, him-self; our-, your-, them-selves | 2CP |
| ji | 支 | M. for pens, pencils, bottles, and other things that are small thin and striplike in size | 6.1 |
| ji(dou) | 知 | to know (something) | 3 |
| ji [jèung] | 紙(張) | banknote; paper | 11 |
| jidou | 知道 | point to | 3CP |
| jip | 接 | meet, fetch, pick up (a person) | 12 |
| jiu [jek] [sō] | 蕉(隻)(梳) | banana | 5.1 |
| -jó | 咗 | verb suf. indicating accomplishment of performance undertaken | 9 |
| jó | 左 | left (direction) | 13 |
| jóbihn | 左便(邊) | left side | 13 |
| -jógán | 左近 | nearby, (t)hereabouts | 10 |
| jósáubihh | 左手便(邊) | lefthand side | 13 |
| joi | 再 | again | 1CP;3 |
| joi dá làih | 再打嚟 | call back (on the phone) | 9.3 |
| Joigin. | 再見 | Goodbye. | 1 |
| joi góng yāchi | 再講一次 | say it again | 3 |
| jouh | 做 | do; work; act as | 2CP;3CP;
12.2 |
| jouh sām | 做衫 | make clothes, have clothes made | 12.12 |
| jouh sih | 做事 | to work, have a job | 12.2 |
| jouh yéh | 做嘢 | do chores, have a job | 14.7 |
| Jóusāhn. | 早晨 | Good morning. | 1 |
| jūng [go] | 鐘(個) | clock | 6.1 |

CANTONESE BASIC COURSE

| | | | |
|----------------------------|---------------|---|--------------|
| juhng | 重 | still, in addition, also (+ verb) | 14 |
| Jùngchoi | 中菜 | Chinese food | 14.2 |
| Jùnggwok choi | 中國菜 | Chinese food | 14.13 |
| Jùnggwokyàhn | 中國人 | Chinese person | 2.1 |
| Jùngmàhn | 中文 | Chinese (written) language | 3.3 |
| Jùngwàahn | 中環 | Central District (in Hong Kong) | 10.3 |
| Jùngwàahn Gàaihsih | 中環街市 | Central Market (in Hong Kong) | 15 |
| jùngyi | 鍾意 | like; prefer; like to | 8 |
| júng | 種 | type, kind | 8 |
| gyuh | 住 | live, reside | 12 |
| -gyuh | 住 | V. suf. indicating temporarily, for a short time | 11 |
| gyüyuhk [gân] [bohng] [dī] | 豬肉(介) [磅] (的) | pork | 7 |
| gyuyàhn [wái] [go] | 主人(個) (個) | host, hostess | 5 |
| gyun | 轉 | turn | 13 |
| -k | | glottal stop ending to certain sen. suffixes, giving sentence a lively air | 5 |
| kàhmyaht | 琴日 | yesterday | 4CP |
| kámàaih | 咁埋 | to close, shut (as of books) | 1CP |
| kéuih | 佢 | he/him, she/her, it | 2 |
| kéuihdeih | 佢地 | they, them, their | 2.1 |
| kwàhn [tíuh] | 裙(條) | skirt | 6.1 |
| lā | 啦 | sen. suf. for polite imperative, polite suggestion. | 4 |
| lā | 啦 | sen. suf. <u>la</u> for change + raised intonation for casualness | 4 |
| la | 啦(嘍) | sen. suf. indicating change-- (that change has occurred, or is about to occur, or may occur) | 4CP; 4;
5 |
| la | 啦(嘍) | sen. suf. to imperative sentence, giving connotation of friendly advice | 13.12 |
| laak | 嘍 | sen. suf. <u>la</u> indicating change or potential change + suffix <u>-k</u> indicating lively mood (<u>la</u> + <u>-k</u> = <u>laak</u>) | 2CP; 5 |
| lāangsāam [gihn] | 冷衫(件) | sweater | 8.1 |
| laih | 例 | example | 7CP |
| laihgeui | 例句 | example, example sentence | 3CP |

CANTONESE BASIC COURSE

| | | | |
|-----------------|-------|--|------|
| lâih | 嚟 | for the purpose of | 7CP |
| lâih | 嚟(來) | come | 12 |
| -lâih | 嚟 | attaches to verbs of motion,
indicating direction towards
the speaker | 15 |
| ...lâih ge | 嚟嘅 | see: <u>haih...lâih ge</u> | 7 |
| Lâuh | 樓 | Lau (sur.) | 1.1 |
| lâuhhah | 樓下 | downstairs [floor-below] | 15.1 |
| lâuhseuhng | 樓上 | upstairs [floor-above] | 15.1 |
| láu | 樓 | floor, story of a building | 12.2 |
| léh | 咧 | sen. suf. for definiteness | 5 |
| Léih | 李 | Lee (sur.) | 1 |
| leng | 靚 | pretty, good-looking; good, nice
(for edibles) | 8 |
| lèhng | 零 | '-and a little bit' in a time
phrase following <u>dím</u> , thus: -dím
lèhng jung = a little after
the hour | 9 |
| léuhng | 兩 | two | 4.1 |
| lihnjaahp [go] | 練習(個) | exercise, drill | 3CP |
| lihng | 零 | zero | 9 |
| ló | 攤 | fetch, go get (something) | 9 |
| ló chín | 攤錢 | withdraw money (from bank) | 10.9 |
| lohk | 落 | descend | 15 |
| lohkheui | 落去 | go down | 15 |
| louhyâhn [go] | 路人(個) | pedestrian | 15 |
| luhk | 六 | six | 4.0 |
| ma? | 嗎 | sen. suf. making a question of
the sentence it attaches to | 14 |
| mâhmā | 媽媽 | mother | 12 |
| Máh | 馬 | Ma (sur.) | 1.1 |
| máh | 碼 | yard (in length) | 7.1 |
| máhtàuh [go] | 碼頭(個) | pier | 10 |
| maaih | 賣 | sell | 7 |
| Maaihsaai laak. | 賣晒勒 | All sold out. | 8 |
| -màaih | 埋 | V. suf. meaning together, close | 1CP |
| Màaihdaan! | 埋單 | The check please! (said to a
waiter in restaurant) | 14 |

CANTONESE BASIC COURSE

| | | | |
|---------------------|----------|---|---------------|
| máaih | 買 | buy | 6 |
| maahn | 慢 | slow | 4.8 |
| mān | 蚊 | dollar | 6 |
| mahn | 問 | ask | 2CP;10 |
| mahn̄taih [go] [dī] | 問題(個)(的) | question | 3CP |
| Mahnwàh Jáudim | 文華酒店 | Mandarin Hotel | 10 |
| mātyéh? | 乜嘢 | what? | 2 |
| maht [deui] [jek] | 襪(對)(隻) | socks | 6.1;7.1 |
| mē? | 咩 | interrogative sen. suf. indicating surprise | 3 |
| mēyéh? | 咩嘢 | what? | 2 |
| meih | 未 | neg: not yet | 4 |
| Méihgwok Jáudim | 美國酒店 | American Hotel (in HK, another name for the Hong Kong Hilton) | 10.3 |
| Méihgwok Ngàhnhòhng | 美國銀行 | Bank of America | 10.3 |
| Méihgwokyàhn | 美國人 | American person | 2.1 |
| méng [go] | 名(個) | name; for persons = given name (in contrast to surname) | 13 |
| m̄h- | 唔 | not | 1 |
| m̄hcho | 唔錯 | good, 'not bad' [not-mistake] (said in commenting favorably about something) | 14 |
| M̄hgányiu. | 唔緊要 | That's all right; It doesn't matter; Never mind. | 1 |
| m̄hgeidāk | 唔記得 | forget (not remember) | 11 |
| m̄hginjǒ | 唔見咗 | lose, lost; 'nowhere to be seen' | 11 |
| m̄hgòì | 唔該 | Thank you (for a service) | 5 |
| M̄hgòì néih... | 唔該你 | Please..., Would you please... (sen. preface preceding a request) | 3 |
| m̄hhaih géi Adj | 唔係幾... | not very Adj, not Adj | 8.1 |
| m̄hhaih hóu Adj | 唔係好... | not very Adj | 8.4 |
| m̄hhóu .V. | 唔好... | don't .V. (as a command) [not good to .V.] | 1CP;3CP;
5 |
| V..dāk m̄hhóu | 得唔好 | badly, not well | 2CP |
| M̄hhóu haakhei. | 唔好客氣 | 'Don't be polite.' Polite phrase used by host to urge guest to have something that he has just politely declined. | 5 |

CANTONESE BASIC COURSE

| | | | |
|---------------------------|-----------|--|-------|
| Mhhou yisi. | 唔好意思 | I'm sorry; It's embarrassing.
(used in apologizing for social gaffe) | 4 |
| Mhji(dou)...a? | 唔知道...呀 | I wonder...? | 6.1 |
| mhsái | 唔使 | no need to, not necessary | 5 |
| Mhsái haakhei. | 唔使客氣 | [don't need to be polite.]
'No thanks!' (to an offer)
'You're welcome.' (when someone thanks you) | 5 |
| Mhsái la. | 唔使啦 | [Not necessary] No thanks.
polite phrase used in declining a courtesy or a gift. | 5 |
| Mhsái mngòì. | 唔使唔該 | [Not necessary to (say) thanks]
Polite response when someone thanks you for something you have done for him. | 5 |
| míyéh? | 乜嘢 | what? | |
| móuh | 冇 | not have, there isn't (aren't) | 3CP;8 |
| Móuh cho. | 冇錯 | That's right. | |
| móuhdāk .V. | 冇得... | not have available for V-ing,
there's none to ... , not have available to ... (used in combination with following verb) | 11 |
| móuhgéidò | 冇幾多 | not much, not many | 11.11 |
| mùnhháu [go] | 門口(個) | doorway | 10.6 |
| nàahmpáhngyáuh [go] | 男朋友(個) | boyfriend | 12.3 |
| Nàh! | 喺 | Here! (expression accompanying giving something to someone) | 11 |
| nē? | 呢 | interrogative sen. suf. | 2 |
| Nē! | 呢 | There! (expression accompanying pointing out something to someone) | 10 |
| Nèihdēun Douh | 彌敦道 | Nathan Road | 12.2 |
| néih | 你 | you, your | 2 |
| néihdeih | 你哋 | you (plu.) | 1CP;2 |
| néui [go] | 女(個) | daughter | 12 |
| néuihpáhngyáuh [go] [wái] | 女朋友(個)(位) | girlfriend | 12.3 |
| ng̃h 五 | | five | 3 |
| ngāam | 啱 | fitting, proper, right | 2CP |
| ngāamjeuk | 啱著 | well-fitting (for clothes), fits well | 8.2 |

CANTONESE BASIC COURSE

| | | | |
|---------------------------|-----------|--|-------|
| ngāamngāam (var: āam hām) | 啱啱 | exactly, just | 4.5 |
| ngaan (var: aan) | 晏 | noon, midday | 9 |
| ngāhnchín [go] | 銀錢 (個) | money [silver-money] | 7 |
| ngāhnhòhng [gāan] | 銀行 (間) | bank | 10 |
| ngán | 銀 | coin | 11.1 |
| ngāhngéng [fu] | 眼鏡 (個) | eyeglasses | 11.13 |
| ngāhngéngdóih [go] | 眼鏡袋 (個) | eyeglasses case | 11.13 |
| ngahp tái | 頓頭 | nod the head | 3CP |
| ngāuhnáaih [dī] | 牛奶 (的) | milk [cow-milk] | 5.2 |
| ngāuhyuhk [gán] [bohng] | 牛肉 | beef | 7 |
| [dī] | {斤}{磅}{的} | | |
| ngóh | 我 | I, me, my | 1 |
| ngóhdeih | 我哋 | we, our, us | 2.1 |
| ngoi (var: oi) | 愛 | want, want to have, want to possess | 7 |
| ngoihgwokyáhn [go] | 外國人 (個) | foreigner [outside-country-person]
(in practice, this word refers to Caucasians only) | 14 |
| ngūk (var: ūk) [gāan] | 屋 (間) | house | 10.3 |
| ngūkkéi (var: ūkkéi) | 屋企 | home | 9.3 |
| nī | 呢 | this | 6 |
| nī bihn | 呢邊 | this side | 10.3 |
| nī dī | 呢的 | these (in reference to individual nouns), this (in reference to mass nouns) | 7 |
| nīdouh | 度 | here [this-place] | 10.1 |
| nījógán | 左近 | close by, hereabouts | 10.3 |
| nihng tái | 擰頭 | shake the head | 3CP |
| ning | 拎 | carry (something) | 14 |
| ningheui, ning...heui | 拎去, 拎去 | take, carry something away | 14 |
| ninglaih, ning...laih | 拎來, 拎來 | bring something here | 14 |
| oi (var: ngoi) | 愛 | want, want to have, want to possess | 7 |
| paak | 泊 | park (a car) | 13 |
| paak chē | 泊車 | to park a car | 13 |
| pāhngyáuh [go] | 朋友 (個) | friend | 2 |
| pèhng | 平 | cheap | 8 |
| pīhnggwó [go] | 蘋果 (個) | apple | 5.1 |
| -saai | 晒 | completely | 8 |

CANTONESE BASIC COURSE

| | | | |
|----------------------|--------|---|----------|
| sàam | 三 | three | 3 |
| sàam go gwat | 三個骨 | three quarters after the hour | 4.6 |
| sáanngán [dí] | 散銀[的] | small coins, small change | 11 |
| Sàang | 生 | Mr. | 1 |
| Sāichāan [go] | 西餐[個] | Western meal | 14.2 |
| sai | 細 | small | 8.2 |
| saimúí [go] | 細妹[個] | younger sister | 11 |
| sàn | 新 | new | 8.1 |
| sahp | 十 | ten | 4.0 |
| sahpyāt | 十一 | eleven | 4.1 |
| sahpyih | 十二 | twelve | 4.1 |
| sauhfoyühñ [go] | 售貨員[個] | salesclerk [sell-goods-personnel] | 6 |
| sáudóí [go] | 手袋[個] | (woman's) handbag | 11.13 |
| sèsíu | 些少 | a little | 3 |
| sé | 寫 | write | 3 |
| séjhlàuh [gàan] | 寫字樓[間] | office [write-words-building] | 10.2 |
| sei | 四 | four | 3 |
| seuhngbihñ | 上便[邊] | above, upstairs | 15.1 |
| seuhngchi | 上次 | last time, the previous time | 4CP;15.3 |
| Seuhng hóí | 上海 | Shanghai | 2 |
| Seuhng hóí choi | 上海菜 | Shanghai food | 14.2 |
| Seuhng hóí wá | 上海話 | Shanghai dialect (spoken language) | 3 |
| Seuhng hóí yáhn [go] | 上海人[個] | person from Shanghai | 2 |
| séung | 想 | be of a mind to, wish to, would like to, want to, considering.
(always followed by Verb) | 3 |
| séuhng | 上 | ascend | 15 |
| séui [bùí] [dí] | 水杯[的] | water | 5.2 |
| séui búi [jek] | 水杯[隻] | water glass | 14.10 |
| séutsāam [gihñ] | 恤衫[件] | shirt | 6 |
| sígēí [go] | 司機[個] | taxi driver; chauffeur | 11 |
| si | 試 | try | 5 |
| siháh | 試吓 | give it a try | 5 |
| sih | 事 | business, affair, matter | 9 |
| Sihdaahn lā. | 是但啦 | Phrase used when offered a choice,
meaning: As you wish; Either one;
Both equally preferable. | 14 |

CANTONESE BASIC COURSE

| | | | |
|---------------------|------------|---|-----------------|
| sihauh | 時候 | time | 7CP |
| sĭk | 識 | know how (to do something) | 3 |
| sĭk | 識 | know someone | 3.11 |
| sĭk | 色 | color (n.) | 8 |
| sihk | 食 | eat | 5 |
| sihk (ng)aan | 食晏 | eat lunch | 2.1 |
| sihk yĭn | 食烟 | to smoke [eat-tobacco] | 5 |
| sĭnsàang [go] | 先生(個) | husband | 12.2 |
| sĭnsàang [go] [wái] | 先生(個)(位) | man, gentleman | 1N;2 |
| Sĭnsàang | 先生 | Mr. | 1N |
| Sĭnsàang | 先生 | 'Sir,' polite term of direct address | 2 |
| sĭnsàang [go] | 先生(個) | teacher | 1 |
| sin | 線 | line, thread (n.) | 9 |
| sin | 先 | first | 3CP;9 |
| ...sin, yĭnhauh... | ...先,然後... | ...first, then... | 15 |
| sinji | 先至 | then | 7CP |
| sing | 姓 | be surnamed, have the surname;
surname | 1 |
| siujé [wái] [go] | 小姐(位)(個) | unmarried woman; woman, lady | 1N;2 |
| Siujé | 小姐 | Miss (polite term of direct address;
also, title following surname) | 1 |
| Siu sihk. | 少食 | Thanks, I don't smoke. [seldom-
smoke] (response by non-smoker
when offered a cigarette.) | 5.8 |
| Sĭusing... | 小姓 | My surname is... (polite) | 2 |
| suhk | 熟 | ripe (in regard to speech = smoothly
and with understanding of the
content) | 2CP |
| sung | 送 | deliver | 12.10 |
| -syu | 處 | place (PW boundword) | 10N |
| syù [bún] | 書(本) | book | 1CP;3CP;
7.1 |
| tāai [tiuh] | 呔(條) | tie | 6.2 |
| Tāaitāai | 太太 | Mrs. | 1N;1 |
| taaitāai [go] [wái] | 太太(個)(位) | married woman; wife | 1N;12.2 |
| Tāai | 太 | Mrs. (title to surname) | 1 |
| taam | 探 | to visit | 12 |
| tái | 睇 | look, look at | 1CP;3CP;
10 |

CANTONESE BASIC COURSE

| | | | |
|----------------------|----------|--|----------------|
| táidóu | 睇倒 | see (look-successfully) | 10 |
| táiháh | 睇吓 | have a look | 14 |
| tái syù | 睇書 | read (a book) | 10.14 |
| tái yīsāng | 睇醫生 | see a doctor | 12.2 |
| tanhauh | 退後 | back (a car) up, move back,
reverse [move-back] | 13.1 |
| táu = tàuh | 頭 | head | 3CP |
| tèng | 聽 | hear, listen (to) | 1CP; 3CP;
3 |
| tèng dihnwá | 聽電話 | talk [listen] on the telephone | 9 |
| tím | 添 | sen. suf. indicating speaker is
taken by surprise by a situation
contrary to his expectation | 11 |
| tím | 添 | in addition, also, more | 4 |
| Tínsing Máhtàuh | 天星碼頭 | Star Ferry Pier | 10 |
| tíhng | 停 | to stop | 13 |
| tíuh | 條 | M. for trousers, ties, and certain
other objects long and narrow
in shape | 6.1 |
| Tòih sāan | 台山 | Taishan, a county in Southern
Kwangtung about 100 mi.
west of Hong Kong | 2.1 |
| Tòih sāanwá | 台山話 | Taishan dialect | 3.7 |
| Tòih sāanyàhn | 台山人 | person from Taishan | 2.1 |
| tòng [go] [wún] | 湯(個)(碗) | soup | 14 |
| tòng mihn [go] [wún] | 湯麵(個)(碗) | soup noodles | 14.1 |
| tòhng | 糖 | sugar | 7 |
| Tòhngchoi | 唐菜 | Chinese food | 14N |
| tòuhsyùgwún [gàan] | 圖書館(間) | library | 10.2 |
| tùhng | 同 | and (connects nouns) | 3 |
| tùhng | 同 | on behalf of, for | 11 |
| tùhng | 同 | with | 12.11 |
| ū (var: ngūk) [gàan] | 屋(間) | house | 10.3 |
| ūkkéi (var: ngūkkéi) | 屋企 | home | 9.3 |
| wá | 話 | spoken language; dialect | 3 |
| wá? | 話 | interrogative sen. suf. calling
for repeat of the preceding
sentence | 4 |
| waahkjé | 或者 | maybe | 4 |

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| | | | |
|---------------------|----------|---|-------|
| wah | 話 | say; opine | 8.3 |
| wah yáhn jí | 話...知 | tell someone (any personal noun or pronoun can fill <u>yáhn</u> position) | 9 |
| wah yáhn têng | 話...聽 | tell someone | 9.8 |
| wái | 位 | polite M. for persons | 6.1 |
| wái [go] | 位[個] | a place, seat | 13 |
| wánjaahp | 溫習 | to review | 4CP |
| wán | 搵 | look for, search | 9 |
| wán bínwái a? | 搵邊位呀 | (on telephone:) Who do you wish to speak to? | 9 |
| wán yáhn | 搵人 | look someone up | 9.9 |
| laih wán person | 嚟搵... | come/go see someone | 9.9 |
| heui wán person | 去搵... | | |
| Wéi! | 喂 | Hello! (telephone greeting) | 9 |
| WíhngŌn Gūngsī | 永安公司 | Wing On Department Store | 13.1 |
| Wòhng | 黃(王) | Wong (sur.) | 1.1 |
| wuihwá | 會話 | conversation | 4CP |
| wuhn | 換 | to change. <u>re</u> money, to change into... (followed by denomination of money desired); to exchange one national currency for another (followed by currency desired) | 11 |
| wuhn sām | 換衫 | change clothes | 15.11 |
| wún [go] [jek] | 碗[個][隻] | bowl (n.) | 14.1 |
| wún | 碗 | a bowl of... (m) | 14.1 |
| wúnjái [go] [jek] | 碗仔[個][隻] | small bowl | 14.10 |
| yám | 飲 | to drink | 5 |
| yáhn [go] | 人[個] | person | 2,6 |
| yáhn [go] | 人[個] | someone | 15 |
| yáhnhaak [wái] | 人客[位] | guest | 5 |
| yahp | 入 | enter | 13 |
| yahpbihn | 入便(邊) | inside | 13 |
| yahpheui | 入去 | go in; enter | 13 |
| yāt | 一 | one | 1CP;3 |
| yātchàih | 一齊 | together | 1CP |
| yātchi | 一次 | once, one time | 3 |
| yāt chi dōu meih... | 一次都未 | not even once | 14 |

CANTONESE BASIC COURSE

| | | |
|-------------------------------|--|-------------------|
| yāt .M. dōu .Neg:..V. 一..都... | not even one... | 14 |
| yāt go gwāt 一個骨 | a quarter after the hour | 4.6 |
| yāt go jih 一個字 | five minutes; five minutes after the hour | 4.7 |
| yāt go yāt go 一個一個 | one by one | 1CP |
| yātjihk 一直 | straight a) in a straight direction
b) without being interrupted or diverted. | 13 |
| yātyeuhng 一樣 | same | 7 |
| Yahtbún choi 日本菜 | Japanese food | 14.12 |
| Yahtbúnwá 日本語 | Japanese (spoken) language | 3.1 |
| Yahtbúnyàhn 日本人 | Japanese person | 2.1 |
| Yahtmán 日文 | Japanese (written) language | 3.6 |
| Yahtmáhn 日文 | Japanese (written) language | 3.6 |
| yauh 右 | right (direction) | 13 |
| yauh 又 | also (connects Verb Phrases) | 3.9 |
| yauh .V..yauh.V. 又..又... | both..., and.... | 3.9 |
| yauhbihn 右便(邊) | right side | 13.7 |
| yauhsáubihn 右手便(邊) | right hand side | 13.4 |
| yàuh.PW. 由... | from .PW.. | 15 |
| yàuhhaak [go] 遊客(個) | tourist | 10 |
| yáuh 有 | has/have; there is/are | 3CP;8 |
| yáuhdāk.V. 有得 | to have available to .V.., have available for .V.-iHG. (used in combination with following verb) | 11.7 |
| (Yáuh) mēyéh sih a? (有)咩嘢事呀 | What is it you want?
(on the phone: May I take a message?) | 9 |
| yáuh sih 有事 | have something to attend to; have errand, business | 9 |
| yéh 嘢 | work; chores | 14.7 |
| yéh 嘢 | things, stuff | 12.2 |
| yeuhng 樣 | kind, type | 14.12 |
| yīsāng [go] 醫生(個) | doctor | 12.2 |
| yih 二 | two | 3 |
| yihgā 而家 | now, at this moment | 1CP;2CP;
3CP;4 |
| Yi! 噫 | Exclamation of distress | 11 |

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| | | | |
|-------------------------|----------|---|----------|
| ...yikwaahk...? | ...抑或... | ..., or...? (connects two verbal expressions) | 14 |
| yīn [bāau] [dī] | 烟(包)的 | tobacco | 5 |
| yīnjái [jī] | 烟仔(支) | a cigarette | 7.1 |
| yīhn(jī)hauh | 然(之)後 | then; immediately afterwards | 15 |
| Yīngmán | 英文 | English language | 3 |
| Yīngmāhn | 英文 | English language | 3 |
| Yīnggwokyāhn [go] | 英國人(個) | Englishman, person from England | 2.1 |
| yīhp | 頁 | page | 4CP;15.3 |
| yiuh | 要 | want, require | 2CP |
| yiuh | 要 | must; need; have to | 5 |
| yiuh + money expression | 要 | want <u>X</u> amount, costs <u>X</u> amount.
(i.e., the asking price is <u>X</u> amount) | 6.1 |
| yiuh | 要 | going to, intend to | 9 |
| yú | 魚 | fish | 7.1 |
| yúh jyū [jek] | 乳豬(隻) | roast suckling pig | 14 |
| yúhlāu [gihh] | 雨褸(件) | raincoat | 6.1 |
| yúhn bāt [jī] | 鉛筆(支) | pencil | 6.1 |
| yúhn jī bāt [jī] [dī] | 原子筆 | ballpoint pen | 6.2 |
| yuhng 用 | 用 | (支)的 use | 7CP;11 |

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