CANTONESE

BASIC COURSE
VOLUME ONE

ELIZABETH LATIMORE BOYLE
with the assistance of
PAULINE NG DELBRIDGE and others

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AUGUSTUS A. KOSKI

ii

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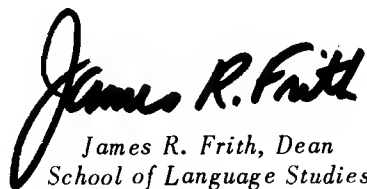
Miss Telia Thweatt had a unique sequence of service in the project, participating first as a student in the try-out of the course in Taipei, then as typist and general

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 /ɔ/ is standard in Canton and Hong Kong.

James R. Frith

James R. Frith, Dean
School of Language Studies
Foreign Service Institute

iv

TABLE OF CONTENTS

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,

vi

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.

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

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 gramma-
tical 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 pro-
cedure. 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.

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 procede 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 thouugh 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 skimp 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 sen-
tences according to the pattern set by the example.

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

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          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:

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

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

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

xiv

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.

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. re 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. Yìhgā néihdeih tèngjyuh ngóh góng.

   Now you (plu.) listen while I speak. (i.e., listen, but don't repeat.)

2. Yìhgā ngóh góng, néihdeih gànjyuh ngóh góng.

   Now I'll speak and you repeat after me.

3. Kámmàaih bún syù. or
   Kámmàaih dī syù.

   Close the book. or
   Close the books.

4. Dáhòi bún syù. or
   Dáhòi dī syù.

   Open the book. or
   Open the books.

5. Yìhgā yāt go yāt go góng.

   Now recite one by one.

6. Yātchàih góng.

   Recite all together. (i.e., in chorus)

7. Yìhgā yātchàih gànjyuh ngóh góng.

   Now all together repeat after me.

8. Joi góng yāt chi.

   Say it again.

9. Ṁhhóu tái syù.

   Don't look at your book(s).

1

I. BASIC CONVERSATION

  A. <u>Buildup</u>:

(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>

deuimhjyuh	excuse me
ngóh	I
haih	am, is, are
mh-	not
mhhaih	am not, is not, are not
Ngóh mhhaih Léih Táai.	I'm not Mrs. Lee.
Deuimhjyuh, ngóh mhhaih 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>

síujé	Miss; unmarried woman
Chàhn Síujé	Miss Chan
A	Oh, Ah, a mild exclamation
A, deuimhjyuh, Chàhn Síujé.	Oh, excuse me, Miss Chan.

<u>Hohksāang</u>

Mhgányiu.	That's all right. <u>OR</u> It doesn't matter.

2

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

Hohksāang

Joigin.   Goodbye.

SInsàang

Joigin.   Goodbye.

B. Recapitulation:

(At the beginning of class in the morning:)

Hohksāang

Hòh Sàang, jóusàhn.   Good morning, Mr. Ho.

SInsàang

Léih Táai, jóusàhn.   Good morning, Mrs. Lee.

Hohksāang

Deuiàhjyuh, ngóh àhhaih Léih Táai.   Excuse me, I'm not Mrs. Lee.
  Ngóh sing Chàhn.   My name is Chan.

SInsàang

A, deuiàhjyuh Chàhn Síujé.   Oh, excuse me, Miss Chan.

Hohksāang

Ñhgányiu.   That's all right.

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

Hohksāang

Joigin.   Goodbye.

SInsàang

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 some-
times 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.

3

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:

sī 思	think	(High falling tone)
sí 史	history	(High rising tone)
si 試	try	(Mid level tone)
sī 詩	poem	(High level tone)
sìh 時	time	(Low falling tone)
síh 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.)

1. sī, sí____; sí sí____; si si____; sī sī____; sìh sìh____;
   síh síh____; sih sih____.

2. sī sí si____; sí sí si____; si sī sí si____; sī sí si sī____;
   sìh síh sih____; síh síh sih____.

3. sī sí____; sí si____; sìh síh____; síh sih____; si sìh____;
   sī sih____.

4. sī sìh____; sí sìh____; si sìh____; sī síh____; sī si sih____;
   sī si sih____.

5. fàn fán fan____; fàn fán fan____; fàn fán fan fān____;
   fàhn fáhn fahn____; fàhn fáhn fahn____.

6. fàn fán____; fàhn fáhn____; fan fān fahn____; fān fan fahn____;
   fàn fàhn____; fán fáhn____; fàn fán fan fān____;
   fàhn fáhn fahn____.

7. bà bá ba____; bà bá ba____; màh máh mah____; màh máh mah____;
   bà bá ba màh máh mah_____.

8. bīn bín bin____; bìn bín bin____; bìn bín bin bīn____;
   mìhn míhn mihn____; mìhn míhn mihn____.

9. bīt bit miht____; bìn bín bin bit bīt____; mìhn míhn mihn
   miht____; bìn bín bin bit bīt____; mìhn míhn mihn miht____.

4

10. sí, fàn, bǎ, bǐn____; sí fán bá bín____; si, fan, ba, bin____;
        sī, fān, bīn, bīt____; sìh, fàhn, màh, mìhn____; síh fáhn,
        máh, míhn____; sih, fahn, mah, mihn____; sí sí si sī,
        sìh síh sih____; bin bín bin bit bīt, mìhn míhn mihn miht____.

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   sì 思 fàn 婚
        3. high rising   sí 史 fán 粉
        4. mid level   si 試 fan 訓
        5. low falling   sìh 時 fàhn 焚
        6. low rising   síh 市 fáhn 憤
        7. low level   sih 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: sih 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: sì 思
             lf: sìh 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	
mid level	:33	si 試	
low level	:22	sih 事	
high rising	:35	sí 史	
low rising	:23	síh 市	
high falling	:53	sì 思	
low falling	:21	sìh 時	

5

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.	sì	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
		sí	思
		sí	史
		si	試
Ex:	Lower register:	sìh	時
		síh	市
		sih	事

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

6

of each syllable. The diacritics are: ˋ, ˊ, ˉ, 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 h̲, 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 h̲ follows the vowel of the syllable.
If the syllable ends with a consonant, the h̲ 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:

sì	思	53	
sí	史	35	
si	試	33	
sìh	時	21	
síh	市	23	
sih	事	22	
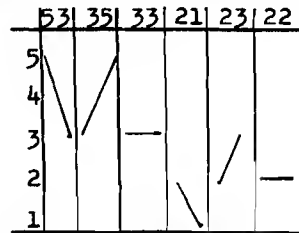
This is the way Cantonese themselves recite tones. You will
note that the high level tone is not recited traditionally. There
are historical reasons for this which we won't go into here.

In a few words the consonants m̲ and n̲g̲ occur as vowels, and
in these cases the diacritics are placed above the n̲ of n̲g̲ and the
m̲.

                    Ex: m̀h   'not'

                          ńgh   '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 inter-
vening pause, all but the final one are pronounced as high level.

        Ex: hf + hf   becomes hl + hf

燒 豬   1. sìu   jyù ------- sīujyù   燒豬

           roast   pig   roast pork

傷 風   2. sèung   fùng ---- sēung fùng   傷風

           hurt   wind   to catch cold

傷 風 添   3. sèung fùng tìm! --sēung fūng tìm!   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 -------jōu ūk   租屋

           rent   house   to rent a house

西 餐   2. sài   chāan --- sāichāan   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.   **Separate forms**   **Combined forms**

先 生   sìn   sàang ------- sīnsàang   先生

         first   born   man, teacher, Mr.

張 生   Jèung   Sàang ------- Jèung Sàang   張生

         Cheung   Mr.   Mr. Cheung
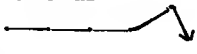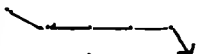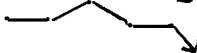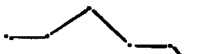
Tones not 'sung.'

    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 dif-
ference 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:

10

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 in-
tonation 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 combinat-
ions. (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夠			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耕	geng鏡	geun羌	ging敬	gong鋼	gung供	
gaap甲 gap鴿			gip趿			
baat八 bat筆		cheut出	git結	got割	fut闊	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. mmmmm, 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.

12

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 s- 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 pro-
   duce some sounds--which we refer to as voiced sounds--and do
   not vibrate in the production of other sounds--which are re-
   fered to as voiceless. For example, in English the 'z' sound
   is a voiced sound and the 's' sound is a voiceless one.

13

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 con-
sonants that are voiced are the nasals--m̲, n̲, and ng̲.

3) <u>Position of tongue and other members</u>: 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 aparatus. We will concentrate primarily on those
sounds which are problems for Americans.

<u>Vowels</u>:

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

1. <u>Air Flow</u>:

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. <u>Vibrating of vocal chords (Voicing)</u>:

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

14

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 [šta·t]   'state'
>   statt [šta�’t]   '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,'

15

'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 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: [tɕ] 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

16

2. j, as in joigin, jóusàhn, 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 Can-
tonese 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: rounded   unrounded
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

17

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 <u>j</u>. Listen and see if your
teacher's <u>j</u> sounds the same or different before rounded and unrounded
vowels.

Listen: (Watch the teacher:)

rounded	unrounded
jó 左	je 借
joi 再	ja 榨
jóu 早	

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

3. <u>ng</u>, as in <u>ngóh</u>

<u>ng</u> 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 "si<u>ng</u>." We refer to this position as velar, making an adjective
of the word velum, the technical term for soft palate. <u>ng</u> 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 <u>ng</u> 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 <u>si</u> part of "sing" silently, beginning to voice on the <u>-ng</u>
part:

sing on

(si)ng on

----ng on

Now try initial <u>ng</u> again:

Listen and repeat:

ngóh 我 (5 times)

18

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 Can-
tonese 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 deuimhjyuh

    yu is a single vowel spelled with two letters. yu is a high
front rounded vowel--[ü], occuring 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 pro-
duces a high front rounded vowel.

        Listen, watch the teacher, and repeat:
            1. deuimhjyuh   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--[ø], occuring 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'

19

7. **eung**, as in **Jèung**

    eung is a two-part final composed of the mid front rounded vowel **eu** [ø] 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 clocking 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 you 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.

         -eu   **-eung**

     1. hēu 靴 boot   hèung 香 fragrant

20

2. lōu   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 <u>deuimhjyuh</u>

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

   Listen and repeat:

   1. deuimhjyuh 對唔住 (3 times)

   2. deui 對 (3 times)

   The tongue position for <u>eu</u> before <u>i</u> is slightly lower and more backed than it is for <u>eu</u> before <u>ng</u>. <u>eui</u> = [œü]; <u>eung</u> = [⌀ŋ].

   Listen and watch for differences in <u>eu</u> 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 <u>Chàhn</u>, <u>jóusàhn</u>, <u>mhgányiu</u>

   <u>an</u> is a two-part final composed of the backed mid central vowel <u>a</u> [ə'] plus the dental nasal consonant <u>n</u>. Tongue height for the Cantonese <u>a</u> [ə'] 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. mhgányiu (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   sàn 中

10. **m** as in **m̀h**

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

         Listen and repeat:

            1.   m̀hhaih   (2 times)

            2.   haih m̀hhaih 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.   <u>Surname and titles.</u>

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

       Léih Sàang   'Mr. Lee'

       Léih Táai   'Mrs. Lee'

       Léih Síujè   'Miss Lee'

    b.   <u>Sàang/Sīnsàang and Táai/Taaitáai</u>

       <u>Sàang</u> and <u>Sīnsàang</u>, <u>Táai</u> and <u>Taaitáai</u> are alternate forms for 'Mr.' and 'Mrs.' respectively.

       Léih Sīnsàang   'Mr. Lee'

       Léih Taaitáai   'Mrs. Lee'

       Native speakers differ in respect to their use of <u>Sàang</u> and <u>Sīnsàang</u>, and <u>Táai</u> and <u>Taaitáai</u> 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 dis- agreement is on peripheral matters. If your teachers disagree about two forms, you may safely conclude that both forms are used. taaitáai basically = 'married woman;' sīnsàang = 'man.'

c.   Sīnsàang as 'teacher'

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

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

23

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

24

on the level of grammatical structure, but still a great deal of
similarity. A rough check of the first 10 lessons of this book re-
veals 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 m̀hhaih 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 M̀hgányiu, '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 m̀hhóu '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 pre-
ceding 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. Làuh Sàang, jóusàhn.   2. Làuh Sàang, joigin.
   (Good morning, Mr. <u>Lau</u>.)

+ 3. Jèung Síujé, jóusàhn   3. Jèung Síujé, joigin.
   (Good morning, Miss <u>Cheung</u>.)

+ 4. Máh Sàang, jóusàhn.   4. Máh Sàang, joigin.
   (Good morning, Mr. <u>Ma</u>.)

   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. /Wòhng/   2. Wòhng Táai, jóusàhn.
   (Wong)

  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. /Síujé/   1. Wòhng Síujé, jóusàhn.

  2. Wòhng Síujé, jóusàhn. /Làuh/   2. Làuh Síujé, jóusàhn.

  3. Làuh Síujé, jóusàhn. /joigin/   3. Làuh Síujé, joigin.

  4. Làuh Síujé, 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 m̀hhaih Wòhng   T: I'm not Mr. Wong.
           Sàang.

        S: Deuim̀hjyuh, ngóh   S: I beg your pardon, I'm not
           m̀hhaih Wòhng Sàang.   Mr. Wong.

    1. Ngóh m̀hhaih Léih Síujé.   1. Deuim̀hjyuh, ngóh m̀hhaih
                                          Léih Síujé.

    2. Ngóh m̀hhaih Chàhn Sàang.   2. Deuim̀hjyuh, ngóh m̀hhaih
                                          Chàhn Sàang.

    3. Ngóh m̀hhaih Jèung Táai.   3. Deuim̀hjyuh, ngóh m̀hhaih
                                          Jèung Táai.

    4. Ngóh m̀hhaih Hòh Sàang.   4. Deuim̀hjyuh, ngóh m̀hhaih Hòh
                                          Sàang.

    5. Ngóh m̀hhaih Wòhng Táai.   5. Deuim̀hjyuh, ngóh m̀hhaih
                                          Wòhng Táai.

---

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

    Ex: T: Ngóh m̀hhaih Léih   T: I'm not Mrs. Lee. /Cheung/
           Táai. /Jèung/

        S: Ngóh m̀hhaih Léih   S: I'm not Mrs. Lee, my name is
           Táai, ngóh sing   Cheung.
           Jèung.

    1. Ngóh m̀hhaih Hòh Táai. /Chàhn/   1. Ngóh m̀hhaih Hòh Táai, ngóh
                                             sing Chàhn.

    2. Ngóh m̀hhaih Chàhn Síujé. /Máh/   2. Ngóh m̀hhaih Chàhn Síujé,
                                             ngóh sing Máh.

    3. Ngóh m̀hhaih Máh Sàang. /Wòhng/   3. Ngóh m̀hhaih Máh Sàang, ngóh
                                             sing Wòhng.

    4. Ngóh m̀hhaih Wòhng Táai. /Jèung/   4. Ngóh m̀hhaih Wòhng Táai,
                                             ngóh sing Jèung.

    5. Ngóh m̀hhaih Léih Táai. /Hòh/   5. Ngóh m̀hhaih Léih Táai, ngóh
                                             sing Hòh.

28

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

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

  B: Mhgányiu.   B: That's OK.

1. A: Chàhn Síujé........   1. A: Chàhn Síujé, jóusàhn.

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

 A: ....   A: A, deuimhjyuh, Wòhng
            Síujé.

 B: ....   B: Mhgányiu.

2. A: Jèung Síujé ....   2. A: Jèung Síujé, jóusàhn.

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

 A: ....   A: A, deuimhjyuh, Léih
            Síujé.

 B: ....   B: Mhgányiu.

3. A: Hòh Sàang ....   3. A: Hòh Sàang, jóusàhn.

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

 A: ....   A: A, deuimhjyuh, Wòhng
            Sàang.

 B: ....   B: Mhgányiu.

4. A: Jèung Sàang ....   4. A: Jèung Sàang, jóusàhn.

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

 A: ....   A: A, deuimhjyuh, Léih Sàang.

 B: ....   B: Mhgányiu.

5. A: Chàhn Síujé ....   5. A: Chàhn Síujé, jóusàhn.

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

29

A: ....   A: A, deuimhjyuh, Làuh
                                  Síujé.

B: ....   B: Mhgányiu.

Vocubulary Checklist for Lesson 1

1. A   ex: Oh
2. Chàhn   sur: Chan
3. deuimhjyuh   ph: Excuse me; I beg your pardon; I'm sorry.
4. haih   v: is, am, are, were, etc.
5. Hòh   sur: Ho
6. hohksāang   n: student
7. Jèung   sur: Cheung
8. Joigin   Ph: Goodbye
9. Jóusàhn   Ph: Good morning
10. Làuh   sur: Lau
11. Léih   sur: Li
12. Máh   sur: Ma
13. mh-   adv: not
14. Mhgányiu   Ph: That's all right; It doesn't matter; Never mind.
15. ngóh   pro: I, me, my
16. Sàang   t: Mr.
17. sīnsàang   n: man (see notes); teacher
18. Sīnsàang   t: Mr. (see notes)
19. sing   v: have the surname
20. síujé   n: unmarried woman; woman, lady (see notes)
21. Síujé   t: Miss
22. Táai   t: Mrs.
23. taaitáai   n: married woman (see notes)
24. Taaitáai   t: Mrs. (see notes)
25. Wòhng   sur: Wong

CLASSROOM PHRASES

A. Learn to respond to the following classroom instructions:

1. Yihgā ngóh mahn néih, néih   1. Now I'll ask you, and you answer
   daap ngóh.   me.

2. Yihgā néihdeih jihgéi mahn,   2. Now you yourselves ask and answer.
   jihgéi daap.

3. Gaijuhk.   3. Continue. (i.e., Do the next
                                      one, Keep going.)

4. Néih jouh __A__, néih jouh   4. You do A, you do B.
   __B__.

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

5. Ngāam laak. OR 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 m̀hhóu.   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.

31

I. BASIC CONVERSATION

  A. Buildup:

                    (At a party in Hong Kong)

        sīnsàang   man
                        Sīnsàang

        gwaising   your surname (polite)
        a   sentence suffix, to soften
                                                abruptness
        síujé   woman
    Síujé gwaising a?   What is your surname, Miss?
                        Síujé

    Ngóh sing Wòhng.   My name is Wong.
                        Sīnsàang
                    (bowing slightly)
    Wòhng Síujé.   Miss Wong.
                        Síujé

        nē?   sentence suffix for
                                                questions
    Sīnsàang nē?   And you? (polite)
                        Sīnsàang

        síusing   my name (polite)
    Síusing Làuh.   My name is Lau.
                        Síujé
                    (bowing slightly)
    Làuh Sàang   Mr. Lau.
                        Sīnsàang
        (Indicating a young lady standing beside Miss Wong)
        mātyéh or mēyéh or 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?
                        Síujé

        sing Màh   has the name Ma

                            32

ge	noun-forming boundword. ge suffixed to a Verb Phrase makes it grammatically a Noun Phrase.
sing Máh ge	is a named-Ma one
kéuih	he, she, it
Kéuih sing Máh ge.	Her name is Ma.

Sīnsàang

Gwóngdùng	Kwangtung
yàhn	person
Gwóngdùngyàhn	Cantonese person, a person from Kwangtung province
haih m̀haih a?	is/not-is? a question formula
Kéuih haih m̀haih Gwóngdùngyàhn a?	Is she Cantonese?

Síujé

Seuhnghói	Shanghai
Seuhnghóiyàhn	Shanghai person
M̀haih a. Kéuih haih Seuhnghóiyàhn.	No, she's from Shanghai.

Sīnsàang

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

Síujé

dōu	also
dōu haih Seuhnghóiyàhn	also am Shanghai person
Ngóh dōu haih Seuhnghóiyàhn.	I'm also from Shanghai.

B. **Recapitulation:**

(At a party in Hong Kong)

Sīnsàang

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

<u>Síujé</u>

Ngóh sing Wòhng.   My name is Wong.

<u>Sīnsàang</u>

(bowing slightly)

Wòhng Síujé.   Miss Wong.

<u>Síujé</u>

Sīnsàang nē?   And you?

<u>Sīnsàang</u>

Síusing Làuh.   My name is Lau.

<u>Síujé</u>

(bowing slightly)

Làuh Sàang.   Mr. Lau.

<u>Sīnsàang</u>

(Indicating a young lady standing beside Miss Wong)

Néih pàhngyáuh sing mēyéh a?   What is your friend's name?

<u>Síujé</u>

Kéuih sing Máh ge.   Her name is Ma.

<u>Sīnsàang</u>

Kéuih haih mhhaih Gwóngdùngyàhn   Is she Cantonese?
   a?

<u>Síujé</u>

Mhhaih a. Kéuih haih Seuhnghóiyàhn.   No, she's from Shanghai.

<u>Sīnsàang</u>

Gám, néih nē?   And you?

<u>Síujé</u>

Ngóh dōu haih Seuhnghóiyàhn.   I'm also from Shanghai.

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

Problem sounds in Lesson Two: Initials

1. <u>b</u>, <u>d</u>, <u>g</u>, and <u>j</u> (phonetically [p], [t], [k], and [tɕ].

     <u>b</u>, <u>d</u>, <u>g</u>, and <u>j</u> sounds in Cantonese are voiceless, in contrast
to the voiced English sounds spelled with the same letters.
Positioning for Cantonese <u>b</u> and <u>g</u> sounds is the same as for English.
For the <u>d</u> 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 <u>j</u> sound has been dis-

34

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.)

	English	Cantonese		
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	dou	到	arrive
	die	daai	帶	bring
	ding	dīng	丁	surname Ting
	deem	dim	店	shop (Noun)
g:	gay	gei	記	record (Verb)
	gum	gam	噉	so
	guy	gaai	界	border
	guava	Gwóngdùng	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 [pʻ], [tʻ], [kʻ], and
[tɕʻ].

Cantonese p, t, k, and ch sounds are similar to English counter-
part 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

35

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

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

	English		Cantonese		
p:	pingpong		pàhngyáuh 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		tìm	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		chíu	超	exceed
	chow		chau	臭	bad smell
	chip		chip	妾	concubine

3. <u>un</u>, as in <u>Yahtbún</u>, <u>Yahtbúnyàhn</u>

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

<u>u</u> is a high back rounded vowel, which before <u>n</u> has a slight offglide to high central position: <u>u</u> + <u>n</u> = [u:^{1}n]. The vowel is open, not nasalized, before the nasal final. The Cantonese <u>un</u> is roughly comparable to the <u>oon</u> 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].

<div style="text-align:center">

kéuih   (5 times)   佢

deuimhjyuh   (5 times)   對唔住

deui   (5 times)   對

</div>

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 se-
quence the **i** is pronounced as an onglide, with the main force of
voicing on the **u** portion of the syllable--[^{i}u].

   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) Sīnsàang and síujé are polite formal substitutes for néih--
         'you' as terms of direct address.

<div style="text-align:center">37</div>

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

2. Síujé gwaising a?   What is the lady's (i.e., your)
                                 name?

(See Drill 11)

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

     Ex:

        Mr. Lee (to Mrs. Chan):

        Síujé haih m̀haih 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 Síujé haih m̀haih Is Miss Chan (i.e., Are you)
           Gwóngdùngyàhn a?   from Kwangtung?

   (See Drill 14)

d) gwai- and síu-

   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. síu- is a polite form used in referring to oneself when
      talking with another person. It means "my." Ex: síusing =
      my name. The literal meaning of síu- is "small."
      (See Drill 11)

   3. Ngóh sing seems more commonly used than síusing, 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

38

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:

Subject	Verb		
Ngóh	haih	Chàhn Síujé.	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

Yìnggwokyàhn = 'Englishman, Englishmen.'

Singular/Plural

(a) Kéuih   haih Yìnggwokyàhn.   He is an Englishman.

(b) Kéuihdeih haih Yìnggwokyàhn.   They are Englishmen.

(See Drill ___3___)

3. Pronoun forms.

1. Cantonese has three personal pronouns:

 1. ngóh = I, me, my

 2. néih = you, your (singular)

 3. 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: <u>Modifier</u> + <u>Noun head</u>

   <u>Ngóh</u>   <u>pàhngyáuh</u> haih Yìnggwokyàhn.

   <u>My</u>   <u>friend</u>   is an Englishman.

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

   (See Drills <u>5a, 12, 13</u>)

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, sur-
   prised, sympathetic, that he means to be polite, or sar-
   castic.

   Some sentence suffixes have actual content meaning. For
   example, <u>mē</u>, which you will learn in Lesson 3, has inter-
   rogative 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 "in-
   tonation-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 <u>a</u>

      The sentence suffix <u>a</u> has the effect of softening the

40

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?
           Gwóngdùngyàhn a?

        2. M̀hhaih a.   No.

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

(See Basic Conversation (BC), and Drill __7__)

2. Sentence suffix <u>nē</u>

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

    Example:

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

Sentence suffix <u>a</u> is not substitutable for <u>nē</u> in
this type of sentence, <u>a</u> 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
<u>a</u>, 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 chang-
ing the sentence-softening aspect, but adding liveliness to
the response.

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

B: Ṁhhaih ā. Ngóh haih   No, siree, I'm a Shanghai man.
Seuhnghóiyàhn.

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 ṁhhaih   Is he an American?
          Méihgwokyàhn a?   [He is-not is American-
                               person a?]
Responses: Haih.   Yes. [Is.]
           Ṁhhaih.   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.

42

In Cantonese question-word (QW) questions pattern like state-
ment sentences--they have the same word order as statement senten-
ces, 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 m̀haih   Is he named Wong?
                   sing Wòhng ga?

             B: M̀haih--kéuih   No, he's not named Wong.
                   m̀haih sing Wòhng   His name is Ho.
                   ge. Kéuih sing
                   Hòh.

        (See Drill 9)

43

9. mātyéh, mēyéh, and mīyéh = variant pronunciations for 'what?'
   mātyéh is occasionally used in conversations as an
   emphatic form; normally the spoken pronunciation is mēyéh or
   mīyéh, some people favoring mēyéh, others mīyéh. We have
   written mēyéh uniformly in the text, but on the tapes you
   will hear all three forms.

III. DRILLS

1. Transformation Drill: Make negative sentences following the
   pattern of the example. Student should point to himself in ngóh
   sentences, to another student in kéuih and néih sentences.

       Ex: T: Kéuih haih Seuhng-   T: He (or she) is from Shanghai.
             hóiyàhn.   (Shanghai person)

           S: Kéuih m̀haih   S: He (or she) is not from
              Seuhnghóiyàhn.   Shanghai.

1. Kéuih haih Seuhnghóiyàhn
   1. Kéuih m̀haih Seuhnghóiyàhn.

+ 2. Kéuihdeih haih Gwóngdùngyàhn.
   (They are Cantonese.)
   2. Kéuihdeih m̀haih Gwóngdùng-
      yàhn.

+ 3. Ngóh haih Jùnggwokyàhn.
   (I am a Chinese.)
   3. Ngóh m̀haih Jùnggwokyàhn.

+ 4. Ngóhdeih haih Jùnggwokyàhn.
   (We are Chinese.)
   4. Ngóhdeih m̀haih Jùnggwokyàhn.

+ 5. Néih haih Yìnggwokyàhn.
   (You are an Englishman.)
   5. Néih m̀haih Yìnggwokyàhn.

+ 6. Néih haih Méihgwokyàhn.
   (You are an American)
   6. Néih m̀haih Méihgwokyàhn.

+ 7. Néihdeih haih Méihgwokyàhn.
   (You (plu.) are Americans.)
   7. Néihdeih m̀haih Méihgwok-
      yàhn.

+ 8. Ngóh haih Yahtbúnyàhn.
   (I am a Japanese.)
   8. Ngóh m̀haih Yahtbúnyàhn.

+ 9. Ngóh haih Tòihsāanyàhn.
   (I am a Toishan man.)
   9. Ngóh m̀haih Tòihsāanyàhn.

2. Substitution Drill: Substitute the cue word to make a new sen-
   tence, following the pattern of the example.

       Ex: T: Kéuihdeih haih   T: They are Cantonese.
             Gwóngdùngyàhn   /Shanghai people/
             /Seuhnghóiyàhn/

S: Kéuihdeih haih   S: They are Shanghai people.
Seuhnghóiyàhn.

1. Kéuihdeih haih Seuhnghóiyàhn.   1. Kéuihdeih haih Méihgwokyàhn.
/Méihgwokyàhn/

2. Kéuihdeih haih Méihgwokyàhn.   2. Kéuihdeih haih Yìnggwokyàhn.
/Yìnggwokyàhn/

3. Kéuihdeih haih Yìnggwokyàhn.   3. Kéuihdeih haih Yahtbúnyàhn.
/Yahtbúnyàhn/

4. Kéuihdeih haih Yahtbúnyàhn.   4. Kéuihdeih haih Jùnggwokyàhn.
/Jùnggwokyàhn/

5. Kéuihdeih haih Jùnggwokyàhn.   5. Kéuihdeih haih Gwóngdùng-
/Gwóngdùngyàhn/   yàhn.

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

Ex: T: Ngóh haih Seuhng-   I am from Shanghai.
hóiyàhn. /néihdeih/   /you (plu.)/

S: Néihdeih haih Seuhng-   You (plu.) are from Shanghai.
hóiyàhn.

T: Néihdeih haih Seuhng-   You (plu.) are from Shanghai.
hóiyàhn.   /Chinese/
/Jùnggwokyàhn/

S: Néihdeih haih Jùng-   You (plu.) are Chinese.
gwokyàhn.

1. Kéuih haih Yìnggwokyàhn.   1. Kéuihdeih haih Yìnggwokyàhn.
/kéuihdeih/

2. Kéuihdeih haih Yìnggwokyàhn.   2. Néihdeih haih Yìnggwokyàhn.
/néihdeih/

3. Néihdeih haih Yìnggwokyàhn.   3. Néihdeih haih Méihgwokyàhn.
/Méihgwokyàhn/

4. Néihdeih haih Méihgwokyàhn.   4. Ngóh haih Méihgwokyàhn.
/ngóh/

5. Ngóh haih hohksàang.   5. Ngóh haih sīnsàang.
/sīnsàang/

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

Ex: T: Kéuih m̀haih Léih   She is not Mrs. Lee.
Táai.

S: Kéuih m̀haih Léih   She is not Mrs. Lee, I am.
   Táai, ngóh haih.

1. Kéuih m̀haih Jèung Sàang.   1. Kéuih m̀haih Jèung Sàang;
                                     ngóh haih.

2. Kéuih m̀haih Chàhn Síujé.   2. Kéuih m̀haih Chàhn Síujé;
                                     ngóh haih.

3. Kéuih m̀haih Hòh Sàang.   3. Kéuih m̀haih Hòh Sàang;
                                     ngóh haih.

4. Kéuih m̀haih Léih Táai.   4. Kéuih m̀haih Léih Táai;
                                     ngóh haih.

5. Kéuih m̀haih Chàhn Sàang.   5. Kéuih m̀haih Chàhn Sàang;
                                     ngóh haih.

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

      Ex: T: Ngóh haih Méih-   T: I am an American.
             gwokyàhn.

          S: Néih haih m̀haih   S: Are you an American?
             Méihgwokyàhn a?

1. Ngóh haih Gwóngdùngyàhn.   1. Néih haih m̀haih Gwóng-
                                      dùngyàhn a?

2. Ngóh haih Wòhng Sàang.   2. Néih haih m̀haih Wòhng
                                      Sàang a?

3. Kéuih haih Léih Sàang.   3. Kéuih haih m̀haih Léih
                                      Sàang a?

4. Ngóh haih Méihgwokyàhn.   4. Néih haih m̀haih Méih-
                                      gwokyàhn a?

5. Ngóhdeih haih Yahtbúnyàhn.   5. Néihdeih haih m̀haih
                                      Yahtbúnyàhn a?

6. Kéuih haih Jùnggwokyàhn.   6. Kéuih haih m̀haih Jùng-
                                      gwokyàhn a?

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

      T: Ngóh haih Gwóngdùngyàhn.

      S: Ngóh pàhngyáuh haih Gwóngdùngyàhn.

46

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

Ex: T: Jèung Síujé haih   T: Is Miss Cheung an American?
       m̀haih Méihgwokyàhn   /English-person/
       a? /Yìnggwokyàhn/

    S: M̀haih. Kéuih haih   S: No, she's English.
       Yìnggwokyàhn.

1. Néih haih m̀haih Yìnggwokyàhn   1. M̀haih. Ngóh haih Méih-
   a? /Méihgwokyàhn/   gwokyàhn.

2. Néih haih m̀haih Seuhng-   2. M̀haih. Ngóh haih Gwóng-
   hóiyàhn a? /Gwóngdùngyàhn/   dùngyàhn.

3. Jèung Sàang haih m̀haih   3. M̀haih. Kéuih haih Seuhng-
   Gwóngdùngyàhn a?   hóiyàhn.
   /Seuhnghóiyàhn/

4. Máh Táai haih m̀haih Yìng-   4. M̀haih. Kéuih haih Méih-
   gwokyàhn a? /Méihgwokyàhn/   gwokyàhn.

5. Kéuih haih m̀haih Seuhng-   5. M̀haih. Kéuih haih Tòih-
   hóiyàhn a? /Tòihsāanyàhn/   sāanyàhn.

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

Ex: A: Néih haih m̀haih   A: Are you Miss Cheung?
       Jèung Síujé a?

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

1. A: .... Chàhn Sàang a?   1. A: Néih haih m̀haih Chàhn
                                        Sàang a?

   B: .... Hòh.   B: M̀haih a. Ngóh sing Hòh.

2. A: .... Léih Síujé a?   2. A: Néih haih m̀haih Léih
                                        Síujé a?

   B: .... Jèung.   B: M̀haih a. Ngóh sing
                                        Jèung.

3. A: .... Chàhn Táai a?   3. A: Néih haih m̀haih Chàhn
                                        Táai a?

   B: .... Hòh.   B: M̀haih a. Ngóh sing Hòh.

4. A: .... Léih Sàang a?   4. A: Néih haih m̀haih Léih
                                        Sàang a?

   B: .... Jèung.   B: M̀haih a. Ngóh sing
                                        Jèung.

5. A: .... Hòh Síujé a?   5. A: Néih haih m̀haih Hòh
                                        Síujé a?

B: .... Chàhn.   B: Mhhaih 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 mhhaih sing   S: Her name is not Wong, it's
       Wòhng, sing Jèung.   Cheung.

1. Kéuih sing Jèung. /Hòh/   1. Kéuih mhhaih sing Jèung,
                                     sing Hòh.

2. Kéuih sing Hòh. /Chàhn/   2. Kéuih mhhaih sing Hòh, sing
                                     Chàhn.

3. Kéuih sing Chàhn. /Léih/   3. Kéuih mhhaih sing Chàhn,
                                     sing Léih.

4. Kéuih sing Léih. /Làuh/   4. Kéuih mhhaih sing Léih, sing
                                     Làuh.

5. Kéuih sing Máh. /Wòhng/   5. Kéuih mhhaih sing Máh, sing
                                     Wòhng.

---

9. Response Drill

Ex: T: Kéuih haih mhhaih sing   Is her name Chan? /Ho/
  +   Chàhn ga? /Hòh/

    S: Mhhaih. Kéuih sing Hòh   No, her name is Ho.
       ge.

1. Kéuih haih mhhaih sing Léih   1. Mhhaih. Kéuih sing Chàhn ge.
   ga? /Chàhn/

2. Kéuih haih mhhaih sing Máh   2. Mhhaih. Kéuih sing Hòh ge.
   ga? /Hòh/

3. Kéuih haih mhhaih sing Jèung   3. Mhhaih. Kéuih sing Léih ge.
   ga? /Léih/

4. Kéuih haih mhhaih sing Chàhn   4. Mhhaih. Kéuih sing Máh ge.
   ga? /Máh/

5. Kéuih haih mhhaih sing Hòh   5. Mhhaih. Kéuih sing Jèung ge.
   ga? /Jèung/

Comment:

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

48

b. In the choice-type question form, <u>sing</u> is preceded by
<u>haih m̀haih</u> to make the question.

---

10. Expansion Drill:

    Ex: T: Néihdeih haih Méih-   You are Americans. /we/
          gwokyàhn.
          /ngóhdeih/

        S: Néihdeih haih Méih-   You are Americans; we are also
          gwokyàhn; ngóhdeih   Americans.
          dōu haih Méihgwok-
          yàhn.

    1. Kéuihdeih haih Yìnggwokyàhn.   1. Kéuihdeih haih Yìnggwokyàhn;
       /ngóhdeih/   ngóhdeih dōu haih Yìng-
                                          gwokyàhn.

    2. Ngóhdeih haih Seuhnghóiyàhn.   2. Ngóhdeih haih Seuhnghóiyàhn;
       /kéuihdeih/   kéuihdeih dōu haih Seuhng-
                                          hóiyàhn.

    3. Wòhng Táai haih ngóh pàhng-   3. Wòhng Táai haih ngóh pàhng-
       yáuh. /kéuih/   yáuh; kéuih dōu haih ngóh
                                          pàhngyáuh.

    4. Kéuihdeih haih Gwóngdùngyàhn.   4. Kéuihdeih haih Gwóngdùngyàhn;
       /néihdeih/   néihdeih dōu haih Gwóng-
                                          dùngyàhn.

    5. Ngóhdeih haih sing Chàhn ge.   5. Ngóhdeih haih sing Chàhn ge;
       /kéuihdeih/   kéuihdeih dōu haih sing
                                          Chàhn ge.

---

11. Conversation Exercise

    Example:
    1. A: Síujé gwaising a?   (To a woman) What is your name?
       B: Síusing Hòh.   My name is Ho.
       A: Hòh Síujé.   Miss Ho.
    2. A: Sīnsàang gwaising a?   (To a man) What is your name?
       B: Síusing Làuh.   My name is Lau.
       A: Làuh Sàang.   Mr. Lau.

    1. A: Sīnsàang ....?   1. A: Sīnsàang gwaising a?
       B: ....Léih.   B: Síusing Léih.
       A: ....   A: Léih Sàang.

49

2. A: Sīnsàang ....?   2. A: Sīnsàang gwaising a?
   B: ....Chàhn.   B: Sìusing Chàhn.
   A: ....   A: Chàhn Sàang.

3. A: Sīnsàang ....?   3. A: Sīnsàang gwaising a?
   B: ....Jèung.   B: Sìusing Jèung.
   A: ....   A: Jèung Sàang.

4. A: Sìujé ....?   4. A: Sìujé gwaising a?
   B: ....Wòhng.   B: Sìusing Wòhng.
   A: ....   A: Wòhng Sìujé.

5. A: Sìujé ....?   5. A: Sìujé gwaising a?
   B: ....Hòh.   B: Sìusing Hòh.
   A: ....   A: Hòh Sìujé.

---

12. Conversation Drill

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

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

1. A: ....?   1. A: Néih pàhngyáuh sing
                                          mēyéh a?

   B: ......Hòh........   B: Kéuih sing Hòh ge.

2. A: ....?   2. A: Néih pàhngyáuh sing
                                          mēyéh a?

   B: ......Làuh.......   B: Kéuih sing Làuh ge.

3. A: ....?   3. A: Néih pàhngyáuh sing
                                          mēyéh a?

   B: ......Wòhng......   B: Kéuih sing Wòhng ge.

4. A: ....?   4. A: Néih pàhngyáuh sing
                                          mēyéh a?

   B: ......Jèung......   B: Kéuih sing Jèung ge.

5. A: ....?   5. A: Néih pàhngyáuh sing
                                          mēyéh a?

   B: ......Léih.......   B: Kéuih sing Léih ge.

---

13. Conversation Drill

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

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

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

   B: M̀hhaih. Kéuih haih   B: No, he's a Japanese.
       Yahtbúnyàhn.

1. A: ....?

   B: ....Hòh.

   A: ....Yìnggwokyàhn a?

   B: ......Méihgwokyàhn.

2. A: ....?

   B: ....Léih.

   A: ...Seuhnghóiyàhn a?

   B: ......Tòihsāanyàhn.

3. A: ....?

   B: ....Chàhn.

   A: ....Méihgwokyàhn a?

   B: ......Yìnggwokyàhn.

4. A: ....?

   B: ....Máh.

   A: ...Gwóngdùngyàhn a?

   B: .....Seuhnghóiyàhn.

5. A: ....?

   B: ....Wòhng.

1. A: Néih pàhngyáuh sing
      mēyéh a?

   B: Kéuih sing Hòh ge.

   A: Kéuih haih m̀hhaih
      Yìnggwokyàhn a?

   B: M̀hhaih. Kéuih haih
      Méihgwokyàhn.

2. A: Néih pàhngyáuh sing
      mēyéh a?

   B: Kéuih sing Léih ge.

   A: Kéuih haih m̀hhaih
      Seuhnghóiyàhn a?

   B: M̀hhaih. Kéuih haih
      Tòihsāanyàhn.

3. A: Néih pàhngyáuh sing
      mēyéh a?

   B: Kéuih sing Chàhn ge.

   A: Kéuih haih m̀hhaih Méih-
      gwokyàhn a?

   B: M̀hhaih. Kéuih haih
      Yìnggwokyàhn.

4. A: Néih pàhngyáuh sing
      mēyéh a?

   B: Kéuih sing Máh ge.

   A: Kéuih haih m̀hhaih Gwóng-
      dùngyàhn a?

   B: M̀hhaih. Kéuih haih
      Seuhnghóiyàhn.

5. A: Néih pàhngyáuh sing
      mēyéh a?

   B: Kéuih sing Wòhng ge.

51

A: .....Yahtbúnyàhn a?

B: ......Jùnggwokyàhn.

6. A: ....?

B: ....Jèung.

A: ...Seuhnghóiyàhn a?

B: ....Yahtbúnyàhn.

A: Kéuih haih mhhaih Yaht-
   búnyàhn a?

B: Mhhaih. Kéuih haih Jùng-
   gwokyàhn.

6. A: Néih pàhngyáuh sing
      mēyéh a?

B: Kéuih sing Jèung ge.

A: Kéuih haih mhhaih Seuhng-
   hóiyàhn a?

B: Mhhaih. Kéuih haih Yaht-
   búnyàhn.

---

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

Ex: A: Sīnsàang haih mhhaih   Is the gentleman (i.e. Are you)
       Méihgwokyàhn a?   an American?

    B: Mhhaih--ngóh haih   No, I'm an Englishman. And
       Yìnggwokyàhn.   the lady (i.e. you)?
       Síujé nē?

    A: Ngóh haih Gwóngdùng-   I am a Cantonese.
       yàhn.

1. A: (Woman): Sīnsàang .....   A: Sīnsàang haih mhhaih
      ....Gwóngdùngyàhn.   Gwóngdùngyàhn a?

   B: (Man) : ....Seuhnghóiyàhn.   B: Mhhaih. Ngóh haih Seuhng-
                                        hóiyàhn. Síujé nē?

   A: (Woman): .....Yahtbúnyàhn.   A: Ngóh haih Yahtbúnyàhn.

2. A: (Man) : Síujé ....   A: Síujé haih mhhaih Yaht-
      ......Yahtbúnyàhn...   búnyàhn a?

   B: (Woman): ....Jùnggwokyàhn...   B: Mhhaih. Ngóh haih Jùng-
                                        gwoyàhn. Sīnsàang nē?

   A: (Man) : .....Méihgwokyàhn..   A: Ngóh haih Méihgwokyàhn.

3. A: (Man) : Sīnsàang ....   A: Sīnsàang haih mhhaih
      ......Yìnggwokyàhn   Yìnggwokyàhn a?

   B: (Man) : .....Méihgwokyàhn.   B: Mhhaih. Ngóh haih Méih-
                                        gwokyàhn. Sīnsàang nē?

   A: (Man) : .....Gwóngdùngyàhn.   A: Ngóh haih Gwóngdùngyàhn.

4. A: (Woman): Máh Sīnsàang ....   A: Máh Sīnsàang haih mhhaih
      .....Yahtbúnyàhn.   Yahtbúnyàhn a?

52

B: (Man) : ..... Jùnggwokyàhn.   B: Mhhaih. Ngóh haih Jùng-
          ....Chàhn Síujé...?   gwokyàhn. Chàhn Síujé
                                          nē?

A: (Woman): .....Yìnggwokyàhn.   A: Ngóh haih Yìnggwokyàhn.

       a. Continue, students using their own situation to carry
          on the suggested conversations.

_____

IV. CONVERSATIONS FOR LISTENING

       The text of these conversations is written out in Appendix 1.

       Listen to the tape with your book closed, checking the text
afterward, if necessary.

_____

V. SAY IT IN CANTONESE:

       In this section you get directed practice in using some of the
Cantonese you have learned, using the English sentences to prompt
you. This is not to be thought of as a translation exercise--the
English is just to get you going. Try to put the ideas into Cantonese,
saying it the way the Cantonese would. Often there will be quite a
few ways to say the same thing.

A. Ask the person sitting next   And he answers:
   to you:
   1. What is your name?   1. My name is _____.
   2. Are you an Englishman?   2. No, I'm an American.
   3. Is your friend also an   3. Yes, he is.
      American?
   4. Is Miss Ho from Shanghai?   4. No, she's from Toishan.
   5. Is Mr. Lau a Toishan man?   5. Yes, he is.
   6. What is your friend's name?   6. His name is Lee.
   7. Are you Mr(s). Wong?   7. I'm not Mr(s). Wong, my name
                                        is _____.
   8. Are you a student?   8. No, I'm not a student, I'm a
                                        teacher.

_____

53

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; -ge 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. mātyéh?	QW:	what?

54

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.	Seuhnghói	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.	Tòihsāan	pw:	Toishan, a county in southern Kwangtung about 100 miles west of Hong Kong.
28.	Tòihsāanyàhn	n:	person from Toishan
29.	yàhn	n:	person
30.	Yahtbúnyàhn	n:	Japanese person
31.	Yīnggwokyàhn	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 bíngo, bíngo jauh góng.

1. I'll point to someone, and that person should speak.

2. Yìhgā ngóh duhk, néihdeih sìn tèng.

2. Now I'll read aloud and you (plu.) first listen.

3. Yìhgā néihdeih m̀hhóu tái syù, gànjyuh ngóh duhk.

3. Now don't look at your books, and recite after me.

4. Yìhgā néihdeih gànjyuh laih- geui gám jouh.

4. Do (the problems) according to the pattern set in the example sentence.

5. Yìhgā ngóhdeih tái daih yāt go lihnjaahp.

5. Now we'll look at the first exercise.

6. Yìhgā ngóhdeih tái daih yāt geui.

6. Now we'll look at the first sentence.

7. Yáuh móuh mahntàih?

7. Are there any questions? OR 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 táu.

8. Shake the head.

9. Ngahp táu.

9. Nod the head.

56

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 Síujé

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?
jí or jídou	know
jí m̀hjí a?	know/not know?
Néih jí m̀hjí kéuihdeih góng mēyéh wá a?	Do you know what language they are speaking?
Gwokyúh	Mandarin
góng Gwokyúh	speak Mandarin
Haih m̀hhaih góng Gwokyúh a?	Are they speaking Mandarin?

Chàhn Sàang

M̀hhaih.	(They) are not.
Seuhnghóiwá	Shanghai dialect
Kéuihdeih góng Seuhnghóiwá.	They're speaking the Shanghai dialect.

Jèung Síujé

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 Sàang

sèsíu	a little, somewhat

57

jē   sentence suf., indicating
                                          'merely', 'only', 'that's
                                          all'

Sīk sèsíu jē.   I know a little, that's all.

Wòhng Síujé

tùhng   and
Seuhnghóiwá tùhng Gwokyúh   Shanghai dialect and
                                          Mandarin

dōu   both
kéuih dōu sīk góng   he speaks both
Seuhnghóiwá tùhng Gwokyúh   he speaks both Shanghai
    kéuih dōu sīk góng   dialect and Mandarin.
ga   sen. suf. for matter of
                                          fact assertion.

Seuhnghóiwá tùhng Gwokyúh kéuih   He speaks both Shanghai dialect
    dōu sīk góng ga.   and Mandarin.

Jèung Síujé

Yìngmán or Yìngmàhn   English language
Gám, néih sīk mhsīk Yìngmán a?   Well, do you know English?

Chàhn Sàang

sīk góng sèsíu   can speak a little
sé   write
mhsīk sé   can't write
daahnhaih   but
daahnhaih mhsīk sé   but can't write
Sīk góng sèsíu, daahnhaih mhsīk   I can speak a little, but I
    sé.   can't write.

Jèung Síujé

hohk   study, learn
séung   wish to, want to, would
                                          like to
séung hohk   would like to learn
séung hohk Yìngmán   would like to learn English
dī   a little, some
séung hohk dī Yìngmán   would like to learn a
                                          little English

Ngóh séung hohk dī Yīngmán--   I'd like to learn a little
                                      English--

    dím a?   how?
    dím góng a?   how (do you) say?
    Yīngmán, dím góng a?   how is it said in English?
    yāt yih sàam sei ńgh   one two three four five
Yāt yih sàam sei ńgh, Yīngmán   How do you say 'one two three
  dím góng a?   four five' in English?

Chàhn Sàang

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

Jèung Síujé

    chīngchó   clear
    mhchīngchó   not clear
Ngóh tèng mhchīngchó.   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
    mhgòi néih   Would you please ...
Mhgòi néih joi góng yāt chi.   Would you please say it once
                                      again?

B. **Recapitulation:**

Wòhng Síujé:

Néih jī mhjī kéuihdeih góng mēyéh   What language are they speaking?
  wá a? Haih mhhaih góng Gwokyúh a?   Are they speaking Mandarin?

Chàhn Sàang:

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

Jèung Síujé:

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

Chàhn Sàang:

Sīk sèsíu jē.   I know a little, that's all.

59

<u>Wòhng Síujé</u>:

Seuhnghóiwá tùhng Gwokyúh	He speaks both Shanghai dialect
kéuih dōu sīk góng ga.	and Mandarin.

<u>Jèung Síujé</u>:

Gám, néih sīk mhsīk Yìngmán a?	Well, do you know English?

<u>Chàhn Sàang</u>:

Sīk góng sèsíu, daahnhaih mhsīk	I can speak a little, but I
sé.	can't write.

<u>Jèung Síujé</u>:

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

<u>Chàhn Sàang</u>:

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

<u>Jèung Síujé</u>:

Ngóh tèng mhchìngchó. Mhgòi	I didn't hear clearly. Would
néih joi góng yāt chi.	you please say it once again.

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

<u>Pronunciation</u>

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 取 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

Yìngmán 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 different 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. eui practice: (Remember that the -i here represents the lip-rounded yu sound.)

    1. kéuih   kéuih   kéuih

    2. deuimhjyuh   deui   deui

5. eui/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, Jùnggwok

    -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 un-released--[k˺].

    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. Jùnggwok 中國 (5 times)

    3. ngóh hohk 我學 , ngóh hohk   , ngóh hohk   .

    4. joi hohk 再學 , joi hohk   , joi hohk   .

5. hohk 學 góng 講 , hohk   góng   , hohk   góng   .

7. **ng** as in **ńgh**

The velar nasal consonant **ng** occurs as a vowel, in that the con-
sonant **ng** is syllabic in the syllable **ńgh**. (There are also two sur-
names using the syllable **ng**.)

Listen and repeat:

想 五 1. séung séung   , ńgh ńgh   .

我 五 2. ngóh ngóh   , ńgh ńgh   .

一二三四五 3. yāt yih sàam sei ńgh   .

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 Stand-
ard Cantonese. (The dialect of Cantonese spoken by
most American Chinese is Tòihsāanwá, spoken in
Toishan county in Southern Kwangtung, from whence
most American Chinese emigrated.)

Gwokyúh: [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.

62

2. Dialect differences in Standard Cantonese: initial <u>n</u>   <u>l</u>

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 <u>l</u> sound for an <u>n</u> sound in words and syllables which begin with <u>n</u>. Some educated speakers do not have initial <u>n</u> in their speech, and substitute <u>l</u> wherever <u>n</u> occurs. This is quite common in Hong Kong.

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

B. <u>Structure Notes</u>:

1. <u>Uninflected verb forms in Cantonese</u>:

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: <u>Kéuih gaau Gwóngdùngwá</u> can mean: He is teaching Cantonese, He taught Cantonese, He teaches Cantonese.

<div align="center">(See Drill <u>1, 6</u>)</div>

Additional elements <u>may</u> 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. <u>Verbs in series</u>: 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 <u>sīk góng</u> Gwokyúh.   He can speak Mandarin.
>
>   Kéuih <u>mhsīk góng</u> Gwokyúh. He can't speak Mandarin.
>
>   Kéuih <u>sīk mhsīk góng</u>   Can he speak Mandarin?
>
>   Gwokyúh a?

<div align="center">63</div>

2. haih is frequently used in series with action verbs in the
   negative and in choice questions, but not normally in the
   affirmative or in question-word questions.

(QWQ):	Kéuihdeih góng mēyéh wá a?	What language are they speaking?
(CHQ):	Haih m̀haih góng Gwokyúh a?	Are they speaking Mandarin?
(Neg):	M̀haih góng Gwokyúh--	(They're) not speaking Mandarin--
(Aff):	Kéuihdeih góng Seuhng-hóiwá.	They're speaking Shanghai dialect.

(See BC)

3. Sentence suffix mē

   mē is an interrogative sentence suffix indicating surprised
   question. mē makes a question sentence of the statement sentence
   it attaches to, with the force of "What?! I can hardly believe
   it!"

   Ex: Néih sīk góng Seuhnghóiwá mē?!   What?! You can speak Shang-
                                         hai dialect?!

   (See BC and Drill 2)

4. Sentence suffix jē.

   jē has the force of "merely," "only," "that's all." Alternate
   pronunciations are ja, or je.

   Ex: Sīk góng sèsíu jē.   I can speak just a bit,
                                    that's all.

5. Sentence suffix ga

   1. Sentence suffix ga (usually pronounced [kə], similar to the gu
      sound in the English word "Gus") attaches to a sentence,
      giving a matter-of-fact connotation to the sentiment expressed.
      Ex. (from Basic Conversation):

      Seuhnghóiwá tùhng Gwokyúh   Shanghai dialect and Manda-
      Kéuih dōu sīk góng ga.   rin, he can speak both,
                                        that's a fact.
      The implication is that there's nothing extraordinary about
      it, that's simply the way it is.

64

2. Matter-of-fact <u>ga</u> and NP forming <u>ge</u>.

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

Ex: 1. Kéuih haih gaau Yìng-   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-
   Gwokyúh kéuih dōu sīk   rin, he can speak both,
   góng ga.   that's a fact.

6. <u>Loose relationship of Subject-Predicate in Cantonese</u>: 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. Yìngmán	dím góng?
6. Yāt yih sàam	Yìngmán dím góng a?
7. Seuhnghóiwá	
tùhng Gwokyúh	kéuih dōu sīk góng ga.
8. Néih jì m̀hjì	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

the sentence is that which governs the verb. But in Cantonese the
subject doesn't govern the verb--there is no subject-verb concord
(He speaks, They speak, It is spoken), and the ground rules are
different. In Cantonese the subject comes first in a sentence,
and is what is being talked about; the predicate follows, and is
what is said about the subject. The subject is thus the <u>topic</u>
of the sentence, and the predicate is the <u>comment</u>. In <u>Seuhnghóiwá</u>
<u>tùhng Gwokyúh kéuih dōu sīk góng ga</u>, the subject, or topic,--
what is being talked about--is <u>Seuhnghóiwá tùhng Gwókyúh</u> "Shanghai
dialect and Mandarin," the predicate or comment,--what is said
about the topic--is "<u>kéuih dōu sīk góng ga</u>," "he knows how to
speak both."

In Sentence No. 5 above, <u>Yìngmán dím góng a</u>? the topic is
<u>Yìngmán</u>, "English," and the comment <u>dím góng a</u>? "how say?" Ex-
tended, in Sentence No. 6, to "<u>Yāt yih sàam Yìngmán dím góng a</u>?"
the subject, or topic, is <u>Yāt yih sàam</u>, the predicate, or comment,
is <u>Yìngmán dím góng a</u>?

The relationship of Subject and Predicate in Cantonese is
looser than that of Subject and Predicate in English. In English
Subject and Predicate are tied together by the verb of the pre-
dicate being governed by the status of the Subject. In Cantonese
Subject and Predicate are bound together by simple juxtaposition.

7. <u>Types of Predicates</u>

   a. <u>Verbal Predicate</u>. The most common predicate is the verbal
   predicate, consisting of a verb phrase (VP). A Verb Phrase
   consists of a verb alone, a verb and preceding modifier(s), or
   a verb and its following object(s), or a combination of these.

   Ex: <u>Subject</u> <u>Predicate</u>

	(modifier)	Verb (Object)	
Ngóh		jìdou.	I know.
Ngóh	m̀h	jì.	I don't know.
Kéuih		góng Gwokyúh.	He's speaking Mandarin.

   b. <u>Nominal Predicate</u>. Another type of predicate is the nominal
   predicate, consisting of a nominal expression. Examples are:

	Subject	Predicate	
		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:

Subject	Predicate	
Ngóh m̀hjī	kéuihdeih góng mēyéh wá?	I don't know what language they are speaking.
Yāt yih sàam	Yìngmán dím góng a?	How do you say, one two three in English?
Yāt yih sàam	kéuih dōu m̀hsīk 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 Seuhnghóiwá.

9. **Absence of pronoun object.**

Compare Cantonese and English:

1A. Néih sīk m̀hsīk Yìngmán a?   1A. Do you know English?

B. Ngóh sīk góng, m̀hsīk sé.   B. I can speak (it), can't write (it).

2. M̀hgòi 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 sèsíu 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** Gwokyùh 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-hóiyàhn.	I am also a Shanghai person.
2. Kéuih **dōu sīk góng** Gwokyùh.	He also can speak Mandarin.
3. Seuhnghóiwá tùhng Gwokyùh 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 mhsīk 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 Yīngmán.

I want to learn a little English.

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

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

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

1. As an auxiliary verb:

Ex: Kéuih sīk góng Gwokyúh.   He can speak Mandarin.

(See Drill _2_)

2. As a main verb:

Ex: 1. Kéuih mhsīk Seuhnghóiwá.   He is unacquainted with

Shanghai dialect.

(See Drill _2a_)

2. Ngóh mhsīk 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   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?   1. Kéuih góng Seuhnghóiwá.
   /Seuhnghóiwá/

2. Kéuih góng mēyéh wá a?   2. Kéuih góng Gwokyúh.

3. Kéuih góng mēyéh wá a?   3. Kéuih góng Yīngmàhn.
   Yīngmàhn/

+ 4. Kéuih góng mēyéh wá a?   4. Kéuih góng Yahtbúnwá.
   /Yahtbúnwá/   He's speaking Japanese.
   (Japanese spoken language)

5. Kéuih góng mēyéh wá a?   5. Kéuih góng Gwóngdùngwá.
   /Gwóngdùngwá/

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

T: What language(s) does he speak?

S: He speaks Cantonese.

69

2. Substitution Drill

Ex: T: Kéuihdeih sīk góng   T: They can speak Cantonese.
       Gwóngdùngwá.   /Shanghai dialect/
       /Seuhnghóiwá/

    S: Kéuihdeih sīk góng   S: They can speak Shanghai
       Seuhnghóiwá.   dialect.

1. Kéuih sīk góng Yingmàhn.   1. Kéuih sīk góng Gwóngdùngwá.
   /Gwóngdùngwá/

2. Wòhng Sàang sīk góng   2. Wòhng Sàang sīk góng
   Gwóngdùngwá.   Gwokyúh.

3. Hòh Táai sīk góng Gwokyúh   3. Hòh Táai sīk góng Seuhng-
   /Seuhnghóiwá/   hóiwá.

4. Hòh Sīnsàang sīk góng   4. Hòh Sīnsàang sīk góng
   Seuhnghóiwá. /Yìngmán/   Yìngmán.

5. Chàhn Síujé sīk góng Yìngmán.   5. Chàhn Síujé sīk góng
   /Yahtbúnwá/   Yahtbúnwá.

   a. Repeat, omitting góng:

      T: Kéuihdeih sīk Gwóng-   They know Cantonese.
         dùngwá. /Seuhng-   /Shanghai dialect/
         hóiwá/

      S: Kéuihdeih sīk   They know Shanghai dialect.
         Seuhnghóiwá.

   b. Repeat, adding mē:

      T: Kéuihdeih sīk góng   They know Cantonese.
         Gwóngdùngwá.

      S: Kéuihdeih sīk góng   They know Cantonese?!?
         Gwóngdùngwá mē!?

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3. Transformation Drill

Ex: T: Méihgwokyàhn m̀hsīk   Americans can't speak Cantonese.
       góng Gwóngdùngwá.

    S: Méihgwokyàhn sīk   Can Americans speak Cantonese?
       m̀hsīk góng Gwóng-
       dùngwá a?

1. Kéuih m̀hsīk góng Yìngmán.   1. Kéuih sīk m̀hsīk góng Yìng-
                                      mán a?

2. Hòh Síujé sīk góng Seuhng-   2. Hòh Síujé sīk m̀hsīk góng
   hóiwá.   Seuhnghóiwá a?

70

3. Kéuihdeih sīk góng Gwokyúh.

  3. Kéuihdeih sīk m̀hsīk góng
   Gwokyúh a?

+ 4. Méihgwokyàhn m̀hsīk sé
  Jùngmàhn.
  Americans can't write
  Chinese.

  4. Méihgwokyàhn sīk m̀hsīk sé
   Jùngmàhn a?
   Do Americans know how to
   write Chinese.

+ 5. Kéuih sīk gaau Yahtbúnwá.
  He knows how to teach
  spoken Japanese.

  5. Kéuih sīk m̀hsīk gaau Yaht-
   búnwá a?

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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 Yìngmán. /Jùngmàhn/

 1. Gám, kéuih sīk m̀hsīk Jùngmán
  a?

2. Kéuih gaau Gwóngdùngwá.
  /Gwokyúh/

 2. Gám, kéuih gaau m̀hgaau Gwok-
  yúh a?

3. Kéuih sīk góng Gwokyúh.
  /Seuhnghóiwá/

 3. Gám, kéuih sīk m̀hsīk góng
  Seuhnghóiwá a?

4. Kéuih sīk sé Jùngmàhn.
  /Yìngmán/

 4. Gám, kéuih sīk m̀hsīk sé
  Yìngmàhn a?

5. Kéuih sīk gaau Yìngmán.
  /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 pre-
     vious discourse. The closet 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.

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5. Transformation Drill

  Ex: T: Wòhng Sàang hohk
     Gwóngdùngwá.

    T: Mr. Wong is studying Cantonese.

S: Wòhng Sàang haih
mhhaih hohk
Gwóngdùngwá a?

S: Is Mr. Wong studying Cantonese?

1. Léih Táai gaau Gwokyúh.

1. Léih Táai haih mhhaih gaau
Gwokyúh a?

2. Hòh Sàang góng Yìngmán.

2. Hòh Sàang haih mhhaih góng
Yìngmán a?

3. Chàhn Síujé sé Jùngmàhn.

3. Chàhn Síujé haih mhhaih sé
Jùngmàhn a?

4. Jèung Sàang sìk góng
Yahtbúnwá.

4. Jèung Sàang haih mhhaih sìk
góng Yahtbúnwá a?

5. Làuh Táai sìk gaau Gwóng-
dùngwá.

5. Làuh Táai haih mhhaih sìk
gaau Gwóngdùngwá a?

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6. Question and Answer Drill

Ex: T: Wòhng Sàang sé
Yìngmàhn.
+   /Yahtmàhn/(or)
Yahtmán/

Mr. Wong is writing English
(right now). /Japanese/

S₁: Wòhng Sàang haih
mhhaih sé Yahtmán a?

Is Mr. Wong writing Japanese?

S₂: Mhhaih. Kéuih mhhaih
sé Yahtmán; kéuih
sé Yìngmàhn.

No, he's not writing Japanese,
he's writing English.

1. Jèung Táai góng Gwokyúh.
/Seuhnghóiwá/

1. S₁: Jèung Táai haih mhhaih
góng Seuhnghóiwá a?

S₂: Mhhaih. Kéuih mhhaih
góng Seuhnghóiwá,
kéuih góng Gwokyúh.

2. Wòhng Táai gaau Gwóngdùngwá.
/Yìngmàhn/

2. S₁: Wòhng Táai haih mhhaih
gaau Yìngmàhn a?

S₂: Mhhaih. Kéuih mhhaih
gaau Yìngmàhn; kéuih
gaau Gwóngdùngwá.

3. Léih Sàang hohk Yìngmàhn.
/Yahtbúnwá/

3. S₁: Léih Sàang haih mhhaih
hohk Yahtbúnwá a?

S₂: Mhhaih. Kéuih mhhaih
hohk Yahtbúnwá; kéuih
hohk Yìngmàhn.

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

72

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

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7. Expansion Drill

Ex: T: Ngóh sīk góng Gwokyúh.   I can speak Mandarin.
    /Seuhnghóiwá/   /Shanghai dialect/

   S: Ngóh sīk góng Gwokyúh,   I can speak Mandarin, but not
      daahnhaih mhsīk góng   the Shanghai dialect.
      Seuhnghóiwá.

1. Ngóh sīk góng Gwóngdùngwá.   1. Ngóh sīk góng Gwóngdùngwá,
   /Seuhnghóiwá/   daahnhaih mhsīk góng
                                   Seuhnghóiwá.

2. Kéuih sīk góng Yìngmán.   2. Kéuih sīk góng Yìngmán,
   /Gwokyúh/   daahnhaih mhsīk góng
                                   Gwokyúh.

+ 3. Kéuihdeih sīk góng <u>Tòihsāanwá</u>. 3. Kéuihdeih sīk góng Tòihsāan-
   They can speak <u>Toishan</u>   wá, daahnhaih mhsīk góng
   dialect. /Yìngmán/   Yìngmán.

4. Hòh Táai sīk góng Gwokyúh.   4. Hòh Táai sīk góng Gwokyúh,
   /Gwóngdùngwá/   daahnhaih mhsīk góng
                                   Gwóngdùngwá.

5. Chàhn Táai sīk góng Yìngmán. 5. Chàhn Táai sīk góng Yìng-
   /Yahtbúnwá/   mán, daahnhaih mhsīk góng
                                     Yahtbúnwá.

---

8. Expansion Drill

Ex: T: Ngóh sīk góng Yìng-   I can speak English. /Cantonese/
       màhn. /Gwóngdùngwá/

   S: Ngóh sīk góng Yìngmàhn;   I can speak English; (and I)
      dōu sīk góng Gwóng-   can also speak Cantonese.
      dùngwá.

1. Ngóh sīk góng Gwóngdùngwá.   1. Ngóh sīk góng Gwóngdùngwá´
   /Seuhnghóiwá/   dōu sīk góng Seuhnghóiwá.

2. Kéuih sīk Gwokyúh. /Yìngmán/ 2. Kéuih sīk góng Gwokyúh;
                                    dōu sīk góng Yìngmán.

3. Léih Sàang sīk góng Seuhng- 3. Léih Sàang sīk góng Seuhng-
   hóiwá. /Gwokyúh/   hóiwá; dōu sīk góng Gwokyúh.

73

4. Chàhn Táai sīk góng Yìngmán.
   /Gwóngdùngwá/

4. Chàhn Táai sīk góng Yìng-
   mán; dōu sīk góng Gwóng-
   dùngwá.

5. Hòh Síujé sīk góng Seuhnghóiwá.
   /Gwóngdùngwá/

5. Hòh Síujé sīk góng Seuhng-
   hóiwá; dōu sīk góng Gwóng-
   dùngwá.

---

9. Expansion Drill

    Ex: T: Kéuih sīk góng Gwóng-   He can speak Cantonese.
           dùngwá. /Gwokyúh/   /Mandarin/

       + S: Kéuih (yauh) sīk góng   He can speak Cantonese and
            Gwóngdùngwá, yauh   Mandarin. or
            sīk góng Gwokyúh.   He can speak both Cantonese
            [(both) ... and ...]   and Mandarin.

1. Kéuih hohk Yahtmàhn./Yìngmán/   1. Kéuih yauh hohk Yahtmán,
                                          yauh hohk Yìngmán.
                                          He's studying written
                                          Japanese and English.

2. Ngóh gaau Jùngmàhn. /Yìngmán/   2. Ngóh yauh gaau Jùngmán,
                                          yauh gaau Yìngmán.

3. Kéuih sīk sé Yìngmàhn.   3. Kéuih yauh sīk sé Yìngmàhn,
   /Yahtmàhn/   yauh sīk sé Yahtmàhn.

4. Kéuih m̀haih Méihgwokyàhn.   4. Kéuih yauh m̀haih Méihgwok-
   /Yìnggwokyàhn/   yàhn, yauh m̀haih Yìng-
                                          gwokyàhn.

5. Ngóh m̀hohk góng Gwokyúh.   5. Ngóh yauh m̀hohk góng Gwok-
   /Seuhnghóiwá/   yúh, yauh m̀hohk góng
                                          Seuhnghóiwá.

---

10. Expansion Drill

    Ex: T: Léih Sàang haih Seuhng-   Mr. Lee is from Shanghai
           hóiyàhn. /Léih Táai/   /Mrs. Lee/

        S: Léih Sàang tùhng Léih   Mr. [Lee] and Mrs. Lee are
           Táai dōu haih Seuhng-   both from Shanghai.
           hóiyàhn.

1. Wòhng Táai sīk góng Gwokyúh.   1. Wòhng Táai tùhng Chàhn Síujé
   /Chàhn Síujé/   dōu sīk góng Gwokyúh.

2. Kéuih sīk Wòhng Sàang. /ngóh/   2. Kéuih tùhng ngóh dōu sīk
                                         Wòhng Sàang.

74

3. Jèung Síujé hohk Gwóngdùngwá.   3. Jèung Síujé tùhng kéuih
   /kéuih pàhngyáuh/   pàhngyáuh dōu hohk Gwóng-
                                       dùngwá.

4. Ngóh haih sing Jèung ge.   4. Ngóh tùhng kéuih dōu haih
   /kéuih/   sing Jèung ge.

5. Hòh Táai sīk sé Yahtmàhn.   5. Hòh Táai tùhng Chàhn Síujé
   /Chàhn Síujé/   dōu sīk sé Yahtmàhn.

---

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 Yìngmán. /Yahtmán/   1. Kéuih hohk Yìngmán tùhng
                                          Yahtmán.

    2. Kéuihdeih gaau Jùngmàhn.   2. Kéuihdeih gaau Jùngmàhn
       /Yìngmán/   tùhng Yìngmán.

    3. Léih Táai sīk sé Yahtmàhn.
       /Jùngmán/   3. Léih Táai sīk sé Yahtmán
                                          tùhng Jùngmàhn.

  + 4. Ngóh sīk Léih Sàang. /Léih   4. Ngóh sīk Léih Sàang tùhng
       Táai/ (know (someone))   Léih Táai.
                                          I know Mr. and Mrs Lee.

---

12. Substitution Drill

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

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

    1. Bīngo góng Seuhnghóiwá a?   1. Hòh Táai góng Seuhnghóiwá.
       /Hòh Táai/

    2. Bīngo hohk Gwokyúh a?   2. Wòhng Sàang hohk Gwokyúh.
       /Wòhng Sàang/

    3. Bīngo gaau Yìngmàhn a?   3. Chàhn Síujé gaau Yìngmàhn.
       /Chàhn Síujé/

    4. Bīngo sīk góng Yahtbúnwá a?   4. Jèung Sàang sīk góng Yaht-
       /Jèung Sàang/   búnwá.

75

5. Bīngo sīk gaau Gwóngdùngwá   5. Léih Táai sīk gaau Gwóng-
   a? /Léih Táai/   dùngwá.

---

13. Response & Expansion Drill

    Ex: 1.T: Néih sīk m̀hsīk   T: Do you know Mr. Wong?
           Wòhng Sàang a?
           /nod/

         S: Ngóh sīk kéuih.   S: Yes, he is a friend of mine.
           Kéuih haih ngóh
           pàhngyáuh.

       2.T: Néih sīk m̀hsīk   T: Do you know Mr. Wong?
           Wòhng Sàang a?
           /shake/

         S: Ngóh m̀hsīk kéuih.   S: No, who is he?
           Kéuih haih bīngo
           a?

1. Néih sīk m̀hsīk Hòh Táai a?   1. Ngóh sīk kéuih. Kéuih haih
   /nod/   ngóh pàhngyáuh.

2. Néih sīk m̀hsīk Chàhn Sàang a?   2. Ngóh m̀hsīk kéuih. Kéuih haih
   /shake/   bīngo a?

3. Néih sīk m̀hsīk Jèung Síujé a?   3. Ngóh sīk kéuih. Kéuih haih
   /nod/   ngóh pàhngyáuh.

4. Néih sīk m̀hsīk Léih Sàang a?   4. Ngóh m̀hsīk kéuih. Kéuih haih
   /shake/   bīngo a?

---

14. Response Drill

    Ex: T: Néih sīk m̀hsīk góng   T: Do you know how to speak
         Yahtbúnwá a?   Japanese? /shake/
         /shake/

        S: M̀hsīk. Yahtbúnwá   S: No. I don't even know one
   +   ngóh yāt <u>geui</u> dōu   <u>sentence</u> in Japanese.
        m̀hsīk góng.

       T: /nod/

       S: Sīk sèsíu jē.   S: (I) know just a little.

1. Néih sīk m̀hsīk góng Gwóng-   1. M̀hsīk. Gwóngdùngwá ngóh
   dùngwá a? /shake/   yāt geui dōu m̀hsīk góng.

2. Néih sīk m̀hsīk góng Gwokyúh a?   2. M̀hsīk. Gwokyúh ngóh yāt geui
   /shake/   dōu m̀hsīk góng.

76

3. Néih sīk m̀hsīk góng Seuhng- 3. Sīk sèsíu jē.
   hóiwá a? /nod/

4. Néih sīk m̀hsīk góng Yìngmàhn a? 4. Sīk sèsíu jē.
   /nod/

5. Néih sīk m̀hsīk góng Yahtbúnwá 5. M̀hsīk. Yahtbúnwá ngóh yāt
   a? /shake/   geui dōu m̀hsīk góng.

---

15. Expansion Drill

     Ex: T: Kéuihdeih góng   T: What language are they speaking?
            mēyèh wá a?

         S: Néih jī m̀hjī kéuih- S: Do you know what language
            deih góng mēyèh   they're speaking?
            wá a?

1. Kéuih sing mēyèh a?   1. Néih jī m̀hjī kéuih sing
   What is his name?   mēyèh a?
                                 Do you know what his name
                                 is?

2. Kéuih gaau mēyèh wá a?   2. Néih jī m̀hjī kéuih gaau
   What language does he teach? mēyèh wá a?

3. Kéuih sé mēyèh a?   3. Néih jī m̀hjī kéuih sé mēyèh
   What is he writing?   a?

4. Kéuih haih bīngo a?   4. Néih jī m̀hjī kéuih haih
   Who is he?   bīngo a?

5. Kéuih haihm̀hhaih sing Hòh 5. Néih jī m̀hjī kéuih haih
   ga?   m̀hhaih sing Hòh ga?
   Is her name Ho?   Do you know if her name
                                is Ho?

---

16. Translation Drill

     Ex: T: "Pàhngyáuh" Yìngmán T: How do you say "friend" in
            dím góng a?   English

         S: Friend   S: Friend.

1. "Hohk," Yìngmán dím góng a?   1. "Learn".

2. "Gaau," Yìngmán dím góng a?   2. "Teach!"

3. "Daahnhaih," Yìngmán dím góng 3. "But."
   a?

4. "Sèsíu," Yìngmán dím góng a? 4. "A little!"

5. "Gwokyúh," Yìngmán dím góng a? 5. "Mandarin!"

77

6. "Jidou", Yingmán dím góng a?   6. "Know" (something)."

7. "Sīk", Yingmán dím góng a?   7. "Know how to or 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. "Gaau."

3. "They" Gwóngdùngwá dím góng a?   3. "Kéuihdeih."

4. "Who" Gwóngdùngwá dím góng a?   4. "Bīngo."

5. "Know how" Gwóngdùngwá dím góng a?   5. "Sīk."

6. "But" Gwóngdùngwá dím góng a?   6. "Daahnhaih."

7. "Please say it again" Gwóngdùngwá dím góng a?   7. "Mhgòi néih joi góng yāt chi."

8. "I don't know" Gwóngdùngwá dím góng a?   8. "Ngóh mhji."

9. "Teacher" Gwóngdùngwá dím góng a?   9. "Sīnsàang."

10. "Four" Gwóngdùngwá dím góng a?   10. "Sei."

11. "Five" Gwóngdùngwá dím góng a?   11. "Ńgh."

---

18. Response Drill:

Ex: T: Kéuih haih bīngo a? /gaau Yingmán/   T: Who is he? /teach English/

    S: Kéuih haih gaau Yingmán ge.   S: He's someone who teaches English.

78

1. Kéuih haih bíngo a?	1. Kéuih haih sing Wòhng ge.
/sing Wòhng/	
2. Kéuih haih bíngo a?	2. Kéuih haih gaau Gwóngdùng-
/gaau Gwóngdùngwá/	wá ge.
3. Kéuih haih bíngo a?	3. Kéuih haih gaau Yìngmán ge.
/gaau Yìngmán/	
4. Kéuih haih bíngo a?	4. Kéuih haih hohk Gwokyúh ge.
/hohk Gwokyúh/	

a. Repeat, teacher cueing with right hand column, students
   responding with correspond <u>haih m̀haih</u> question sentence,
   thus:

T: Kéuih gaau ngóh Yìngmán ge.

S: Kéuih haih m̀haih gaau néih Yìngmán 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.

79

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. bĭngo?	QW:	who?
2. chi	m:	time, occasion
3. chĭngchó	adj:	clear
4. daahnhaih	cj:	but
5. dĭ	m:	a little, some
6. dĭm?	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. Gwokyúh	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. jĭ(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. M̀hgòi néih...	Ph:	Please..., Would you please.... sen. pre. preceding a request
22. ńgh	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 con-
                                   sidering, be of a mind to
29. sīk   v: to know someone
30. sīk   aux v/v: know how (to do something)
31. tèng   v: hear, listen
32. Tòihsāanwá   n: Toishan dialect
33. tùhng   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 V̲, yauh V̲.   PAdv: both..., and ....
42. yih   nu: two
43. Yìngmàhn   n: English language
44. Yìngmán   n: English language

81

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. Yìhgā néihdeih tái daih
   __1__ yihp.

1. Now look at page __1__.

2. Dáhòi néih bún syù, daih
   __1__ yihp.

2. Open your book to page ____.

3. Yìhgā ngóhdeih duhk daih __4__
   fo gèibún wuihwá.

3. Now we'll read aloud Lesson __4__, Basic Conversation.

4. Yìhgā ngóhdeih wānjaahp daih
   __3__ fo.

4. Now we'll review Lesson __3__.

5. Kàhmyaht gaaudou bīndouh a?

5. Where did we get to [lit. teach to] yesterday?

6. Seuhng chi gaaudou bīndouh a?

6. Where did we get to last time?

7. Kàhmyaht gaaudou daih __2__
   yihp, daih __2__ fo, daih
   __2__ go, lihnjaahp, daih
   __2__ geui.

7. Yesterday we got to page __2__, Lesson __2__, Drill __2__, Sentence __2__.

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-chíu 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-chíu, dāk meih?   Baak-chíu, are you ready?

                        Làuh:

    meih   not yet

Meih a.   Not yet.

    dímjūng or dím   hour, o'clock

    géidím or géidímjūng?   what time?

Géidím a?   What time is it?

                        Léih:

    yìhgā   now

    daahp yāt   five after the hour

    yāt dím daahp yāt   five after one

Yìhgā ... (he looks at his watch)   It's ...five after one.
  yāt dím daahp yāt.

                        Làuh:

    wá?   sentence suffix 'what did
                                               you say?'

Géidím wá?   What time did you say?

                        Léih:

    yāt go jih   five minutes

Yāt dím yāt go jih.   It's one oh five.

                        Làuh:

    jéun   accurate

    jéun m̀hjéun a?   accurate/not accurate

    bíu   wristwatch, watch

    go bíu   a watch

    néih go bíu   your watch

Néih go bíu jéun m̀hjéun ga?   Your watch accurate one? (i.e.
                                        Is your watch accurate?)

Léih

Chàmhdō--	Approximately--
faai	fast
la	sentence suffix indicating change from previous condition: 'has become'.
faai sèsíu la	gotten a bit fast
lā = la + raised sentence final intonation	raised final intonation = a sentence suffix indicating casualness.
waahkjé	maybe, or
Waahkjé faai sèsíu lā.	Maybe it's a little fast. or Or a little fast.

Làuh

fānjūng	minute(s)
géi	several
géi fānjūng	several minutes
dáng	wait
dáng géi fānjūng	wait a few minutes
dáng ngóh géi fānjūng	wait for me a few minutes
joi dáng ngóh géi fānjūng	again wait for me a few minutes
tìm	in addition, also, more
lā	sentence suffix for suggestion--polite imperative.
Gám, joi dáng ngóh géi fānjūng tìm lā.	Well, wait for me a few minutes more, please.

Léih

hóu	OK, all right, fine
Hóu, ngóh dáng néih lā.	OK, I'll wait for you.

Làuh

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

84

bo   sentence suffix, expressing
                                              certainty.

Ṁhhóu yisi bo.   I'm sorry.

<u>Léih</u>

Ṁhgányiu.   It's all right.

B. <u>Recapitulation</u>:

<u>Léih</u>

Baak-chíu, dāk meih?   Baak-chíu, are you ready?

<u>Làuh</u>

Meih a. Géidím a?   Not yet. What time is it?

<u>Léih</u>

Yìhgā ... (he looks at his   It's ... five after one.
   watch) ... yāt dím daahp yāt.

<u>Làuh</u>

Géidím wá?   What time did you say?

<u>Léih</u>

Yāt dím yāt go jih.   It's one oh five.

<u>Làuh</u>

Néih go bīu jéun ṁhjéun ga?   Is your watch accurate?
                                              [Your watch accurate one?]

<u>Léih</u>

Chàmhdō--waahkjé faai sèsíu lā.   Approximately--or a little fast.

<u>Làuh</u>

Gám, joi dáng ngóh géi   Well, wait for me a few minutes
   fānjūng tìm lā.   more, please.

<u>Léih</u>

Hóu, ngóh dáng néih lā.   OK, I'll wait for you.

<u>Làuh</u>

Ṁhhóu yisi bo.   I'm sorry.

<u>Léih</u>

Ṁhgányiu.   That's all right.

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

85

PRONUNCIATION PRACTICE

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

   aa as syllable final is a low back vowel [α]. 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 [α].
   Some Americans have the backed vowel in their pronunciation of the
   English word "balm." [bɑm] Since the backed mid-central vowel in
   Cantonese [ə'] 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** [α] when it is final
   in its syllable.

   Listen and repeat:
   1. Máh   , Máh   , Máh   . 馬
   2. wá   , wá   , wá   . 話
   3. yīhgā   , yīhgā , yīhgā . 而家

2. **aap**, as in **daahp**

   aap is a two-part final composed of the low back vowel **aa** [α]
   plus the bilabial stop consonant **p** [p]. As a final **p** is unreleased:
   [p˥]. **aa** before **p** is produced the same way as **aa** finally, as a low
   back vowel, relatively long in an isolated syllable [ɑ·p˥]. 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 [α]).

   Listen and repeat:
   daahp   , daahp   , daahp   . 踏

3. **ap**, as in **sahp**, '10'

   ap is a two-part final composed of the backed mid-central vowel
   a [ə'] plus the bilabial stop consonant **p** [p]. As a final **p** is
   unreleased: [p˥]. The **a** is relatively short in an isolated syl-
   lable: [ə·p˥], 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 [ə'], American [ə]).

86

Listen and repeat:

    sahp   , sahp   , sahp   , sahp   . 拾

4. **ap/aap** contrasts

    Listen and repeat:

    1. sahp   , sahp   , sahp   . 拾

    2. daahp   , daahp   , daahp   . 踏

    3. sahp daahp   , sahp daahp   , sahp daahp 拾踏.

    4. daahp sahp   , daahp sahp   , daahp sahp 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 = [∅ 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 m̀hjéun a? , jéun m̀hjéun a? ,

          jéun m̀hjéun 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 un-
released: [kᵑ] 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
[oˇk], American [Uk].)

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   . 同

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 [u�socin]/[o ŋ]

Compare: Listen and repeat:

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

II. NOTES

  A. <u>Culture Notes</u>:

      <u>Greetings</u>. 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-chìu dāk meih?   Bāk-chìu, 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. <u>Structure Notes</u>:

    1. '<u>Dāk meih</u>?'

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

      Responses to <u>Dāk meih</u>? are:

        <u>Dāk la</u>. = Ready.

        <u>Meih dāk</u>.= Not ready yet.

    2. <u>Time Expressions</u>

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

        dím or dímjūng = 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 (<u>jih</u>

89

literally means "figure," here the 12

numbers on the clock dial.)

2. The above time-words combine as follows:

    1. yāt dím (jūng) = one o'clock

    2. yāt dím yāt fānjūng = one minute after one o'clock

    3. yāt dím yāt go jih = five minutes after one

              (See Drill _7_)

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

              (See Drill _6_)

    5. yāt dím bun = half past one

              (See Drill _3_)

3. <u>daahp</u> in time expressions

    <u>daahp</u>, 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 dím daahp yāt = five minutes after one

            yāt dím daahp yih = ten minutes after one

              (See BC and Drills 4, 7)

4. <u>géi</u>? 'which number?' in time expressions

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

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

            Ńgh dím. = It's five o'clock.

          2. Yìhgā daahp géi a? = What time is it? [Now treads

                         on what number?]

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

          (See BC and Drills 1, 3, 4)

5. <u>Positioning of time expressions in relation to main verbs:</u>

    1. <u>A time expression which precedes the verb</u> 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 sahp dímjùng gaau   He teaches Cantonese <u>at</u>

           Gwóngdùngwá.   <u>10 o'clock</u>.

        (See Drill _10_)

2. <u>A time expression which follows the verb</u> indicates the
   length of time the action represented by the verb took/
   takes/will take place. We refer to the post-verb time
   expression as a "time spent" expression.

    Ex: Mhgòi néih joi dáng   Would you mind <u>waiting</u> for
           ngóh géi fānjūng tìm   me <u>a few more minutes</u>.
           lā.

            (See Drill <u>12</u>)

3. Sentence suffix <u>wá</u>?

    <u>wá</u> is an interrogative sentence suffix attaching to
   question-word questions, asking for a repeat of the_∧sentence.
   (preceding)
   It has the force of "<u>???</u> did you (or he, etc.) say?"

    Ex: 1. Géidím wá?   What time did you say it was?

        2. Bīngo gaau néih wá?   Who did you say taught you?

        3. Kéuih sing mēyéh wá?   What did you say his name
                           was?

            (See Drill <u>11</u>)

4. <u>Measures</u>:

    A Measure is a word in Cantonese which comes between a
   number (or a limited set of other entities) and a noun.

    Ex: go   = representative of a class of words
                     called Measures.

    Ngóh go bīu= my [Measure] watch = my watch

    yāt go jih = one [Measure] figure = one figure, i.e.,
                           (in relation to time on the clock dial)
                           five minutes past the hour

    Inasmuch as ordinary English nouns do not have a cate-
   gory of word standing between number (and certain other
   modifiers) and noun, Measures are usually not translatable
   in English equivalent sentences.

    sàam go gwāt = 3 [M] quarters = three quarters

    In follow sentences the Measure substitutes for the
   noun.

    Ex: Kéuih <u>go bīu</u> jéun àhjéun His [M] watch--is it
           ga?   accurate?

Kéuih go mhjéun.   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 mh.

Ex: Néih go bîu jéun mh-
      jéun ga?   Is your watch accurate?

    Ngóh go bîu mhjéun.   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 bîu		mhjéun.

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. ńgh		10. sahp

b. From 11 to 19 Cantonese numbers use an adding formula: ten-one, ten-two, etc:

11. sahpyāt		13. sahpsàam
12. sahpyih		14. sahpsei

92

15. sahpngh   18. sahpbaat

16. sahpluhk   19. sahpgáu

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,' yihsahp, '20,' yihsahpyih, '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 gotten 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

93

mean 'inciting to action,' including everything from per-
emptory commands to polite requests and also self-imperatives,
such as the equivalent of 'I'll do such and such.') Perhaps
the closest English equivalent for lā is a polite tone of
voice. The connotation is 'please,' 'Would you mind...' and
for the self-imperative, 'I'll...'

> Ex: 1. Mhgòi néih dáng ngóh   Would you please wait for
>   géi fānjūng tìm lā.   me a few minutes more.
>
>   2. Hóu, ngóh dáng néih   OK, I'll wait for you.
>   lā.

>   (See BC)

10. Dialect variations: (ng)āam(ng)āam and others

Words in Cantonese which begin with aa, o, and u have a
variant pronunciation in Standard Cantonese in which the
initial vowel is preceded by ng.

> Examples: āamāam, ngāamngāam   'exactly; just'
>
>   oi, ngoi   'want'
>
>   ūk, ngūk   'house'
>
>   (See Drill 5)

III. DRILLS

Preliminary Number Drill: 6-10

1. Students listen.
   Teacher counts off from one to
+ five, then from six to ten,
   gesturing with fingers.

   Yāt yih sàam sei ńgh (1 time)
   luhk chāt baat gáu sahp
   (six seven eight nine ten)
   (do 10 times)

2. Students in chorus count simul-
   taneously with teacher.
   Teacher counts from 6 to 10,
   using hand signals.

   luhk chāt baat gáu sahp
   (10 times)

3. Teacher silent, signals to an
   individual student to recite
   by himself.

   luhk chāt baat gáu sahp

4. Random order count: Teacher
   indicates one finger at a time
   in random order, signalling
   students either individually
   or in chorus to call out
   appropriate number.

   sahp, luhk, gáu. etc.
   (approximately 30 numbers)

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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 dím. (pause)   yāt dímjūng. (pause)   1, 1:00.

   + 2. yih (pause)   <u>léuhng</u> dím   léuhng dímjūng. (pause)   2, 2:00.
            (pause)

   3. sàam (pause)   sàam dím. (pause)   sàam dímjūng. (paus⋅   3, 3:00.

   4. sei (pause)   sei dím. (pause)   sei dímjūng. (pause)   ⋅, 4:00.

   5. ńgh (pause)   ńgh dím. (pause)   ńgh dímjūng. ʹ)ause)   5, 5:00.

   6. luhk (pause)   luhk dím. (pause)   luhk dímjūng. (pause)   6, 6.00.

   7. chāt (pause)   chāt dím. (pause)   chāt dímjūng. (pause)   7, 7:00.

   8. baat (pause)   baat dím. (pause)   baat dímjūng. (pause)   8, 8:00.

   9. gáu (pause)   gáu dím. (pause)   gáu dímjūng. (pause)   9, 9:00.

   10. sahp (pause)   sahp dím. (pause)   sahp dímjūng. (pause)   10, 10:00.

   + 11. <u>sahpyāt</u>   sahpyāt dím.   sahpyāt dímjūng.   <u>11</u>, 11:00.
         (pause)   (pause)   (pause)

   + 12. <u>sahpyih</u>   sahpyih dím.   sahpyih dímjūng.   <u>12</u>, 12:00.
         (pause)   (pause)   (pause)

   13. géi (pause)   géidím? (pause)   géidímjūng? (pause)
         Which   What o'clock?   What o'clock?
         number?

   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: <u>géi</u>? '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 <u>7</u> on the clock dial)

        S: Yìhgā chāt dím.   It's seven o'clock. [Now seven o'clock.]

   1. (3)   1. Yìhgā sàam dím.

   2. (6)   2. Yìhgā luhk dím.

   3. (9)   3. Yìhgā gáu dím.

   4. (8)   4. Yìhgā baat dím.

   5. (2)   5. Yìhgā léuhng dím.

   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: Yìhgā daahp yat.   S: It's five after.

1.	/sàam/	1.	Yìhgā daahp sàam.
2.	/baat/	2.	Yìhgā daahp baat.
3.	/gáu/	3.	Yìhgā daahp gáu.
4.	/sei/	4.	Yìhgā daahp sei.
5.	/chāt/	5.	Yìhgā daahp chāt.
6.	/yih/	6.	Yìhgā daahp yih.
7.	/sahpyat/	7.	Yìhgā daahp sahpyāt.
+ 8.	/bun/ half	8.	Yìhgā daahp bun. It's half past.
9.	/ńgh/	9.	Yìhgā daahp ńgh.

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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: Yìhgā daahp géi a?   T: What time is it?

          S₂: Yìhgā daahp yāt.   S: It's five after.

1.	5	1. A.	Yìhgā daahp géi a?
		B.	Yìhgā daahp ńgh.
2.	7	2. A.	Yìhgā daahp géi a?
		B.	Yìhgā daahp chāt.
3.	11	3. A.	Yìhgā daahp géi a?
		B.	Yìhgā daahp sahpyāt.
4.	8	4. A.	Yìhgā daahp géi a?
		B.	Yìhgā daahp baat.
5.	6	5. A.	Yìhgā daahp géi a?
+		B.	Yìhgā daahp bun. (daahp bun = half past)
6.	2	6. A.	Yìhgā daahp géi a?
		B.	Yìhgā 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: Yìhgā sàam dím bun.　T: It's half past three.
　　　　　　　　　　　　　　　　[Now three o'clock half.]

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

1. Yìhgā léuhng dím bun.

2. Yìhgā ńgh dím bun.

3. Yìhgā luhk dím bun.

4. Yìhgā baat dím bun.

5. Yìhgā sahp dím bun.

1. Yìhgā ngāamngāam léuhng dím bun.

2. Yìhgā ngāamngāam ńgh dím bun.

3. Yìhgā ngāamngāam luhk dím bun.

4. Yìhgā ngāamngāam baat dím bun.

5. Yìhgā ngāamngāam sahp dím bun.

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

Ex: T: Sahp dím.　T: Ten o'clock

S: Yìhgā sahp dím　S: It's a quarter after ten.
+　　yāt go gwāt.　　[Now ten o'clock one quarter.]

1. yāt dím

2. sei dím

3. chāt dím

4. ńgh dím

5. sàam dím

6. léuhng dím

1. Yìhgā yāt dím yāt go gwāt.

2. Yìhgā sei dím yāt go gwāt.

3. Yìhgā chāt dím yāt go gwāt.

4. Yìhgā ńgh dím yāt go gwāt.

5. Yìhgā sàam dím yāt go gwāt.

6. Yìhgā 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 quart-
　　　　　　　　　　　　　ers = 3:45

7. Alteration Drill:

Ex: T: Yìhgā sàam dím   It's five after three.
        daahp yāt.   or It's three-oh-five.
                               [three touch one]

    S: Yìhgā sàam dím   It's five after three.
        yāt go jih.   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. Yìhgā sàam dím daahp yih.   1. Yìhgā sàam dím léuhng go jih.
2. Yìhgā sàam dím daahp séi.   2. Yìhga sàam dím séi go jih.
3. Yìhgā sàam dím daahp chāt.   3. Yìhgā sàam dím chāt go jih.
4. Yìhgā sàam dim daahp sàam.   4. Yìhgā sàam dím sàam go jih.
5. Yìhgā sàam dim daahp sahp.   5. Yìhgā sàam dím sahp go jih.

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

            yāt go jih = 5 after

            léuhng go jih = 10 after, etc.

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

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

8. Expansion Drill:

Ex: T: Léih Táai go bíu   Mrs. Lee's watch is a little
        faai sèsíu.   fast. /slow a little/
        /maahn sèsíu/

    B: Léih Táai go bíu faai   Mrs. Lee's watch is a little
        sèsíu; ngóh go   fast, mine's a little slow.
        maahn sèsíu.

1. Léih Táai go bíu maahn sèsíu.   1. Léih Táai go bíu maahn
   /faai sesiu/   sèsíu, ngóh go faai sèsíu.

2. Léih Táai go bíu faai yātgo-   2. Léih Táai go bíu faai yātgo-
   jih. /maahn yātgojih/   jih, ngóh go maahn yātgo-
                                      jih.

98

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, ngóh go faai yāt
fānjūng.

4. Chàhn Táai go bíu faai sèsíu.
/maahn sèsíu/

4. Chàhn Táai go bíu faai sèsíu,
ngóh go maahn sèsíu.

5. Chàhn Táai go bíu maahn léuhng-
gojih./faai yāt go gwāt/

5. Chàhn Táai go bíu maahn
léuhng go jih, ngóh go
faai yāt go gwāt.

9. Response Drill:

Ex: T: Kéuihdeih haih mhhaih
Yìnggwokyàhn a?
/Méihgwokyàhn/

Are they English?
/Americans/

S: Ngóh mhjí. Waahkjé
haih Yìnggwokyàhn,
waahkjé haih
Méihgwokyàhn.

I don't know – They may be
English, may be Americans.

1. Kéuih haih mhhaih Gwóng-
dùngyàhn a? /Seuhnghóiyàhn/

1. Ngóh mhjí, waahkjé haih
Gwóngdùngyàhn, waahkjé
haih Seuhnghóiyàhn.

2. Kéuih haih mhhaih Méihgwok-
yàhn a? /Yìnggwokyàhn/

2. Ngóh mhjí, waahkjé haih
Méihgwokyàhn, waahkjé
haih Yìnggwokyàhn.

3. Kéuih haih mhhaih Seuhnghói-
yàhn a? /Gwóngdùngyàhn/

3. Ngóh mhjí, waahkjé haih
Seuhnghóiyàhn; waahkjé
haih Gwóngdùngyàhn.

4. Kéuih haih mhhaih Jùnggwok-
yàhn a? /Yahtbúnyàhn/

4. Ngóh mhjí, waahkjé haih
Jùnggwokyàhn; waahkjé
haih Yahtbúnyàhn.

a. Repeat, Teacher giving the two fillers only, students
taking both parts of conversation, thus:

T: /Yìnggwokyàhn/ Méihgwokyàhn/

S1: Kéuih haih mhhaih Yìnggwokyàhn a?

S2: Waahkjé haih Yìnggwokyàhn, waahkjé haih Méihgwokyàhn.

10. Combining Drill:

Ex: T: Yìhgā sahp dím bun.   T: It's ten thirty.
Kéuihdeih hohk   They study Cantonese.
Gwóngdùngwá.

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

1. Yìhgā gáu dímjūng.   1. Kéuih gáu dímjūng gaau
   Kéuih gaau bīngo a?   bīngo a?

2. Yìhgā léuhng dím yātgogwāt.   2. Bīngo léuhng dím yātgogwāt
   Bīngo hohk Yìngmàhn a?   hohk Yìngmàhn a?

3. Yìhgā sàam dím sàamgogwāt.   3. Léih Sàang sàam dím sàamgo-
   Léih Sàang hohk mēyéh a?   gwāt hohk mēyéh a?

4. Yìhgā sahpyāt dím bun.   4. Ngóhdeih sahpyāt dím bun
   Ngóhdeih hohk sé Jùngmàhn.   hohk sé Jùngmàhn.

5. Yìhgā sei dím bun.   5. Hòh Síujé sei dím bun gaau
   Hòh Síujé gaau Méihgwokyàhn   Méihgwokyàhn Gwokyúh.
   Gwokyúh.

6. Yìhgā baat dím sàamgogwāt.   6. Jèung Táai baat dím sàamgo-
   Jèung Táai gaau néih góng   gwāt gaau néih góng
   Gwóngdùngwá.   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, sub-
    stituting the appropriate question word for the expression
    underlined in the cue sentence.

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

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

1. Kéuih sing Làuh.   1. Kéuih sing mēyéh wá?

2. Kéuih haih ngóh hohksàang.   2. Bīngo haih néih hohksàang
                      wá?

3. Hòh Síujé gaau ngóh Seuhng-   3. Bīngo gaau néih Seuhnghói-
   hóiwá.   wá wá?

4. Chàhn Táai haih kéuih sīnsàang. 4. Bīngo haih kéuih sīnsàang
   Mrs. Chan is her teacher.   wá?

5. Léih Sàang haih Méihgwokyàhn. 5. Bīngo haih Méihgwokyàhn wá?

---

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

1. Mhgòi néih dáng ngóh géi   1. Mhgòi néih dáng ngóh géi
   fanjūng.   fanjūng.

2. /géi go jih/	2. Mhgòi néih dáng ngóh géi go jih.
3. /yāt go jih/	3. Mhgòi néih dáng ngóh yāt go jih.
4. /léuhng fānjūng/	4. Mhgòi néih dáng ngóh léuhng fānjūng.
5. /léuhng go jih/	5. Mhgòi néih dáng 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.

101

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. chàmhdō   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. dáng   v: wait (for)
13. dím(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. géidím(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. la 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.

102

32. Ṁhhóu yisi   Ph: I'm sorry; It's embarassing.

33. ngāamngāam   adv: exactly (see āamāam)

34. sàam go gwāt   Ph: three quarters after the hour

35. sahp   nu: ten

36. sahpyāt   nu: eleven

37. sahpyih   nu: twelve

38. tìm   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. yìhgā   TW: now

I. BASIC CONVERSATION

A. Buildup:

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

jyúyàhn	host, hostess

Jyúyàhn

chóh	sit
chèuihbín	As you wish, at your convenience
Chèuihbín chóh lā.	Sit anywhere you like.
yàhnhaak	guest

Yàhnhaak

mhgòi	thank you
Hóu, mhgòi.	All right, thank you.

(The hostess extends a pack of cigarettes)

Jyúyàhn

yīn	tobacco
sihk	eat
sihk yīn	smoke tobacco, smoke
Sihk yīn lā.	Have a cigarette.

Yàhnhaak

haakhei	polite
mhsái	unnecessary, no need to
Mhsái haakhei.	You don't need to be polite. (i.e., no thanks)

Jyúyàhn

mhhóu	don't ... (as a command) [not good to ...]
Mhhóu haakhei a.	Don't be polite. (i.e., Do have one)

Yàhnhaak

Hóu, mhgòi.	All right, thanks.

Jyúyàhn

Mhsái mhgòi.	No need to thank. (i.e., You're welcome.)

104

(A servant brings in tea and cakes.)

Jyúhàhn

chàh	tea
yám	drink
Yám chàh lā.	Have some tea.

Yàhnhaak

Ṁhgòi.	Thank you.

Jyúyàhn

béng	cake(s), cookie(s)
Sihk béng lā.	Have some cookies.

Yàhnhaak

laak	sentence suffix la indicating change or potential change + k = lively. la + k = laak.
Ṁhsái laak; ṁhgòi.	No thanks.

Jyúyàhn

si	try
Siháh lā.	Try a little.

Yàhnhaak

jànhaih	really
léh	sentence suffix for definiteness.
Jànhaih ṁhsái haakhei léh.	No thanks--really.

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

Yàhnhaak

aiya!	exclamation of consternation
Aiya! Ngh dím la.	Oh--oh. It's five o'clock.
jáu	leave
yiu jáu	must go
Ngóh yiu jáu laak.	I must be going.

Jyúyàhn

faai	fast
gam	so
gam faai	so fast, so soon
gam faai jáu	go so soon

Ṁhhóu gam faai jáu lā.   Don't go so soon!

<u>Yàhnhaak</u>

Ṁhhaih a--   No--

Jànhaih yiu jáu laak.   I really must go.

B.   <u>Recapitulation</u>:

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

<u>Jyúyàhn</u>

Chèuihbín chóh lā.   Sit anywhere you like.

<u>Yàhnhaak</u>

Hóu, ṁhgòi.   All right; thanks.

     (The hostess extends a pack of cigarettes.)

<u>Jyúyàhn</u>

Sihk yīn lā.   Have a cigarette.

<u>Yàhnhaak</u>

Ṁhsái haakhei.   You don't have to be polite.
                                     (i.e., No thanks.)

<u>Jyúyàhn</u>

Ṁhhóu haakhei a.   Don't be polite. (i.e., Do
                                     have one.)

<u>Yàhnhaak</u>

Hóu, ṁhgòi.   All right, thanks.

<u>Jyúyàhn</u>

Ṁhsái ṁhgòi.   No need to thank. (i.e.,
                                     you're welcome.)

     (A servant brings in tea and cakes.)

<u>Jyúyàhn</u>

Yám chàh lā.   Have some tea.

<u>Yàhnhaak</u>

Ṁhgòi.   Thank you.

<u>Jyúyàhn</u>

Sihk béng lā.   Have some cookies.

<u>Yàhnhaak</u>

Ṁhsái laak; ṁhgòi.   No thanks.

<u>Jyúyàhn</u>

Sihah lā.   Try a little.

<u>Yàhnhaak</u>

Jànhaih mhsái haakhei léh.   No thanks--really.

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

<u>Yàhnhaak</u>

Aiya! Ńgh dím laak. Ngóh yiu Oh--oh. It's five o'clock. I
 jáu laak.   must be going.

<u>Jyúyàhn</u>

Mhhóu gam faai jáu lā.   Don't go so soon!

<u>Yàhnhaak</u>

Mhhaih a--   No--
 Jànhaih yiu jáu laak.   I really must go.

<p align="center">+ + + + + + + + + + + + +</p>

Pronunciation:

1. <u>ai</u>

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

<p align="center">mhsái (5 times) 唔使</p>

2. <u>aai</u>

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

    Listen and repeat:

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

3. <u>ai/aai</u> contrasts

    Listen and repeat:

<p align="center">107</p>

      1. m̀hsái, faai   . (5 times)

      2. faai, m̀hsái   . (5 times)

4. **ang** in **dáng** (Lesson 4)

      ang is a two-part final composed of the backed mid central vowel **a** [ɜ˥] 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 dáng (5 times) 凍 等

          Listen and repeat:

            dáng (5 times) 等

5. **aang** in **cháang**

      aang is a two-part final composed of the low back vowel **aa** [ɑ] 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** [ɑ] is more backed and not nasalized before the final nasal consonant.

          Compare English and Cantonese--Listen:

            dong cháang (5 times)   橙

          Listen and repeat:

            cháang (5 times) 橙

            sīnsàang (5 times) 先生

6. **ang/aang** contrasts

          Listen and repeat:

            1. dáng (3 times)

            2. cháang (3 times)

            3. dáng cháang (3 times)

            4. cháang dáng (3 times)

7. **ak** in **dāk** (Lesson 4)

      ak is a two-part final composed of the backed mid central vowel **a** [ɜ˥] plus velar stop consonant **k**. As a final **k** is unreleased--[k˺], **a** is as elsewhere--short in an isolated unstressed syllable, more backed than its closest American counterpart, which is the [ə] 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. sahp   (3 times)
        4. dāk chāt sahp   (3 times)
        5. gám   (3 times)
        6. Chàhn   (3 times)
        7. dáng   (3 times)
        8. gám, Chàhn, dáng
        9. m̀hsái

8. aak in yàhnhaak, haakhei

    aak is a two-part final composed of the low back vowel aa [ɑ] plus the velar stop k. As a final k is unreleased [k˺], 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 counter-part.

        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. M̀hsái haakhei 唔使客氣
          3. M̀hhóu haakhei 唔好客氣

Comments: 1. You notice that there is a tendency for
the friction of the <u>h</u> consonant to dis-
appear in fast speech. This is particu-
larly 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 <u>k</u> 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. Jùnggwokyàhn   (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 <u>-k</u> final of sentence suffix <u>laak</u>.

We have used <u>k</u> to represent the final sound in the sentence
suffix <u>laak</u>. This sound is a glottal stop, rather than the velar stop
which is the sound <u>k</u> 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 <u>laak</u> spelling derives thus:
<u>la</u> is initial <u>l</u> plus the low back <u>aa</u> vowel [α], which we
spell <u>a</u> when it is final in a syllable. (The mid central <u>a</u>
vowel [ə>] never occurs in syllable final position.)
Adding <u>k</u> as final makes the <u>aa</u> not final in its syllable,
so its spelling is represented as <u>aa</u>: <u>la</u> + <u>-k</u> = <u>laak</u>

110

Ex: Ngóh haih yàhnhaak.   I am a guest.
    Ngóh yiu jáu laak.   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. aau in gaau

     aau 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/aau

           Listen and repeat, comparing au and aau:
               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 Notes

1. 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 chàh, 'drink tea.'

yám chàh 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 màai]. This is called 'going out to yám chàh!' 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 chàh 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 chàh, 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 chàh meal.

112

4. <u>Aiya</u>! 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.

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

5. <u>mhgòi</u>, '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 <u>mhgòi</u>. There is another word, <u>dòjeh</u>, 'thank you,' which is appropriate for thanking someone for a gift. (We encounter this word is the text of Lesson 14.)

   In the Conversation which opens this lesson, the guest accepted a cigarette with <u>mhgòi</u>--viewing this as more of a courtesy than a gift.

   (See BC and Drills <u>7, 8, 9</u>)

B. Structure Notes

   1. Sentence suffix <u>laak</u>.

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

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

      Because <u>la/laak</u> 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. Mhsái laak, mhgòi.   (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! Ñgh dím laak!   Wow! It's five o'clock already
                                 (I didn't realize it had gotten
                                 so late.)

113

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 abrupt-
ness) 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, mhgòi.   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:

     Jànhaih mhsái 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:

          Mhhóu sihk béng.   Don't eat those cookies.

                (See Drill 5)

                    114

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. **yiu**, 'must,' and **mhsái**, 'mustn't¦' 'needn't'

yiu used as an auxiliary verb preceding another verb can have the meaning 'must _V_,' ' have to _V_,' 'need to _V_.' The basic meaning of yiu 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 yiu, but uses the negative and question forms of the verb sái, 'need,' 'have to.'

Ex: Ngóh yìhgā | yiu   hohk | Yìngmàhn.   I have to study English right now.

     Ngóh yìhgā | mhsái hohk | Yìngmàhn.   I don't have to study English right now.

     Néih yìhgā | sái mhsái hohk | Yìngmàhn a? Do you have to study English right now?

(See BC)

115

III. DRILLS

    1. Substitution Drill

            Ex: T: Sihk béng lā.   T: Have a cookie [polite].
                    /yīn/   /tobacco/

                                            <u>or</u>

                                            Have some cookies [polite].

               S: Sihk yīn lā.   S: Have a cigarette [polite].

+ 1. Sihk yīn lā. /<u>faahn</u>/   1. Sihk faahn lā.
              (rice)   Dinner is ready; come eat.

+ 2. Sihk faahn lā. /<u>pihnggwó</u>/   2. Sihk pihnggwó lā.
              (apple)   Have an apple.

+ 3. /<u>cháang</u>/   3. Sihk cháang lā.
      (orange)   Have an orange.

  4. /béng/   4. Sihk béng lā.

  5. /yīn/   5. Sihk yīn lā.

+ 6. /<u>jīu</u>/   6. Sihk jīu lā.
      (banana)

    2. Substitution Drill

+   Ex: T: Yám chàh lā! /<u>gafē</u>/ T: Have some tea! [polite] /<u>coffee</u>/
                S: Yám gafē lā!   S: Have some coffee!

  1. Yám chàh lā. /gafē/   1. Yám gafē lā.

+ 2. Yám gafē lā. /<u>heiséui</u>/   2. Yám heiséui lā.
             (soft drink)   Have a soft drink.

+ 3. Yám heiséui lā. /<u>bējáu</u>/   3. Yám bējáu lā.
               (beer)   Have a beer.

+ 4. Yám bējáu lā. /<u>séui</u>/   4. Yám séui lā.
             (water)   Have some water.

  5. Yám séui lā. /chàh/   5. Yám chàh lā.

+ 6. /<u>ngàuhnáaih</u>/   6. Yám ngàuhnáaih lā.
      (milk)

+ 7. /<u>jáu</u>/   7. Yám jáu lā.
     (alcoholic beverage)

3. Substitution Drill

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

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

     1. /gafē/   1. Yám m̀hyám gafē a?

     2. /heiséui/   2. Yám m̀hyám heiséui a?

     3. /séui/   3. Yám m̀hyám séui a?

     4. /bējáu/   4. Yám m̀hyám bējáu a?

     5. /ngàuhnáaih/   5. Yám m̀hyám 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 an-
                     swer 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: chàh   T: tea
                 S: Yám chàh lā!   S: Have some tea.
              2. T: béng   T: cookies
                 S: Sihk béng 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. pìhnggwó   6. Sihk pìhnggwó lā!

     7. séui   7. Yám séui lā!

     8. cháang   8. Sihk cháang lā!

     9. béng   9. Sihk béng lā!

    10. chàh   10. Yám chàh 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: Ṁhhóu sihk yīn!   S: Don't smoke! (abrupt; note
                                        absence of lā)

1. Yám bējáu lā.   1. Ṁhhóu yám bējáu!
2. Sihk yīn lā.   2. Ṁhhóu sihk yīn!
3. Yám gafē lā.   3. Ṁhhóu yám gafē!
4. Sihk béng lā.   4. Ṁhhóu sihk béng!
5. Yám heiséui lā.   5. Ṁhhóu yám heiséui!

    a. Repeat. as polite negative request, thus:

        T: Sihk yīn lā!   T: Have a cigarette.
        S: Ṁhhóu sihk yīn lā.   S: Please don't smoke.

6. Expansion Drill

    Ex: T: Kéuih yám chàh.   T: He drinks tea. /coffee/
            /gafē/

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

                                 He drinks tea, but not coffee.

1. Kéuih yám heiséui. /bējáu/   1. Kéuih yám heiséui,
                                     daahnhaih ṁhyám bējáu.

2. Kéuih yám gafē. /chàh/   2. Kéuih yám gafē, daahnhaih
                                     ṁhyám chàh.

3. Kéuih sihk pìhnggwó. /cháang/ 3. Kéuih sihk pìhnggwó, daahn-
                                     haih ṁhsihk chàang.

4. Kéuih sihk béng. /yám chàh/   4. Kéuih sihk béng, daahnhaih
                                     ṁhyám chàh.

5. Kéuih sīk sé Jùngmàhn. /Yìng- 5. Kéuih sé Jùngmán, daahnhaih
    mán/   ṁhsīk sé Yìngmàhn.

118

7. Response Drill

        Ex: 1. T: Yám gafē lā?   T: Would you like some coffee?
                  /nod/   /nod/

      +   S: Hóu aak. Ṁhgòi.   S: Yes; thanks.

            2. T: Yám gafē lā?   T: Would you like some coffee?
                  /shake/   /shake/

               S: Ṁhyám laak,   S: No thanks, not right now.
                  ṁhgòi.

    1. Yám chàh lā? /nod/   1. Hóu aak. Ṁhgòi.

    2. Yám bējáu lā? /nod/   2. Hóu aak. Ṁhgòi.

    3. Yám heiséui lā? /shake/   3. Ṁhyám laak, ṁhgòi.

    4. Yám gafē lā? /shake/   4. Ṁhyám laak, ṁhgòi.

    5. Yám séui lā? /nod/   5. Hóu aak. Ṁhgòi.

        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, ṁhgòi.   OK, thanks.

                 Hóu aak. Ṁhgòi. OK. Thanks.

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8. Response Drill

        Ex: 1. T: Sihk béng   T: Have a cookie. /nod/
                  lā! /nod/

               S: Hóu aak. Ṁhgòi. S: All right. Thanks you.

            2. T: Sihk béng lā!   T: Have a cookie. /shake/
                  /shake/

               S: Ṁhsihk laak;   S: Not just now, thanks.
                  ṁhgòi.

    1. Sihk pìhnggwó lā! /nod/   1. Hóu aak. Ṁhgòi.

    2. Sihk yīn lā! /nod/   2. Hóu aak. Ṁhgòi.

    3. Sihk faahn lā! /shake/   3. Ṁhsihk laak; ṁhgòi.

    4. Sihk cháang lā! /shake/   4. Ṁhsihk laak; ṁhgòi.

    5. Sihk béng lā! /nod/   5. Hóu aak. Ṁhgòi.

    6. Sihk jīu lā! /nod/   6. Hóu aak. Ṁhgòi.

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

119

9. **Response Drill:** Respond appropriately, following patterns established in Drills 7 and 8. (For the negative use m̀hsihk and m̀hyám, although m̀hsái is equally appropriate.)

1. Yám cháh lā? /nod/	1. Hóu aak. M̀hgòi.
2. Yám bōjáu lā? /shake/	2. M̀hyám laak. M̀hgòi.
3. Sihk yīn lā! /nod/	3. Hóu aak. M̀hgòi.
4. Sihk béng lā! /shake/	4. M̀hsihk laak. M̀hgòi.
5. Yám gafē lā? /nod/	5. Hóu aak. M̀hgòi.
6. Sihk pìhnggwó lā! /nod/	6. Hóu aak. M̀hgòi.
7. Yám heiséui lā? /shake/	7. M̀hyám laak. M̀hgòi.
8. Sihk cháang lā? /shake/	8. M̀hsihk laak. M̀hgòi.

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

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

Ex: 1. T: Néih yám mēyéh a? /néih pàhngyáuh/	T: What would you like to drink? /your friend/
S: Néih pàhngyáuh yám mēyéh a?	S: What would your friend like to drink?
T: Néih pàhngyáuh yám mēyéh a? /heiséui/	T: What would your friend like to drink? /soft drink/
S: Néih pàhngyáuh yám heiséui.	S: Your friend would like a soft drink.
1. Kéuih yám mēyéh a? /kéuih pàhngyáuh/	1. Kéuih pàhngyáuh yám mēyéh a?
2. /séui/	2. Kéuih pàhngyáuh yám séui.
3. /jáu/	3. Kéuih pàhngyáuh yám jáu.
4. /ngóhdeih pàhngyáuh/	4. Ngóhdeih pàhngyáuh yám jáu.
5. /néih pàhngyáuh/	5. Néih pàhngyáuh 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.

120

11. Conversation Drill

Ex: Host: Sihk béng lā?   Host: Won't you have some cookies?

Guest: Ṁhsái haakhei.   Guest: Ah, no, thank you.

Host: Ṁhhóu haakhei a.   Host: Oh, do have some.

Guest: (shake) Ngóh   Guest: No thanks, really not.
        jànhaih ṁhsihk
        léh.

or   or

Guest: (nod) Hóu aak.   Guest: Well, all right, thanks.
        ṁhgòi.

Host: Ṁhsái ṁhgòi.   Host: You're welcome. or
                                   Not at all.

1. A. Sihk pìhnggwó lā?   1. A. Sihk pìhnggwó lā?

   B. ....   B. Ṁhsái haakhei.

   A. ....   A. Ṁhhóu haakhei a.

   B. (shake)   B. Ngóh jànhaih ṁhsihk léh.

2. A. Yám gafē lā?   2. A. Yám gafē lā?

   B. ....   B. Ṁhsái haakhei.

   A. ....   A. Ṁhhóu haakhei a.

   B. (nod)   B. Hóu aak, ṁhgòi.

   A. ....   A. Ṁhsái ṁhgòi.

3. A. Sihk cháang lā?   3. A. Sihk cháang lā?

   B. ....   B. Ṁhsái haakhei.

   A. ....   A. Ṁhhóu haakhei a.

   B. (shake)   B. Ngóh jànhaih ṁhsihk léh.

4. A. Sihk yìn lā?   4. A. Sihk yìn lā?

   B. ....   B. Ṁhsái haakhei.

   A. ....   A. Ṁhhóu haakhei a.

   B. (shake)   B. Ngóh jànhaih ṁhsihk léh.

5. A. Yám bējáu lā?   5. A. Yám bējáu lā?

   B. ....   B. Ṁhsái haakhei.

   A. ....   A. Ṁhhóu haakhei a.

   B. (shake)   B. Ngóh jànhaih ṁhyám léh.

121

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
        m̀haih dōu   too?
        yám chàh a?

Customer: M̀haih. Kéuih   B: No, she'll have coffee.
          yám gafē.

1. W. ....?   1. W. Yám mēyéh a?

   C. ...... bējáu.   C. Ngóh yám bējáu.

   W. Néih pàhngyáuh ......?   W. Néih pàhngyáuh haih
                                    m̀haih dōu yám bējáu a?

   C. ......gafē.   C. M̀haih. Kéuih yám gafē.

2. W. ....?   2. W. Yám mēyéh a?

   C. ......heiséui.   C. Ngóh yám heiséui.

   W. Kéuih ......?   W. Kéuih haih m̀haih dōu
                              yám heiséui a?

   C. ...... bējáu.   C. M̀haih. Kéuih yám bējáu.

3. W. Sīnsàang ......?   3. W. Sīnsàang yám mēyéh a?
                              What will you have to
                              drink, sir?

   C. ...... chàh.   C. Ngóh yám chàh.

   W. Síujé ......?   W. Síujé haih m̀haih dōu
                              yam chàh a?
                              Will the young lady
                              have tea too?

   C. ......heiséui.   C. M̀haih.Kéuih yám heiséui.

4. W. Hòh Sàang ......?   4. W. Hòh Sàang yám mēyéh a?
                              What'll you have to
                              drink, Mr. Ho?

   C. ...... bējáu.   C. Ngóh yám bējáu.

   W. Hòh Táai ......?   W. Hòh Táai haih m̀haih dōu
                              yám bējáu a?
                              Will Mrs. Ho have beer
                              too?

   C. ......heiséui.   C. M̀haih.Kéuih yám heiséui.

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

         A. What's that you're drinking?

122

B: I'm drinking tea.

A: Is he drinking tea too?

A: No, he's drinking coffee.

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13. Conversation Drill

Ex: Guest: Aiya! Yìhgā   Guest: Oh-oh! It's 10:35.
         sahp dím daahp   I must be going.
         chāt. Ngóh yiu
         jáu laak.

    Host: Ṁhhóu gam faai   Host: Oh don't go so soon!
         jáu lā!

    Guest: Ṁhhaih a. Jàn-   Guest: No. Really, I must go.
         haih yiu jáu
         laak.

1.   1. A. Aiya! Yìhgā yāt dím daahp
                                      chāt. Ngóh yiu jáu laak.

                                   B. Ṁhhóu gam faai jáu lā!

                                   A. Ṁhhaih a. Jànhaih yiu
                                      jáu laak.
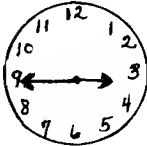
2.   2. A. Aiya! Yìhgā sàam dím
                                      sàamgogwāt. Ngóh yiu
                                      jáu laak.

                                   B. Ṁhhóu gam faai jáu lā!

                                   A. Ṁhhaih a. Jànhaih yiu
                                      jáu laak.
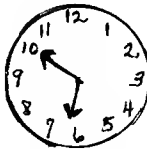
3.   3. A. Aiya! Yìhgā luhk dím
                                      daahp sahp. Ngóh yiu
                                      jáu laak.

                                   B. Ṁhhóu gam faai jáu lā!

                                   A. Ṁhhaih a. Jànhaih yiu
                                      jáu laak.

4.   4. A. Aiya! Yìhgā sahpyih dím
                                      daahp sei. Ngóh yiu
                                      jáu laak.

                                   B. Ṁhhóu gam faai jáu lā!

                                   A. Ṁhhaih a. Jànhaih yiu
                                      jáu laak.

123

5.

5. A. Aiya! Yìhgā baat dím yāt-
      gogwāt. Ngóh yiu jáu
      laak.

   B. Mhhóu gam faai jáu lā!

   A. Mhhaih 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. béng	n:	cake
5. cháang	n:	orange
6. chàh	n:	tea
7. chèuihbín	adv:	As you wish, At your convenience
8. chèuihbín chóh lā.	Ph:	'Sit anywhere you like.'
9. chóh	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. jànhaih	adv:	really, indeed
18. jáu	n:	alcoholic beverage
19. jáu	v:	leave, depart
20. jĩu	n:	banana
21. jyúyàhn	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. Ṁhgòi	Ph:	Thank you (for service)
27. m̀hhóu	Ph:	don't (as a command)
28. Ṁhhóu haakhei	Ph:	'Don't be polite.'
29. Ṁhsái	Ph:	no need to, not necessary
30. Ṁhsái la(ak)	Ph:	No thanks (when offered something) [not necessary now]

31. M̀hsái m̀hgòi.	Ph:	You're welcome. [not necessary] Polite response when someone thanks you for doing him a service
32. M̀hsái 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. pìhnggwó	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. Síu 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

126

I. BASIC CONVERSATION

   A. Buildup:

                    (Clerk and Customer in a department store)

          sauhfoyùhn   sales clerk

                    Sauhfoyùhn

          máaih   buy

          Máaih mōyéh a?   Buy what? (i.e., May I help
                                                     you?)

          guhaak   customer

                    Guhaak

          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?

                    Sauhfoyùhn

          mān   dollar

          yahsei   twenty-four

          yahsei mān $24

          Nī gihn yahsei mān.   This one is $24.

                    Guhaak

          gó   that

          gó gihn   that one (that 'measure')

          gó léuhng gihn   those two

          dōu haih yahsei mān   is also $24, are also $24.

          haih m̀haih dōu haih   are (they) also $24? or

            yahsei mān a?   is (it) also $24?

          Gó léuhng gihn haih m̀haih   Those two, are they also $24
            dōu haih yahsei mān gihn a?   each?

                            127

Sauhfoyùhn

Ṁhhaih; yihsahp màn jé.   No; twenty dollars only

Ṁhhaih--yihsahp màn gihn jé.   No--Only $20 each.

Guhaak

béi   give

béi ngóh   give me

béi nǐ gihn ngóh   give this one (to) me

Hóu, béi nǐ gihn ngóh lā.   OK, give me this one.

Sauhfoyùhn

géidō gihn   how many ones

Yiu géidō gihn a?   How many do you want?

Guhaak

gau   enough

Yāt gihn gau laak.   One is enough.

Sauhfoyùhn

Gám, néih máaih ṁhmáaih gó   Are you going to buy those
  léuhng gihn a?   two?

Guhaak

Ṁhmáaih laak.   Not buy.

B. **Recapitulation:**

Sauhfoyùhn

Máaih mōyéh a?   What would you like to buy?

Guhaak

Ngóh séung máaih gihn sēutsāam.   I'm looking for a shirt.
  Nǐ gihn géidō chín a?   How much is this one?

Sauhfoyùhn

Nǐ gihn yahsei màn.   This one is $24.

Guhaak

Gó léuhng gihn haih ṁhhaih   Are those two also $24 each?
  dōu haih yahsei màn gihn a?

Sauhfoyùhn

Ṁhhaih; yihsahp màn gihn jé.   No; only $20 each.

Guhaak

Hóu, béi nǐ gihn ngóh lā.   OK, give me this one.

128

Sauhfoyùhn

Yiu géidō gihn a?   How many do you want?

Guhaak

Yāt gihn gau laak.   One is enough.

Sauhfoyùhn

Gám, néih máaih ṁhmáaih gó   Are you going to buy those two?
   léuhng gihn a?

Guhaak

Ṁhmáaih laak.   Not now, thanks.

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

Pronunciation:

1. **at** in chāt, bāt, maht

         at is a two-part final composed of the mid central vowel **a** [ə˅],
     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:--[t˅]. 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," [a], but the Cantonese syllable is more backed, and
     somewhat longer in the isolated syllable.

129

3. <u>at/aat</u> 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. <u>eui</u>

  Listen and repeat-(Remember that the <u>eui</u> final is rounded throughout, that the <u>i</u> part here represents that rounded <u>yu</u> [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. deuimhjyuh (3 times) 對唔住

    5. deui (3 times) 對

5. <u>au/aau</u> 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. mhgau 唔夠, mhgaau 唔教.

    8. gau mhgau a? , gaau mhgaau a? .

    9. Jáu gau mhgau a? 酒夠唔夠牙？

    10. Mhgau jáu.

6. <u>eut</u>, as in <u>sēutsāam</u>

　　　　<u>eut</u> is a two-part final composed of the single vowel <u>eu</u> and the
consonant stop <u>t</u>. <u>eu</u> before <u>t</u> is a lowered mid front rounded vowel
[œ] produced the same way as before <u>n</u> and <u>i</u>. The <u>t</u> 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, un-
released--[tˀ]. There is no close comparison in American English to
the <u>eut</u> 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)   恤準
　　　　　　　6. jéun sēut   (3 times)   準恤

7. <u>eu</u> before dentals in contrast to <u>eu</u> before velars: Notice the dif-
　　ference in tongue height of <u>eu</u> before the dentals <u>t</u>, <u>n</u>, and <u>yu</u>
　　(spelled <u>i</u> following <u>eu</u>); and <u>eu</u> before the velar nasal <u>ng</u>. The <u>eu</u>
　　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. <u>Numbers 20 - 99</u>

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

20.	yihsahp	60.	luhksahp
30.	sàamsahp	70.	chātsahp
40.	seisahp	80.	baatsahp
50.	ńghsahp	90.	gáusahp

    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. yihsahpyāt

         22. yihsahpyih

         23. yihsahpsàam etc., to

         99. gáusahpgáu

    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 <u>sahp</u> element to <u>-ah-</u>.

Ex:		Full form	Abbreviated form
	20	yihsahp	yah
	21	yihsahpyāt	yahyāt
	22	yihsahpyih	yahyih
	30	sàamsahp	sà'ah
	31	sàamsahpyāt	sà'ahyāt
	40	seisahp	sei'ah
	50	ńghsahp	ńgh'ah
	60	luhksahp	luhk'ah
	70	chātsahp	chāt'ah
	80	baatsahp	baat'ah
	90	gáusahp	gáu'ah
	99	gáusahpgáu	gáu'ahgáu

            (See Drill <u>6</u>)

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	tìuh	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,
tìuh 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

133

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: Measure + Noun

     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:

Number + Standard Measure

     yāt   mān   one dollar

     yāt   dím   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.

134

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
sàam	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   I'm buying two [M] ties.
        tìuh tāai.

      B. Bīn léuhng tìuh a?   Which two [ones]?

      C. Nī léuhng tìuh.   These two [ones].

      (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   1. He wants to buy some
        sēutsāam.   shirts. or
                                 He wants to buy a
                                 shirt.

     2. Kéuih séung máaih gihn   2. He wants to buy a
        sēutsāam.   shirt.

              (See BC)

6. m̀hsái 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 m̀hsái máaih luhk   Do you need to buy 6--
        gihn gàm dò a?   so many? (doubtful
                               that it is necessary)

     A: M̀hsái máaih luhk gihn--   I don't need 6--3 are
        sàam gihn gau laak.   enough.

        (See Drills 1, 3, 12)

135

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

Ex: Q: Sái m̀hsái máaih luhk   Do you need to buy so
        gihn gàm dò a?   many as six?

    A: Yiu máaih luhk gihn--   I need to buy six--
        sàam gihn 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   gihn   = 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:

N/Pro.	nī/gó	Nu.	M	N	
1.		nī	léuhng	gihn	sēutsāam	these two shirts
2.		gó	sei	bá	jē	those 4 umbrellas
3. ngóh	nī	léuhng	tìuh	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. <u>Relative word order of direct and indirect object.</u>

Some verbs, such as <u>béi</u>, '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.

<u>Verb</u> +	<u>Direct obj</u> +	<u>Indirect obj</u>		
Béi	nĬ gihn	ngóh	lā.	Give this one (to) me.
Béi	sàam mān	kéuih	lā.	Give $3 (to) him.

(See BC and Drills <u>11, 12, 15</u>)

10. <u>géi(dō)?</u>, '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 <u>géi(dō)</u> 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 <u>9</u>)

You will remember that <u>géi</u> has another meaning which you encountered in Lesson Four. <u>géi</u>, 'several' is an approximate number and is distinguished from <u>géi?</u>, 'how many?' in a sentence by the presence of the sentence suffix <u>a</u> 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. <u>géidō?</u>, 'how many?' and <u>géi-?</u>, 'how many?' differentiated.

The difference between <u>géi-?</u> and <u>géidō?</u> is that <u>géi-?</u> is a boundword bound to a following Measure, and <u>géidō?</u> is a free word which can be bound to a following measure as modifier (in which case it is interchangeable with <u>géi-?</u>), but may also be head in a nominal construction, whioh <u>géi-?</u> cannot.

Ex:	1. Kéuih séung máaih {géi / géidō} gihn a?	1. How many [Ms] does he want?
	2. Kéuih séung máaih géidō a?	2. How many does he want?

137

12. Mhji... $\begin{cases} n\bar{e}? \\ a? \end{cases}$, 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 géidő chín.   (I)don't know how much it costs.

Mhji yiu géidő chín $\begin{cases} n\bar{e} \\ a \end{cases}$? (I) wonder how much it costs? (You assume that the person you're talking to <u>does</u> 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 yúhlāu.   1. a. Buy a raincoat/raincoats.
     b. Máaih gihn yúhlāu.   b. Buy a raincoat.
     c. Máaih ńgh gihn yúhlāu.   c. Buy 5 raincoats.
     d. Máaih nī ńgh gihn yúhlāu.   d. Buy these 5 raincoats.
     e. Ngóh máaih nī ńgh gihn yúhlāu.   e. I'll take these 5 rain-
                                                      coats.

+ 2. a. Máaih fu.   2. a. Buy slacks.
        (slacks, trousers, long-
        pants)
+   b. Máaih tìuh fu.   b. Buy a pair of slacks.
        (M. for trousers)
     c. Máaih léuhng tìuh fu.   c. Buy two pairs of slacks.
     d. Máaih nī léuhng tìuh fu.   d. Buy these two pairs of
                                                      slacks.
     e. Máaih nī léuhng tìuh fu lā!   e. Buy these two pairs of
                                                      slacks!

+ 3. a. Máaih maht.   3. a. Buy socks.
+   b. Máaih deui maht.   b. Buy a pair of socks.
     c. Máaih sàam deui maht.   c. Buy three pairs of socks.
     d. Ṁhsái máaih sàam deui maht.   d. You don't need to buy
                                                      three pairs of socks.
     e. Ṁhsái máaih sàam deui maht   e. You don't need to buy 3
        laak.   pairs of socks just
                                                      now.

+ 4. a. Máaih bāt.   4. a. Buy pens (or pencils)
        (writing implements)
+   b. Máaih jī bāt.   b. Buy a pen (or pencil)
        (M. for bāt)
+   c. Máaih jī yùhnbāt.   c. Buy a pencil.
     d. Séung máaih jī yùhnbāt.   d. Want to buy a pencil
     e. Ṁhséung máaih jī yùhnbāt.   e. Don't want to buy a
                                                      pencil.
     f. Séung ṁhséung máaih jī   f. Do (you) want to buy a
        yùhnbāt a?   pencil?

                                                   or

                                                Are you planning to buy
                                                   a pencil?

139

<u>or</u>
Would you like to buy a
    pencil?

+ 5. a. <u>Jŭng.</u>

  b. Máaih jŭng.

  c. Máaih go jŭng.

  d. Séung máaih go jŭng.

  e. Séung máaih léuhng go
        jŭng.

  f. Ngóh séung máaih léuhng
        go jŭng.

+ 6. a. <u>Kwàhn.</u>

  b. Máaih kwàhn.

  c. Máaih tìuh kwàhn.

+ d. Máaih tìuh <u>dáikwàhn</u>
        (<u>slip, petticoat</u>)

  e. Máaih léuhng tìuh dái-
        kwàhn.

  f. Séung máaih léuhng tìuh
        dáikwàhn.

  g. Ngóh séung máaih léuhng
        tìuh dáikwàhn.

  7. a. Síujé

+   b. Go <u>wái</u> síujé

  c. Sīk go wái síujé.

  d. Ṁhsīk go wái síujé.

  e. Ngóh ṁhsīk go wái síujé.

+ 8. a. <u>Jē</u>

+   b. Bá jē
        (<u>M. for umbrella</u>)

  c. Máaih nī bá jē.

  d. Máaih nī bá jē, géidō
        chín a?

+   e. Máaih nī bá jē <u>yiu</u> géidō
        chín a?
        (yiu + money expression =
        want <u>X</u> amount, costs <u>X</u>
        amount, i.e., the asking
        price)

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.

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.

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.

8. a. <u>Umbrella</u>

  b. An umbrella

  c. Buy this umbrella.

  d. How much does this rain-
        coat cost?

  e. How much (do you) want
        for this raincoat?

f. Ngóh mhjí máaih ní bá jē
   yiu géidō chín.

f. I don't know how much
   this umbrella is.

+ g. Ngóh mhjí máaih ní bá jē yiu
     geido chín a?
     [(Ngóh) mhjí...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
           sahpsàam mān.

        T: This shirt is thirteen dollars.

        S: Ní gihn sēutsāam
           haih mhhaih sahp-
           sàam mān a?

        S: Is this shirt thirteen dollars?

1. Ní gihn sēutsāam sahpyāt mān.

1. Ní gihn sēutsāam haih mhhaih
   sahpyāt mān a?

+ 2. Gó tìuh tāai sei mān.
     That tie is four dollars.

2. Gó tìuh tāai haih mhhaih sei
   mān a?

3. Ní tìuh fu sahpsàam mān.

3. Ní tìuh fu haih mhhaih sahp-
   sàam mān a?

+ 4. Gó deui hàaih yahngh mān.
     That pair of shoes is
     twenty-five dollars.

4. Gó deui hàaih haih mhhaih
   yahngh mān a?

5. Ní deui maht sàam mān.

5. Ní deui maht haih mhhaih
   sàam mān a?

6. Gó bá jē sahpyāt mān.

6. Gó bá jē haih mhhaih sahp-
   yāt mān a?

7. Ní gihn yúhlāu sahpgáu mān.

7. Ní gihn yúhlāu haih mhhaih
   sahpgáu mān a?

8. Ní go bíu ńgh'ahgáu mān.

8. Ní go bíu haih mhhaih ńgh'ah-
   gáu mān a?

+ 9. Gó jí yùhnjíbāt yāt mān.
     That ball point pen is
     one dollar.

9. Gó jí yùhnjíbāt haih mhhaih
   yāt mān 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 mān. T: This one is eleven dollars.

        S: Gó gihn dōu yiu   S: That one is eleven dollars.
           sahpyāt mān.

1. Nī tiuh sahpsei mān.

2. Nī deui luhk mān.

3. Nī gihn sahpbaat mān.

4. Nī jī yāt mān.

5. Nī go yahgáu mān.

+ 6. Nī tiuh dáifu ńgh mān.
   (underpants, undershorts)

1. Gó tiuh dōu yiu sahpsei mān.

2. Gó deui dōu yiu luhk mān.

3. Gó gihn dōu yiu sahpbaat mān.

4. Gó jī dōu yiu yāt mān.

5. Gó go dōu yiu yahgáu mān.

6. Gó tiuh dáifu dōu yiu ńgh
   mān.

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: **Nī gihn haih sahpyāt mān**. 'This one is
$11'.

---

4. Expansion Drill

Ex: T: Nī gihn yúhlāu sahp
       mān.

    S: Nī gihn yúhlāu sahp
       mān, gó gihn dōu
       haih sahp mān.

    T: This raincoat is $10.

    S: This raincoat is $10.
       That one is also $10.

1. Nī gihn sēutsāam sahpńgh mān.

2. Nī deui hàaih yahluhk mān.

3. Nī bá jē sahpchāt mān.

4. Nī tiuh fu yahyih mān.

5. Nī tiuh tāai baat mān.

1. Nī gihn sēutsāam sahpńgh mān,
   gó gihn dōu haih sahp-
   ńgh mān.

2. Nī deui hàaih yahluhk mān,
   gó deui dōu haih yahluhk
   mān.

3. Nī bá jē sahpchāt mān,
   gó bá dōu haih sahpchāt
   mān.

4. Nī tiuh fu yahyih mān, gó
   tiuh dōu haih yahyih mān.

5. Nī tiuh tāai baat mān,
   gó tiuh dōu haih baat mān.

---

5. Substitution Drill: Repeat the first sentence after the teacher,
   then substitute the cues as appropriate to make new sentences.

1. Ngóh séung máaih gihn yúhlāu.
   I want to buy a raincoat.

2. /gó go yàhn/

1. Ngóh séung máaih gihn
   yúhlāu.

2. Gó go yàhn séung máaih gihn
   yúhlāu.

142

	That man wants to buy this raincoat.
3. Gó go Yìnggwokyàhn.	3. Gó go Yìnggwokyàhn séung máaih gihn yùhlāu.
4. deui maht	4. Gó go Yìnggwokyàhn séung máaih deui maht.
+ 5. Gó go síujé (woman)	5. Gó go síujé séung máaih deui maht. That lady wants to buy a pair of socks.
+ 6. Gó wái sìnsàang (man)	6. Gó wái sìnsàang séung máaih deui maht.
7. tìuh fu	7. Gó wái sìnsàang séung máaih tìuh fu.

---

6. Transformation Drill: Transform the numbers from full form to abbreviated form.

Ex: T: Nī tìuh sàamsahp mān.   T: This one is thirty dollars.
    S: Nī tìuh sà'ah mān.   S: This one is thirty dollars.

1. Nī tìuh yihsahpsei mān. [24]	1. Nī tìuh yahsei mān.
2. Nī tìuh yihsahpchāt mān. [27]	2. Nī tìuh yahchāt mān.
3. Nī tìuh sàamsahpńgh mān. [35]	3. Nī tìuh sà'ahńgh mān.
4. Nī tìuh sàamsahpyih mān. [32]	4. Nī tìuh sà'ahyih mān.
5. Nī tìuh seisahpbaat mān. [48]	5. Nī tìuh sei'ahbaat mān.
6. Nī tìuh seisahpluhk mān. [46]	6. Nī tìuh sei'ahluhk mān.
7. Nī tìuh ńghsahpsei mān. [54]	7. Nī tìuh ńgh'ahsei mān.
8. Nī tìuh ńghsahpyih mān. [51]	8. Nī tìuh ńgh'ahyih mān.
9. Nī tìuh luhksahpńgh mān. [65]	9. Nī tìuh luhk'ahńgh mān.
10. Nī tìuh luhksahpgáu mān. [69]	10. Nī tìuh luhk'ahgáu mān.

143

7. Response Drill: Teacher points away for gó-, students near for nī-.

Ex: T: Gó tìuh fu sahp   T: That pair of trousers is ten
       màn. /baat màn/   dollars.

    S: Nī tìuh baat màn jē.   S: This pair is only eight dollars.

1. Gó deui haaih yahsàam màn.   1. Nī deui yahyāt màn jē.
   /yahyāt màn/

2. Gó deui maht luhk màn. /sei màn/ 2. Nī deui sei màn jē.

3. Gó tìuh fu sahpyih màn.   3. Nī tìuh sahp màn jē.
   /sahp màn/

4. Gó go bīu sà'ahngh màn.   4. Nī go yahchāt màn jē.
   /yahchāt màn/

5. Gó gihn yúhlāu yihsahp màn.   5. Nī gihn sahpgáu màn jē.
   /sahpgáu màn/

---

8. Response Drill

Ex: T: Nī gihn sahpluhk   T: This one is sixteen dollars.
       màn.

    S: Gám, gó gihn haih   S: Well, is that one sixteen
       mhhaih dōu haih   dollars too?
       sahpluhk màn a?

1. Nī bá sahpbaat màn.   1. Gám, gó bá haih mhhaih dōu
                                  haih sahpbaat màn a?

2. Nī tìuh ńgh màn.   2. Gám, gó tìuh haih mhhaih
                                  dōu haih ńgh màn a?

3. Nī gihn sahpsei màn.   3. Gám, gó gihn haih mhhaih
                                  dōu haih sahpsei màn a?

4. Nī deui yahsàam màn.   4. Gám, gó deui haih mhhaih
                                  dōu haih yahsàam màn a?

5. Kéuih haih Gwóngdùngyàhn.   5. Gám, kéuih pàhngyáuh haih
   /kéuih pàhngyáuh/   mhhaih dōu haih Gwóng-
                                  dùngyàhn a?

---

9. Response Drill

Ex: T: Néih máaih géidō   T: How many do you want to buy?
       gihn a? /ńgh/   are you going to get?
                                  /5/

    S: Ngóh máaih ńgh gihn.   S: I want five.

1. Néih máaih géidō bá a?   1. Ngóh máaih léuhng bá.
   /léuhng/

2. Néih máaih géidō tìuh a? /sàam/ 2. Ngóh máaih sàam tìuh.

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 jī a? /sei/   5. Ngóh máaih sei jī.

6. Néih máaih géidō go a? /   6. Ngóh máaih sahpyih go.
   /sahpyih/

   a. Repeat, teacher cuing with Measure and number only, students
      giving question and answer, thus:

      T: /gihn/ńgh/   T: /M:/5/

      S1: Néih máaih géidō   S1: How many are you going to buy?
          gihn a?

      S2: Ngóh máaih ńgh   S2: I'm going to buy 5.
          gihn.

---

10. Expansion Drill

        Ex: T: Máaih sēutsāam.   T: Buy shirts.

            S: Kéuih máaih gihn   S: She's buying a shirt.
               sēutsāam.

    Note that the measure is not cued, that student must supply it.

1. Máaih fu.   1. Kéuih máaih tìuh fu.

2. Máaih tāai.   2. Kéuih máaih tìuh 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 bīu.   8. Kéuih máaih go bīu.

9. Máaih cháang.   9. Kéuih máaih go cháang.

10. Máaih kwàhn.   10. Kéuih máaih tìuh kwàhn.

11. Máaih dáikwàhn.   11. Kéuih máaih tìuh dáikwàhn.

12. Máaih pìhnggwó.   12. Kéuih máaih go pìhnggwó.

13. Máaih bāt.   13. Kéuih máaih jī bāt.

14. Máaih yùhnbāt.   14. Kéuih máaih jī yùhnbāt.

15. Máaih yùhnjíbāt.   15. Kéuih máaih jī yùhnjíbāt.

16. Máaih bōjáu.   16. Kéuih máaih jí bōjáu.
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 tiuh   T: Give me two ties. /this/
          tāai ngóh lā. /ní/

      S: Béi ní léuhng tiuh   S: Give me these two ties.
          tāai ngóh lā.

1. Béi bá ngóh lā. /ní/   1. Béi ní bá ngóh lā.
2. Béi tiuh fu ngóh lā. /gó/   2. Béi gó tiuh 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 tiuh ngóh lā. /ní/   5. Béi ní sàam tiuh ngóh lā.
6. Béi léuhng tiuh ngóh lā. /tāai/   6. Béi léuhng tiuh tāai ngóh
                                        lā.
7. Béi gó deui hàaih ngóh lā.   7. Béi gó léuhng deui hàaih
   /léuhng/   ngóh lā.
8. Béi léuhng gihn sēutsāam ngóh   8. Béi gó léuhng gihn sēutsāam
   lā. /gó/   ngóh lā.
9. Béi tiuh kwàhn ngóh lā. /gó/   9. Béi gó tiuh kwàhn ngóh lā.

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12. Response Drill

    Ex: 1. T: Néih máaih m̀h-   T: Are you going to get this pair
          máaih ní deui   of shoes? Do you want this
          hàaih a? /nod/   pair of shoes?

        S: Hóu, béi ní deui   S: OK, give me that pair.
          ngóh lā.

      2. T: Néih máaih m̀h-   T: Do you want this pair of
          máaih ní deui   shoes?
          hàaih a? /shake/

        S: M̀hmáaih laak.   S: Not today, thanks. [not buy
                                        now.]

1. Néih máaih m̀hmáaih ní gihn   1. Hóu, béi ní gihn ngóh lā.
   sēutsāam a? /nod/

2. Néih máaih m̀hmáaih ní gihn   2. Hóu, béi ní gihn ngóh lā.
   yúhlāu a? /nod/

3. Néih máaih m̀hmáaih nī bá jē   3. M̀hmáaih laak.
   a? /shake/

4. Néih máaih m̀hmáaih nī tiuh   4. M̀hmáaih laak.
   fu a? /shake/

5. Néih máaih m̀hmáaih nī deui maht   5. Hóu, béi nī deui ngóh lā.
   a? /nod/

6. Néih máaih m̀hmáaih nī tiuh   6. M̀hmáaih laak.
   tāai a? /shake/

7. Néih máaih m̀hmáaih nī deui   7. Hóu, béi nī deui ngóh lā.
   hàaih a? /nod/

8. Néih máaih m̀hmáaih nī jī   8. M̀hmáaih laak.
   yúhnbāt a? /shake/

9. Néih máaih m̀hmáaih nī go bīu   9. Hóu, béi nī go ngóh lā.
   a? /nod/

   Comment: In these sentences idiomatic English counterparts for
            máaih might be 'take,' 'get,' 'want,' as well as
            'buy.'

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13. Expansion/Substitution Drill: Expand or substitute as appropriate
    with the cue provided.

        Ex: T: Máaih nī gihn.   T: Buy this one. /I/
               /ngóh/

            S: Ngóh máaih nī 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 seutsāam.   1. Gó go yàhn séung máaih
   /séung/   seutsāam.
   That man is buying shirts.   That man wants to buy
                                     shirts.

2. /gihn/   2. Gó go yàhn séung máaih gihn
                                     seutsāam.

3. /léuhng/   3. Gó go yàhn séung máaih
                                     léuhng gihn seutsāam.

4. /géidō/   4. Gó go yàhn séung máaih
                                     géidō gihn seutsāam a?

5. /sei/   5. Gó go yàhn séung máaih sei
                                     gihn seutsāam.

6. /m̀hséung/   6. Gó go yàhn m̀hséung máaih
                                     sei gihn seutsāam.

147

7. /séung mhséung a?/

7. Gó gó yàhn séung mhséung
   máaih sei gihn seutsāam a?

8. /léuhng tiuh tāai/

8. Gó go yàhn séung mhséung
   máaih léuhng tiuh tāai a?

---

14. Conversation Exercise:

Ex: A: Mhsái máaih luhk
       gihn seutsāam,
       sàam gihn gau laak.

A: You needn't buy 6 shirts;
   3 is enough.

B: Mhhaih. Sàam gihn
   mhgau; yiu máaih
   luhk gihn.

B: No, 3 isn't enough; I need to
   get 6.

1. A. ...sàam deui maht;
      Yāt deui ......

1. A. Mhsái máaih sàam deui
      maht; yāt deui gau laak.

   B. ....

   B. Mhhaih. Yāt deui mhgau;
      yiu máaih sàam deui.

2. A. ...léuhng bá jē;
      Yāt bá......

2. A. Mhsái máaih léuhng bá jē;
      yāt bá gau laak.

   B. ....

   B. Mhhaih. Yāt bá mhgau;
      yiu máaih léuhng bá.

3. A. ...sahp go cháang;
      Gáu go......

3. A. Mhsái máaih sahp go
      cháang; gáu go gau laak.

   B. ....

   B. Mhhaih. Gáu go mhgau;
      yiu máaih sahp go.

4. A. ...chāt jí bējáu;
      luhk jí......

4. A. Mhsái máaih chāt jí bējáu;
      luhk jí gau laak.

   B. ....

   B. Mhhaih. Luhk jí mhgau;
      yiu máaih chāt jí.

5. A. ...sei go béng;
      Léuhng go......

5. A. Mhsái máaih sei go béng;
      léuhng go gau laak.

   B. ....

   B. Mhhaih. Léuhng go mhgau;
      yiu máaih sei go.

148

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
              m̀hgòi néih béi   me two.
              léuhng bá ngóh
              lā.

    1. Léuhng jì yùhnjíbāt gau   1. Gau laak. Léuhng jì gau laak.
       m̀hgau a? /nod/

    2. Yāt gihn yúhlāu gau m̀hgau a? 2. Yāt gihn m̀hgau. M̀hgòi néih
       /shake/   béi léuhng gihn ngóh lā.

    3. Luhk jì heiséui gau m̀hgau a? 3. Gau laak. Luhk jì gau laak.
       /nod/

    4. Yāt deui hàaih gau m̀hgau a?   4. Yāt deui m̀hgau. M̀hgòi néih
       /shake/   béi léuhng deui ngóh lā.

    5. Sàam go pìhnggwó gau m̀hgau a? 5. Sàam go m̀hgau. M̀hgòi néih
       /shake/   béi sei go ngóh lā.

    6. Léuhng go bīu gau m̀hgau a?   6. Gau laak. Léuhng go gau
       /nod/   laak.

    7. Sahp go béng gau m̀hgau a?   7. Sahp go m̀hgau. M̀hgòi néih
       /shake/   béi sahpyāt go ngóh 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   4. No, they are $65.
          also $60.00 a pair.

149

5. Whether three pairs of socks are enough.

6. How much that ballpoint pen is.

7. Whether 5 pencils are enough.

8. How much that petticoat costs.

9. Who that gentleman is.

10. Who that lady is.

5. That he doesn't need three pairs--two pairs are enough.

6. That it is $1--two sell for $1.90.

7. That five aren't enough-- he wants ten.

8. That it sells for $12.50.

9. That he doesn't know.

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. guhaak	n:	customer (restricted use)	
15. hàaih	n:	shoes	
16. jē	n:	umbrella	
17. jì	m:	M. for pen, pencil, bottles	
18. jūng	n:	clock	
19. kwàhn	n:	skirt	
20. máaih	v:	buy	
21. maht	n:	socks	

150

22. mān	m:	dollar
23. Ṁhjī(dou)...a?	Ph:	I wonder...?
24. nī	sp:	this
25. sauhfoyùhn	n:	Salesclerk [sell-goods-personnel]
26. sēutsāam	n:	shirt
27. sīnsàang	n:	man
28. síujé	n:	lady, woman
29. tāai	n:	tie
30. tìuh	m:	M. for trousers, ties, roads
31. wái	m:	polite M. for persons
32. yàhn	n:	person
33. yiu + money expression	v:	wants X amount, costs X amount, (i.e., the asking price is X amount.)
34. yúhlāu	n:	raincoat
35. yùhnbāt	n:	pencil
36. yùhnjíbāt	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 m̀hjí ____ dím gáai.
I don't know what ____ means. [lit. I don't know how ____ is explained.]

2. M̀hgòi néih gáaisīkháh.
Please explain.

3. M̀hgòi néih géui go laih làih táiháh.
Please give an example to demonstrate.

4. M̀hgòi néih yuhng ____ jouh yāt geui béi ngóh tèngháh.
Please use ____ to make a sentence for me to hear.

5. Hái mēyéh sìhhauh sìnji góng?
When do you say that? (i.e., in what kind of situation?)

6. Hái mēyéh chìhngyìhng sìnji góng?
In what circumstances is that said?

7. __A__ tùhng __B__ yáuh móuh fànbiht?
Is there any difference between __A__ and __B__ ?

8. __A__ tùhng __B__ yáuh mēyéh fànbiht?
What is the difference between __A__ and __B__ ?

9. Ngóh nī geui yáuh dī mahntàih.
I have a question about this sentence.

10. Ngóh nī go jih yáuh dī mahntàih.
I have a question about this word.

11. Gám góng dāk m̀hdāk a?
Is it OK to say it this/that way?

12. ____ hóu m̀hhóu tèng?
Does ____ sound right?

13. ____ duhk mēyéh sīng a?
What tone is ____?

I. BASIC CONVERSATION

A. Buildup:

(Customer and clerk in a grocery store:)

Fógei

fógei	clerk
Máaih mēyéh a?	What will you have?

Guhaak

haih ... làih ge	is...(grammatical structure emphasising enclosed noun.)
haih mēyéh làih ga?	is what?
dï	mass measure; plural measure
nï dï	this (mass); these (units)
Nï dï haih mēyéh làih ga?	What's this?

Fógei

ngàuhyuhk	beef
Nï dïhaih ngàuhyuhk.	This is beef.
oi, or ngoi	want, want to possess, want to have
oi mhoi, or ngoi mhngoi	want/not want?
Néih oi mhoi nē?	Do you want some?

Guhaak

jyùyuhk	pork
dï jyùyuhk	some pork
Mhoi, ngóh séung oi dï jyùyuhk.	No, I don't; I want to get some pork.
gàn	catty (unit of measure = 600 gms. ca. 1 1/3 pounds)
Géidō chïn gàn a?	How much is it per catty?

Fógei

sei go luhk	$4.60 [4 measure 6 (dimes)]
ngàhnchín	money [silver-money]
sei go luhk ngàhnchín	$4.60 [4 dollars 6 (dimes)]
sei go luhk ngàhnchín gàn	$4.60 per catty
Nï dï sei go luhk ngàhnchín gàn.	This is $4.60 per catty.

153

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 dím maaih nē?	oranges--how sell?
Dī cháang dím maaih nē?	What do the oranges sell for?

Fógei

hòuh(jí)	dime
Ńgh hòuhjí go.	50¢ [5 dimes] each.

Guhaak

Dī 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 bohng tòhng.	Oh! I also want to buy two pounds of sugar.
géi chín a?	how much money?
Géidō 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

Nī dī haih mēyéh làih ga?

What's <u>this</u>?

Fógei

Nī dī haih ngàuhyuhk. Néih oi mhoi nē?

This is beef. Do you want some?

Guhaak

Mhoi, ngóh séung oi dī jyùyuhk. Géidō chín gàn a?

No, I don't; I want to get some pork. How much is it per catty?

Fógei

Nī dī sei go luhk ngàhnchín 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

Dī cháang dím maaih nē?

What do the oranges sell for?

Fógei

Ńgh hòuhjí go.

50¢ [5 dimes] each.

Guhaak

Dī pìhnggwó nē?

And the apples?

Fógei

Yātyeuhng--ńgh hòuhjí go.

The same--50¢ each.

Guhaak

A! 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

Luhk 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. máh (= yard (in length)   (3 times)

        2. yāt jí   , yāt bá   , yāt go   ; yāt tíuh   , yāt máh   ,
            yāt gihn   .

        3. yāt jí, yāt bá, yāt go   ; yāt tíuh, yāt máh, yāt gihn

        4. yāt jí, yāt tíuh   , (3 times)

        5. yāt go, yāt gihn   (3 times); yāt gihn, yāt go   . (3 times)

        6. yāt bá, yāt máh   (3 times); yāt máh, yāt bá   . (3 times)

        7. yāt gihn, yāt tíuh   (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   , tíuh máh gihn   .

        11. jí bá go chēut tíuh máh gihn   .

    B. Tone practice with Numbers:

        1. líhng (= 'zero')   .   (3 times)

        2. sàam, gáu sei   ; líhng, ńgh, yih   .

        3. sàam, gáu, sei, líhng, ńgh, yih   .

        4. sàam, gáu, sei, chāt   ; líhng, ńgh, yih   .

        5. sàam, gáu, sei, chāt, líhng, ńgh, yih   .

        6. chāt sei   , sei chāt   ; yih sei   , sei yih   .

        7. gáu ńgh   , ńgh 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

                              156

aa it is more like the i sound of English "is.")

1. gāi gāi gāi 雞 , tāai tāai tāai 大 .
2. gāi tāai   , tāai gāi   .
3. haih haih haih   , maaih maaih maaih   .
4. haih m̀haih a?   , maaih m̀maaih a?   .
5. haih m̀haih a?   , máaih m̀máaih a?   .
6. Gó wái taaitáai haih m̀haih máaih hàaih a?
7. Jànhaih m̀hsái máaih hàaih.

3. **maaih** and **máaih**

     Listen and repeat:

1. maaih, maaih   , máaih, máaih   .
2. máaih, máaih   , maaih, maaih   .
3. máaih m̀hmáaih a?   , maaih m̀hmaaih a?   .
4. maaih m̀hmaaih a?   , máaih m̀hmáaih a?   .
5. m̀hséung maaih   , m̀hséung 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 yu [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. jyùyuhk jyùyuhk   豬肉
2. yuhk yuhk   肉肉
3. luhk luhk   六肉
4. yuhk luhk   (2 times) 肉六

157

1. NOTES

1. <u>dī</u> 'some,' as general plural measure for individual nouns

a. Plurality unspecified in number is expressed by the plural measure <u>dī</u>, 'some.'

1.   go pìhnggwó = the apple, an apple

dī pìhnggwó = the apples, some apples

2. nī go pìhnggwó = this apple

nī dī pìhnggwó = these apples

b. Individual nouns have different individual measures, but <u>dī</u> serves as plural measure for all individual nouns.

Ex: 1. bá jē   = the umbrella, an umbrella

dī jē   = the umbrellas, some umbrellas

2. tìuh 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 <u>dī</u> 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. <u>dī</u> is not used as Measure following a number. When number is specified, the individual measure follows the number.

Ex: <u>sp+nu +m +n</u>

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 <u>1.5, 1.6</u>)

158

2. Mass Nouns

    a. Mass nouns designate substances which are perceived in the mass
       rather than as discrete units. For example:

           <u>tòhng</u>   -   'sugar'

           <u>séui</u>   -   'water'

           <u>jyùyuhk</u> -   '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:	<u>Nu.</u> +	<u>M</u> +	<u>N</u>		
	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 indivi-
    dual 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. <u>dī</u>, general measure for mass nouns.

    When mass nouns are particularized but not counted by number,
the plural measure <u>dī</u> 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 <u>nī</u> or <u>gó</u>
compound, it translates as 'this' or 'that' in both subject and
object positions.

Ex: 1. <u>Nīdī ngàuhyuhk</u> yiu luhk   1. This beef costs $6.00
        màn gàn.   a catty.

    2. <u>DĪ faahn</u> dungjó.   2. The rice has totten cold.

    3. Ngóh séung máaih dī   3. I'd like to buy some beef.
       <u>ngàuhyuhk</u>.

    4. Néih séung yám <u>dī mēyéh</u>   4. You'd like to drink a little
       a?   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? (& <u>ge</u>) is a phrase frame which has the effect
of emphasizing the noun it envelopes.

            Ex: NĪ dī haih mēyéh a?   What's this?

                NĪ dī haih mēyéh làih   What in the world is this?
                ga?

                Gó go haih bīngo làih   Who in the world is that?
                ga?

                    (See BC and Drill _14_)

    Note that the question: <u>NĪ dī haih mēyéh làih ga?</u> permits the
mass/plural <u>dī</u> 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: NĪ jī haih mēyéh   What's <u>this</u>?
                   làih ga?

                A: NĪ jī haih yùhnbāt   It's a <u>pencil</u>.
                   làih ge.

            <u>or</u> Q: NĪ dī haih mēyéh   What's <u>this</u>?
                   làih ga?

                A: NĪ dī haih yùhnbāt   It's a <u>pencil</u>.
                   làih ge.

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. <u>màn</u> = measure for 'dollar,' used when the figure is a
            round number. The word is derived from the first syllable
            of the English word 'money.'

160

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 man 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 pre-
dictable 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)

161

Nu	M	Nu	M		Nu	M	
1. sei	go	sei	ngàhnchín			bá	⎫ 4 dollars 4 dimes
2. sei	go	sei		yāt		bá	⎬ for one [M] =
3. sei	go	sei	ngàhnchín	yāt		bá	⎭ $4.40 each.
(-) 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 yāt yāt 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 sáam ngàhnchín		léuhng bohng = $4.30 for 2 pounds
2. sáam go	ngàhnchín	léuhng bohng = $3.00 for 2 pounds
3. sáam māan		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.

   b. Géidō chín gàn a?

   c. Ngàuhyuhk géidō chín gàn a?

   d. Dī ngàuhyuhk géidō chín gàn a?

   e. Dī ngàuhyuhk maaih géidō chín gàn a?

   f. Gó dī ngàuhyuhk maaih géidō chín gàn a?

   g. Gó dī ngàuhyuhk maaih ńgh màn gàn.

+ 2. a. Yú

   b. Dī yú.

   c. Nī dī yú.

   d. Nī dī yú géidō chín gàn a?

   e. Nī dī yú sàam go sei ngàhnchín gàn.

3. a. Go yih.
      (go + number, in a money phrase = one dollar and X number dimes)

   b. Go yih ngàhnchín.

+ c. Go yih ngàhnchín bàau.

+ d. Yīnjái go yih ngàhnchín bàau.

   e. Dī yīnjái go yih ngàhnchín bàau.

   f. Nī dī yīnjái go yih ngàhnchín bàau.

   g. Kéuih wah nī dī yīnjái go yih ngàhnchín bàau.

+ 4. a. màh

   b. Géidō chín màh a?

+ c. Dī bou géidō chín màh a?
      [cloth, fabric, material]

163

1. a. Catty (1-1/3 pounds)

   b. How much per catty?

   c. How much is beef per catty.

   d. How much is the beef per catty?

   e. How much does the beef sell for per catty?

   f. How much does that beef sell for per catty?

   g. That beef sells for five dollars per catty.

2. a. Fish

   b. The fish (in the mass) or These fish.

   c. This fish (in the mass) or These fish.

   d. How much is this fish per catty? or ...are these fish.

   e. This fish is $3.40 per catty. or These are ...

3. a. $1.20

   b. $1.20

   c. $1.20 per pack(age)

   d. Cigarettes are $1.20 per pack.

   e. The cigarettes are $1.20 per pack.

   f. These cigarettes are $1.20 per pack.

   g. He says these cigarettes are $1.20 per pack.

4. a. yard (in length)

   b. How much per yard?

   c. How much is the cloth per yard?

d. Nī dī bou géidō chín máh a?

d. How much is this cloth per yard?

e. Nī dī bou géidō chín léuhng máh a?

e. How much is this cloth for 2 yards? How much is 2 yards of this cloth?

f. Nī dī bou yahgáu mān léuhng máh.

f. This cloth is $29 for 2 yards.

+ 5. a. syù

5. a. book

+ b. bún syù (M. for book)

b. a/the book

c. Nī bún syù

c. this book

d. Nī bún syù dím maaih a?

d. How much is this book? or How much does this book sell for?

e. Nī léuhng bún syù dím maaih a?

e. How much do these 2 books sell for?

f. Nī léuhng bún syù maaih yah mān.

f. These two books are $20.00.

g. Nī léuhng bún syù maaih yihsahp mān bún.

g. These two books are $20.00 each.

+ 6. a. Gāi.

6. a. Chicken.

+ b. Jek gāi. (M. for chicken)

b. A/the chicken.

c. Léuhng jek gāi.

c. 2 chickens

d. Nī léuhng jek gāi.

d. These 2 chickens.

e. Nī léuhng jek gāi sei mān gàn.

e. These 2 chickens are $4 a catty.

f. Nī léuhng jek gāi maaih sei mān gàn.

f. These 2 chickens sell for $4 per catty.

g. Nī léuhng jek gāi maaih sei go bun ngàhnchín gàn.

g. These 2 chickens sell for $4.50 per catty.

h. Kéuih wah nī léuhng jek gāi maaih sei go bun ngàhnchín gàn.

h. He says these 2 chickens sell for $4.50 per catty.

+ 7. a. Hàaih.

7. a. Shoe

b. Jek hàaih.

b. the/a shoe

c. Béi jek hàaih ngóh.

c. Give me the shoe.

d. Ṃhgói néih béi jek hàaih ngóh.

d. Please give me the shoe.

Comment: jek is also the M. for maht, 'socks,' 'stockings.'

164

2. Response Drill

Ex: T: Ngóh séung máaih   T: I want to buy some beef.
      dí ngàuhyuhk.

    S: Kéuih dōu séung   S: He also wants to buy some beef.
      máaih dí ngàuhyuhk.

1. Ngóh séung máaih bá jē.   1. Kéuih dōu séung máaih bá jē.

2. Ngóh séung máaih dí jyùyuhk.   2. Kéuih dōu séung máaih dí jyùyuhk.

3. Ngóh séung máaih bāau yīnjái.   3. Kéuih dōu séung máaih bāau yīnjái.

4. Ngóh séung máaih dí tòhng.   4. Kéuih dōu séung máaih dí tòhng.

5. Ngóh séung máaih tíuh yú.   5. Kéuih dōu séung máaih tíuh yú.

6. Ngóh séung máaih jī bējáu.   6. Kéuih dōu séung máaih jī bējáu.

7. Ngóh séung máaih gihn sēutsāam.   7. Kéuih dōu séung máaih gihn sēutsāam.

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3. Conversation Drill

Ex: T: /dí jyùyuhk/   T: /some pork/
   S1: Máaih mēyéh a?   S1: May I help you?
   S2: Ngóh séung máaih dí   S2: I'd like to buy some pork.
      jyùyuhk.

1. /dí ngàuhyuhk/   1. A. Máaih mēyéh a?
                     B. Ngóh séung máaih dí
                       ngàuhyuhk.

2. /bāau yīnjái/   2. A. Máaih mēyéh a?
                     B. Ngóh séung máaih bāau
                       yīnjái.

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. /dí jyùyuhk/   5. A. Máaih mēyéh a?
                     B. Ngóh séung máaih dí
                       jyùyuhk.

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.

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4. Transformation Drill

Ex: T: Nī gihn sēutsāam   How much is this shirt?
       géidō chín a?

    S: Nī dī sēutsāam géidō   How much are these shirts
       chín gihn a?   apiece?

1. Nī bāau yīnjái géidō chín a?   1. Nī dī yīnjái géidō chín
                                      bāau a?

2. Nī bá jē géidō chín a?   2. Nī dī jē géidō chín bá a?

3. Nī deui hàaih géidō chín a?   3. Nī dī hàaih géidō chín
                                      deui a?

4. Nī gihn yúhlāu géidō chín a?   4. Nī dī yúhlāu géidō chín
                                      gihn a?

5. Nī tíuh fu géidō chín a?   5. Nī dī fu géidō chín tíuh a?

6. Nī gihn sāam géidō chín a?   6. Nī dī sāam géidō chín gihn
                                      a?

Comment: The individual Measures mean 'apiece,' 'each,'
         following a money phrase: Standard Measures mean
         'per M.'

    Ex: Nī dī gāi sei   These chickens are $4.00
        mān gàn.   per catty.

        Nī dī yùhnbāt   These pencils are 30¢ each.
        sāam hòuhjí jì.

        Nī dī yùhnbāt   These pencils are 60¢ for
        luhk hòuhjí   two.
        léuhng jì.

---

5. Substitution Drill

Ex: T: jyùyuhk /gàn/   T: pork /catty/

    S: Nī dī jyùyuhk géidō   S: How much is this pork per
       chín gàn a?   catty?

1. /ngàuhyuhk /gàn/   1. Nī dī ngàuhyuhk géidō chín
                                  gàn a?

166

2. /sēutsāam/gihn/

3. /gāi/jek/

4. /bējáu/jí/

5. /yīnjái/bāau/

6. /tòhng/bohng/

7. /cháang/go/

8. /pīhnggwó/go/

9. /jíu/gàn/

10. /dáifu/tìuh/

2. Nī dī sēutsāam géidō chín gihn a?

3. Nī dī gāi géidō chín jek a?

4. Nī dī bējáu géidō chín jí a?

5. Nī dī yīnjái géidō chín bāau a?

6. Nī dī tòhng géidō chín bohng a?

7. Nī dī cháang géidō chín go a?

8. Nī dī pīhnggwó géidō chín go a?

9. Nī dī jíu géidō chín gàn a?

10. Nī dī dáifu géidō chín tìuh a?

---

6. Transformation Drill

Ex: T: Nī dī ngàuhyuhk sàam go luhk ngàhnchín gàn.

T: This beef is $3.60 per catty.

S1: Nī dī ngàuyuhk géidō chín gàn a?

S1: How much is this beef per catty?

S2: Sàam go luhk ngàhnchín gàn.

$3.60 per catty.

1. Nī dī jyùyuhk sei man gàn.

1. A. Nī dī jyùyuhk géidō chín gàn a?

   B. Sei māan gàn.

2. Nī dī ngàuhyuhk ńgh māan bohng.

2. A. Nī dī ngàuhyuhk géidō chín bohng a?

   B. Ńgh māan bohng.

3. Nī dī yīnjái go yih ngàhnchín bāau.

3. A. Nī dī yīnjái géidō chín bāau a?

   B. Go yih ngàhnchín bāau.

4. Nī dī dáikwàhn léuhng māan tìuh.

4. A. Nī dī dáikwàhn géidō chín tìuh a?

   B. Léuhng māan tìuh.

5. Nī dī dáikwàhn go yih ngàhnchín gihn.

5. A. Nī dī dáikwàhn géidō chín gihn a?

   B. Go yih ngàhnchín gihn.

---

7. Alteration Drill

Ex: T: Nī dī ngàuhyuhk   T: How do you sell this beef? <u>or</u>
       dím maaih a?   What does this beef sell <u>for</u>?

    S: Nī dī ngàuhyuhk géi-   S: How much is this beef per
       dō chīn gàn a?   catty?

1. Nī dī jyùyuhk dím maaih a?   1. Nī dī jyùyuhk géidō chīn
   /gàn/   gàn a?

2. Nī dī gāi dím maaih a? /gàn/   2. Nī dī gāi géidō chīn gàn a?

3. Nī dī yú dím maaih a? /gàn/   3. Nī dī yú géidō chīn gàn a?

4. Nī dī bējáu dím maaih a? /jī/ 4. Nī dī bējáu géidō chīn jī a?

5. Nī dī tòhng dím maaih a?   5. Nī dī tòhng géidō chīn
   /bohng/   bohng a?

6. Nī dī yīnjái dím maaih a?   6. Nī dī yīnjái géidō chīn
   /bāau/   bāau a?

------

8. Response Drill: Answer with '2' each time.

Ex: T: Néih oi m̀hoi yīnjái   T: Do you want cigarettes?
       a?

    S: Oi - Béi léuhng   S: Yes - Give me two packs
       bāau ngóh lā.   please.

1. Néih oi m̀hoi bējáu a?   1. Oi - Béi léuhng jī ngóh lā.

2. Néih oi m̀hoi yīnjái a?   2. Oi - Béi léuhng bāau ngóh
                                      lā.

3. Néih oi m̀hoi ngàuhyuhk a?   3. Oi - Béi léuhng gàn ngóh lā.

4. Néih oi m̀hoi tòhng a?   4. Oi - Béi léuhng bohng ngóh
                                      lā.

5. Néih oi m̀hoi heiséui a?   5. Oi - Béi léuhng jī ngóh lā.

6. Néih oi m̀hoi yīnjái a? /jī/   6. Oi - Béi léuhng jī ngóh lā.

          (M for one cigarette)

------

9. Response Drill

Ex: 1. T: Ñgh bohng gau   T: Is five pounds enough?
          m̀hgau a? /nod/

       S: Gau laak.   S: That's enough.

168

2. T: Ñgh bohng gau   T: Is five pounds enough?
      m̀hgau a? /shake/

   S: M̀hgau. 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 m̀hgau a? /nod/   1. Gau laak.

2. Léuhng bāau gau m̀hgau a? /shake/   2. M̀hgau. Ngóh oi sāam bāau.

3. Luhk gàn gau m̀hgau a? /shake/   3. M̀hgau. Ngóh oi chāt gàn.

4. Sàam jí gau m̀hgau a? /nod/   4. Gau laak.

5. Yāt jek gau m̀hgau a? /shake/   5. M̀hgau. Ngóh oi léuhng jek.

6. Chāt gihn gau m̀hgau a? /nod/   6. Gau laak.

7. Ñgh tiuh gau m̀hgau a? /nod/   7. Gau laak.

8. Baat deui gau m̀hgau a? /shake/   8. M̀hgau. Ngóh oi gáu deui.

9. Gáu go gau m̀hgau a? /shake/   9. M̀hgau. Ngóh oi sahp go.

---

10. Conversation Drill

Ex: A: Nī dī yīnjái dím   A. What do these cigarettes sell
       maaih a?   for?

    B: Go yih ngàhnchín   B. $1.20 per pack. How many packs
       bàau. Néih máaih   do you want?
       géidō bàau a?

    A: Yāt bāau gau laak.   A. One pack is enough.

1. A. Nī dī jyùyuhk ......?   1. A. Nī dī jyùhyuhk dím
                                       maaih a?

   B. Ñgh go sei ngàhnchín gàn.   B. Ñgh go sei ngàhnchín gàn.
                                      Néih máaih géidō gàn
                                      a?

   A. Yāt ....   A. Yāt gàn gau laak.

2. A. Nī dī bējáu ......?   2. A. Nī dī bējáu dím 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. Nī dī fu ....?   3. A. Nī dī fu dím maaih a?
   B. Yahluhk go baat ngàhnchín   B. Yahluhk go baat ngàhnchín
      tiuh.   tiuh. Néih máaih géidō
                                      tiuh a?

   A. Yāt ....   A. Yāt tiuh gau laak.

169

4. A. Nī dī bou ....

   B. Sahpchāt māan máh ......

   A. Sàam ....

5. A. Nī dī tòhng ....?

   B. Luhk hòuhjí bohng,....

   A. Yāt ....

6. A. Nī dī maht ....

   B. Léuhng go bun ngàhnchín
      deui ....

   A. Léuhng ....

4. A. Nī dī bou dím maaih a?

   B. Sahpchāt māan máh.
     Néih máaih géidō máh a?

   A. Sàam máh gau laak.

5. A. Nī dī tòhng dím maaih a?

   B. Luhk hòuhjí bohng.
     Néih máaih géidō bohng
     a?

   A. Yāt bohng gau laak.

6. A. Nī dī maht dím maaih a?

   B. Léuhng go bun ngàhnchín
     deui. Néih máaih géidō
     deui a?

   A. Léuhng deui gau laak.

---

11. Combining Drill

    Ex: T: Nī dī haih tòhng.
        Béi sàam bohng
        ngóh lā.

      S: Béi sàam bohng nī
        dī ngóh lā.

      T: This is sugar.
        Give me three pounds.

      S: Give me three pounds of this.

1. Nī dī haih pìhnggwó.
   Béi luhk go pìhnggwó ngóh lā.

2. Nī dī haih bou.
   Béi léuhng máh bou ngóh lā.

3. Nī dī haih yùhnbāt.
   Béi sei jī yùhnbāt ngóh lā.

4. Nī dī haih syù.
   Béi bún syù ngóh lā.

5. Nī dī haih heiséui.
   Béi sàam jī heiséui ngóh lā.

6. Nī dī haih yú.
   Béi tìuh yú ngóh lā.

1. Béi luhk go nī dī ngóh lā.
   Give me six of these.

2. Béi léuhng máh nī dī ngóh
   lā.

3. Béi sei jī nī dī ngóh lā.

4. Béi bún nī dī ngóh lā.

5. Béi sàam jī nī dī ngóh lā.

6. Béi tìuh nī dī ngóh lā.

---

12. Response Drill

         Ex: T: Nī dī haih jē.   T: These are umbrellas.

            S: Mhgòi néih béi bá   S: Please give me one.
                ngóh lā!

1. Nī dī haih bāt.   1. Mhgòi néih béi jī ngóh lā!

2. Nī dī haih syù.   2. Mhgòi néih béi bún ngóh lā!

3. Nī dī haih yùhnbāt.   3. Mhgòi néih béi jī ngóh lā!

4. Nī dī haih pìhnggwó.   4. Mhgòi néih béi go ngóh lā!

5. Nī dī haih béng.   5. Mhgòi néih béi go ngóh lā!

---

13. Conversation Drill:

     Ex: T: géi jek jīu   a few bananas

        S1: Mhgòi béi géi jek   Please give me a few bananas.
            jīu ngóh lā.

        S2: Béi géi jek mēyéh wá?   Give a few whats, did you say?

        S1: Géi jek jīu.   A few bananas.

1. géi go pìhnggwó   1. S1: Mhgòi béi géi go pìhng-
                                  gwó ngóh lā.

                      S2: Béi géi go mēyéh wá?

                      S1: Géi go pìhnggwó.

2. géi tìuh tāai   2. S1: Mhgòi béi géi tìuh tāai
                                  ngóh lā.

                      S2: Béi géi tìuh mēyéh wá?

                      S1: Géi tìuh tāai.

3. géi go cháang   3. S1: Mhgòi béi géi go cháang
                                  ngóh lā.

                      S2: Béi géi go mēyéh wá?

                      S1: Géi go cháang.

4. géi jī yùhnjíbāt   4. S1: Mhgòi béi géi jī yùhn-
                                  jíbāt ngóh lā.

                      S2: Béi géi jī mēyéh wá?

                      S1: Géi jī yùhnjíbāt.

5. géi bāau yīn   5. S1: Mhgòi béi géi bāau yīn
                                  ngóh 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: Nī dī haih mēyéh   S1: What's this?
            làih ga?

        S2: Yùhnbāt. Gó dī   S2: A pencil. That's a pencil. or
            haih yùhnbāt.   Pencils. Those are pencils.

        S1: Géidō jì nē? /4/   S1: How many? /unit/
            (holds up fingers)

        S2: Sei jì.   S2: 4.

    1. (apple)   1. A. Nī dī haih mēyéh làih ga?

                                        B. Pìhnggwó. Gó dī haih
                                           pìhnggwó.

                                        A. Géidō go nē? /3/

                                        B. Sàam go.

    2. (orange)   2. A. Nī dī haih mēyéh làih ga?

                                        B. Cháang. Gó dī haih cháang.

                                        A. Géidō go nē? /1/

                                        B. Yāt go.

    3. (ball point pen)   3. A. Nī dī haih mēyéh làih ga?

                                        B. Yùhnjíbāt. Gó dī haih
                                           yùhnjíbāt.

                                        A. Géidō jì nē? /6/

                                        B. Luhk jì.

    4. (pack of cigarettes)   4. A. Nī dī haih mēyéh làih ga?

                                        B. Yīnjái. Gó dī haih yīnjái.

                                        A. Géidō bāau nē? /2/

                                        B. Léuhng bāau.

    5. (book)   5. A. Gó dī haih mēyéh làih 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   S: This shirt sells for $12.40.
        maaih sahpyih go
        sei.

1. $12.20   1. NÍ gihn sēutsāam maaih
                              sahpyih go yih.

2. $13.60   2. NÍ gihn sēutsāam maaih
                              sahpsàam go luhk.

3. $13.20   3. NÍ gihn sēutsāam maaih
                              sahpsàam go yih.

4. $13.50   4. NÍ gihn sēutsāam maaih
                              sahpsàam go bun.

5. $15.90   5. NÍ gihn sēutsāam maaih
                              sahpńgh go gáu.

    a. Continue, with other numbers.

---

16. Expansion Drill

1. a. ngàuhnáaih.   a. milk

   b. DÍ ngàuhnáaih.   b. the milk, or some milk

   c. DÍ ngàuhnáaih go baat   c. The milk is $1.80 a bottle.
       ngàhnchín jì.

   d. DÍ ngàuhnáaih yiu go baat   d. The milk costs $1.80 a
       ngàhnchín jì.   bottle.

2. a. jíu   a. bananas

   b. dí jíu.   b. the bananas <u>or</u> some bananas

   c. dí jíu ńgh hòuhjí gàn.   c. the bananas are 50¢ a catty.

   d. DÍ jíu maaih ńgh hòuhjí   d. The bananas sell for 50¢ a
       gàn.   catty.

   e. DÍ jíu haih mhhaih maaih   e. Do the bananas sell for
       ńgh hòuhjí gàn a?   50¢ a catty?

IV. CONVERSATIONS FOR LISTENING

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

V. SAY IT IN CANTONESE

A. In a grocery store, the clerk asks:

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?

B. And the customer answers:

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.

C. In a grocery store, the customer asks:

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?

D: And the clerk answers:

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.	bàau	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...làih 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.	jyùyuhk	n:	pork
15.	...làih ge		see: haih...làih ge
16.	maaih	v:	sell
17.	máh	m:	yard (in length)
18.	ngàhnchín	n/m:	money [silver-money]
19.	ngàuhyuhk	n:	beef
20.	nī dī	sp+m:	these (in reference to unit nouns) this (in reference to mass nouns)
21.	ngoi	v:	var. of oi, 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

175

I. BASIC CONVERSATION

  A. **Buildup:**

<div align="center">(Buying socks at a department store:)</div>

<div align="center">Guhaak</div>

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? or are there any white socks?

Yáuh móuh baahk dyún maht maaih a?	Do you have white socks for sale?

<div align="center">Sauhfoyùhn</div>

Yáuh.	Yes. [Have]
jeuk	wear (clothes)
Haih mhhaih néih jeuk ga?	Are they for you? [ones for you to wear?]

<div align="center">Guhaak</div>

Haih.	That's right.

<div align="center">Sauhfoyùhn</div>

houh	number; size
géi houh?	what size?
Jeuk géi houh a?	What size do you wear?

<div align="center">Guhaak</div>

Gáu houh.	Number nine.

<div align="center">Sauhfoyùhn</div>

pèhng	cheap
leng	pretty
yauh	also

<div align="center">176</div>

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?
                                               or are there any white
                                               socks?

Yáuh móuh baahk dyún maht   Do you have white socks for
    maaih a?   sale?

                              Sauhfoyùhn

Yáuh.   Yes. [Have]

    jeuk   wear (clothes)

Haih mhhaih néih jeuk ga?   Are they for you? [ones for
                                        you to wear?]

                              Guhaak

Haih.   That's right.

                              Sauhfoyùhn

    houh   number; size

    géi houh?   what size?

Jeuk géi houh a?   What size do you wear?

                              Guhaak

Gáu houh.   Number nine.

                              Sauhfoyùhn

    pèhng   cheap

    leng   pretty

    yauh   also

yauh pèhng yauh leng

Nī dī yauh pèhng yauh leng.

jùngyi

jùng m̀hjùngyi a?

Néih jùng m̀hjùngyi 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.

Deuim̀hjyuh--daaihdī ge dōu
  maaihsaai laak.

hāak-

hāaksīk

hóu m̀hhóu?

Hāaksīk, hóu m̀hhóu a?

Hāaksīk dōu hóu leng ga.

Guhaak

Hóu aak.

Sauhfoyùhn

Nī dī sàam mān, nīdī sàam go
  bun.

bīn-?

júng

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 bīn júng a?	Which ones do you want?

Guhaak

sàam go bun ge	the three-fifty ones (or one)
Oi sàam go bun ge lā.	I'd like the $3.50 ones.

Sauhfoyùhn

dā	dozen
máaih bun dā	buy half a dozen
àh	sentence suffix adding force of 'I suppose' to sentence it attaches to.
Máaih bun dā àh.	You'll take a half a dozen, I suppose.

Guhaak

dò	much, many
Mhsái gam dò.	(I) don't need that many.
Sàam deui gau laak.	Three pairs are enough.

B. **Recapitulation:**

Guhaak

Yáuh móuh baahk dyún maht maaih a?	Do you have white socks for sale?

Sauhfoyùhn

Yáuh. Haih mhhaih néih jeuk ga?	Yes. Are they for you?

Guhaak

Haih.	That's right.

Sauhfoyùhn

Jeuk géi houh a?	What size do you wear?

Guhaak

Gáu houh.	Number nine.

Sauhfoyùhn

Nī dī yauh pèhng yauh leng. Néih jùng mhjùngyi a?	These are both cheap and pretty. Do you like them?

Guhaak

Géi hóu, daahmhaih mhgau	They're quite nice, but they're

178

daaih.

Yáuh móuh daaihdí ge nē?

not big enough.

Do you have any larger ones?

Sauhfoyùhn

Deuimhjyuh--daaihdí ge
    dōu maaihsaai laak.

Hāaksīk, hóu mhhóu a?

Hāaksīk dōu hóu leng ga.

I'm sorry, the larger ones are
    all sold out.

Would black be all right?

The black are also very pretty.

Guhaak

Hóu aak.

All right.

Sauhfoyùhn

Nī dī sàam mān, nī dī sàam
    go bun.

Néih ngoi bīn júng nē?

These are three dollars, these
    are $3.50.

Which ones do you want?

Guhaak

Oi sàam go bun ge lā.

I'd like the three-fifty ones,
    please.

Sauhfoyùhn

Máaih bun dā àh.

Half a dozen, I suppose.

Guhaak

Mhsái gam dò. Sàam deui gau
    laak.

I don't need so many. Three
    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. yùhnbāt   (5 times separately)
短鉛 3. dyún yùhn   , yùhn dyún   . 鉛短
鉛短 4. yùhn dyún   , dyún yùhn   . 短鉛

179

2. <u>yu</u>/<u>yun</u> 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. <u>euk</u> in <u>jeuk</u>, <u>(ng)aamjeuk</u>

       <u>euk</u> is a two-part final composed of the rounded mid front vowel <u>eu</u> plus the velar stop consonant <u>k</u>. In final position in a syllable, <u>k</u> is unreleased--[k⌐]. Before <u>k</u>, the positioning for <u>eu</u> is the same as that for <u>eu</u> before <u>ng</u>--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   .

   咗著 2. aamjeuk aamjeuk   .

           3. ngaamjeuk ngaamjeuk   .

4. <u>euk</u>/<u>eung</u> contrasts

                Listen and repeat: (Note that tongue and lip position is the same for <u>eu</u> before <u>k</u> as it is for <u>eu</u> before <u>ng</u>.)

                    1. jeuk, jeuk   , Jèung, Jèung   .

                    2. jeuk Jèung   , Jèung jeuk   .

                    3. jeuk séung   , jeuk léuhng   ,

                    4. jeuk chèuhng   , jeuk yātyèuhng   .

5. <u>euk</u>/<u>eut</u> contrasts

                Listen and repeat: (Note that the tongue position for <u>eu</u> before the dental <u>t</u> is somewhat lower than its position before the velar <u>k</u>.)

                    1. jeuk jeuk   , seut seut   .

                    2. jeuk saam   , seutsaam   .

                    3. seutsaam   , jeuk saam   .

6. <u>ek</u> as in <u>jek</u>

       <u>ek</u> is a two-part final composed of the mid front unrounded vowel <u>e</u> [E] plus the velar stop consonant <u>k</u>. In final position in a syllable, <u>k</u> is unreleased--[k⌐]. The American counterpart of the

180

Cantonese <u>ek</u> is the <u>eck</u> in 'peck,' although in final position the
American <u>k</u> is not necessarily unreleased--it may or may not be, with
no significant difference.

Listen and repeat:

jek   (5 times) 隻

7. <u>eng</u> as in <u>leng</u>, <u>pèhng</u>, <u>béng</u>, <u>tèng</u>

<u>eng</u> is a two-part final composed of the mid front unrounded vowel
<u>e</u> [E] plus the velar nasal consonant <u>ng</u>. The <u>e</u> is like the <u>e</u> 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	pèhng	平
3.	let	leng	靚
4.	Tet	tèng	聽

8. <u>ut</u> as in <u>fut</u>, 'wide' (See Drill <u>3</u>)

<u>ut</u> is a two-part final composed of the high back rounded vowel <u>u</u>
plus the dental stop consonant <u>t</u>. The tongue position for <u>t</u> is like
that for English words ending with <u>t</u>--the tip of the tongue stops the
flow of air at the dental ridge behind the upper teeth. In final
position the Cantonese <u>t</u> is unreleased--[t⌐]. <u>u</u> before <u>t</u> is produced
the same as was <u>u</u> finally and <u>u</u> before <u>n</u>--as a high back rounded vowel
[u] with tongue position somewhat higher than for <u>u</u> before <u>k</u> and <u>ng</u>.
Before <u>t</u> the <u>u</u> is relatively long and has a slight offglide to high
central position--[u·^{u}] [u·^{u}t⌐].

Listen and repeat:

澗   fut   , fut   , fut   , fut   , fut   .

9. <u>u</u>/<u>ut</u> contrasts

<u>u</u> before <u>t</u> is similar to <u>u</u> as a one-part final; both are high
back rounded vowels, but <u>u</u> before <u>t</u> has a slight offglide to high
central position [u^{u}t].

Listen and repeat:

褲   1. fu fu fu   , fu fu fu   .
澗   2. fut fut fut   , fut fut fut   .

181

    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·ᵘt̚], [u:ᵘn].

     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--[ʊˇk̚], [u:ᵘt̚].

     Listen and repeat:

        1.   fut fut   , luhk luhk   .

        2.   ngàuhyuhk 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 'm̀hyáuh' 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

      géi   quite

      m̀hhaih géi   not very

      m̀hhaih 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, 'géi,'
      'hóu,' etc. that modify adjectives.

      1. NÍ go pìhnggwó hóu   This apple is very tasty.
           hóusihk.   (i.e., tastes good.)

      2. DÍ bējáu hóu hóuyám.   The beer is very tasty.
                                  (i.e., tastes good.)

              (See Drill 2)

                  183

d. Adjectives in Cantonese, unlike English, do not require the
   equivalent of the verb 'is' to serve as the predicate.
   Compare:

Cantonese:		English:	
Subject	Predicate	Subject	Predicate
	Adj.		Verb + Adj.
Nī gihn	daaih.	This one	is big.
Nī 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 m̀h, '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 géi 'quite' or hóu 'very' carries
     the force which an unmodified adjective does in English:

        Ex: Nī gihn géi leng.

                      This one is pretty.

      Nī 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   Which one do you think is
            leng a?   pretty?

          B: Nī 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: Nī go pihnggwó yauh   This apple is both cheap
            pèhng yauh leng.   and good.

        (See BC and Drill _10_)

  4. The choice-type question follows the verbal pattern of V m̀hV,
     yielding Adj m̀hAdj.

        Ex: Nī gihn gwai m̀hgwai a? Is this one expensive?
        (See Drills _3, 11_)

To say 'Is this one very expensive?' requires a <u>haih</u>
m̀haih question:

    Ex: Nī gihn haih m̀haih   Is this one very expensive?
        hóu gwai a?

f. Adj + <u>ge</u> combination = noun phrase (NP).

    An adjective is frequently used to form a noun phrase by
adding the noun-forming suffix <u>ge</u>.

    Ex: 1. M̀haih daaih ge, haih 1. It's not the big one, it's
        sai ge.   the small one. <u>or</u>
                       They aren't the big ones,
                       they are the small ones.

       2. yiu daaihdī ge.   2. Want a large one (<u>or</u> ones).
           (See Drill <u>13</u>)

    Note that when an adjective combines with <u>ge</u> to form a noun
construction, it is necessary to add <u>haih</u> or another verb to form
a sentence.

3. <u>dī</u> as adj. suffix, 'a little,' '<u>Adj</u>-er.'

    In Cantonese <u>Adj-dī</u> 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   [This sweater is a little
        daaihdī.   larger (than the size I
                        need).]
                        This sweater is a little too
                        large.

      Yáuh móuh saidī ge nē? Do you have a smaller one?
                        (<u>or</u> smaller ones)

          (See BC and Drills <u>13, 15</u>)

4. Two syllable verbs and adjectives form the choice-type questions by
using only the first syllable before the <u>m̀h</u>, and the whole word
after:

    <u>V/Adj.</u>   <u>Choice question</u>
    jùngyi   like   jùng m̀hjùngyi a?   (do you) like (it)?
    ngāamjeuk well-fitting ngāam m̀hngāamjeuk a? (Does it) fit?
          (See BC)

<div align="center">185</div>

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 daaihdī   Do you have any larger ones,
          ge nē?   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**:

   Sīnsàang **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 effiminate 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: Yinggwok haaih	English shoes
Yahtbun bejau	Japanese beer
bou haaih	cloth shoes
pihnggwo pai	apple pie

      2. When the noun head is already established, <u>ge</u> may substitute

         for the noun head in a follow sentence, keeping modification

         structures intact:

Ex: a. Ngoh yiu maaih ji
     Yahtbun bejau.
     Yauh mouh a?
	I want to buy a bottle of
	Japanese beer [Japan beer].
	Do you have any?

b. Mouh a. Maaih ji
     Meihgwok ge, hou
     mhhou a?
	No, we don't. How about
	getting an American one?
	[America-one]

                 (See Drill <u>8 </u>)

   b. Adjectives as modifiers to a following noun head:

      1. A one syllable adjective as modifier directly preceeds the

         noun it modifies:

Ex: 1. Neih gihn san
     seutsaam hou
     leng.
	Your new shirt is pretty.

2. Ngoh mhjungyi jeuk dyun fu.	I don't like to wear shorts. [short trousers]

      2. Adjectives that are pre-modified add <u>ge</u> when modifying a

         following noun:

1. cheuhng yuhnbat	long pencil
2. hou cheuhng ge yuhn- bat	very long pencil
3. hou gwai ge cheuhng yuhnbat	very expensive long pencil

            (See Drill <u>1.3</u>)

8. dò 'many'

  1. dò, 'many,' patterns like an adjective in taking the adjective
      modifiers hóu, géi, etc. and the adjective suffix dí, but
      within the larger framework of the sentence it patterns
      differently from adjectives. dò is a boundword, bound either
      to a preceding adverb or a following measure; adjectives are
      free words. Adjectives when pre-modified add ge when modifying
      a following noun, but dò does not:

        Ex: hóu pèhng ge syù   very cheap books
             hóu dò syù   very many books

      A dò phrase patterns like a noun in that it can be the object
      of a verb without adding ge; but adjectives add ge when
      nominalized.

        Ex: Kéuih yáuh hóu dò.   He has many.
            Kéuih yáuh hóu   He has a big one (or ones.)
              daaih ge.

      dò also shares some characteristics with numbers and can be
        viewed as an indefinite number. It is, in fact, a case unto
        itself, and you will learn its various faces bit by bit.

9. bìn- M ? = 'which M ?'

      bìn-? is an interrogative boundword, bound to a following measure.
  It occupies the same position in a sentence as nì-, 'this' and gó-, 'that'
  and is classed with them as a specifier.

      Ex: A: Néih séung máaih bìn gihn a?   Which one are you going to
                                      buy?

         B: Ngóh   máaih nì   gihn laak. I'll buy this one.

           (See BC and Drill 14)

III. DRILLS

1. Expansion Drill: Students repeat after the teacher.

+ 1. a. chèuhng.

     b. chèuhng fu.

     c. yáuh tiuh chèuhng fu.

     d. Yáuh tiuh hāak chèuhng fu.

     e. Yáuh tiuh hāak sīk ge
        chèuhng fu.

1. a. long.

   b. slacks, trousers.
      [long trousers]

   c. Have a pair of slacks.

   d. Have a pair of black
      slacks.

   e. Have a pair of black
      coloured slacks.

+ 2. a. gwai

+   b. géi gwai

+   c. mhhaih géi gwai

     d. Dī bou mhhaih géi gwai.

     e. Dī Yahtbún bou mhhaih
        géi gwai.

2. a. expensive.

   b. rather expensive,
      quite expensive

   c. not very expensive, not
      expensive

   d. The cloth is not too
      expensive.

   e. The Japanese cloth is not
      expensive.

  3. a. Jī yùhnbāt.

     b. Yáuh jī yùhnbāt.

     c. Ngóh yáuh jī yùhnbāt.

     d. Ngóh yáuh jī chèuhng yùhnbāt.

     e. Ngóh yáuh jī hóu gwai ge
        chèuhng yùhnbāt.

3. a. A (or The) pencil.

   b. Have a pencil.

   c. I have a pencil.

   d. I have a long pencil.

   e. I have a very expensive
      long pencil.

+ 4. a. Gihn lāangsāam.

+   b. Gihn sàn lāangsāam.

     c. Ngóh gihn sàn lāangsāam.

     d. Ngóh gihn sàn lāangsāam
        hóu gwai.

     e. Kéuih mhjīdou ngóh gihn sàn
        lāangsāam hóu gwai.

4. a. The (or a) sweater.

 ' b. The new sweater.

   c. My new sweater.

   d. My new sweater is very
      expensive.

   e. He does not know (that)
      my new sweater is very
      expensive.

+ 5. a. gauh

     b. gauh bāt

     c. Jī gauh bāt.

     d. Jī gauh yùhnjíbāt.

5. a. old

   b. old pen.

   c. The old pen (or pencil).

   d. The old ball-point pen.

2. Substitution Drill: Adjectives

<table>
<tr><td>Ex: T: Nī dī géi daaih.
/leng/</td><td>T: These are (or this (mass) is)
quite big. /pretty/</td></tr>
<tr><td>S: Nī dī géi leng.</td><td>S: These are very pretty. <u>or</u>
This (mass) is very pretty.</td></tr>
</table>

1. Nī dī géi gwai. /pèhng/	1. Nī dī géi pèhng.
+ 2. /sai/ (small)	2. Nī dī géi sai. These are (or This (mass) is) quite small.
3. /daaih/	3. Nī dī géi daaih.
+ 4. /hóuyám/ (tasty, good to drink.)	4. Nī dī géi hóuyám. These are (or This is) very tasty. - very good to drink.
+ 5. /hóusihk/ (tasty, good to eat.)	5. Nī dī géi hóusihk These are (or This is) very tasty. - very good to eat.
+ 6. /ngāamjeuk (or āamjeuk) (well fitting, fits properly)	6. Nī dī géi ngāamjeuk. These fit well.

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3. Expansion Drill: Fluency practice.

<table>
<tr><td>Ex: 1. T: Leng m̀hleng a?</td><td>Is it pretty?</td></tr>
<tr><td>+ S: Néih <u>wah</u> leng
m̀hleng a?
(<u>say</u>, <u>think</u>)</td><td>Do you think it's pretty?</td></tr>
<tr><td>2. T: Hóu m̀hhóusihk a?</td><td>Is it tasty?</td></tr>
<tr><td>S: Néih wah hóu
m̀hhóusihk a?</td><td>Do you think it's tasty?</td></tr>
</table>

1. Ngāam m̀hngāamjeuk a?	1. Néih wah ngāam m̀hngāam jeuk a?
2. Gwai m̀hgwai a?	2. Néih wah gwai m̀hgwai a?
3. Pèhng m̀hpèhng a?	3. Néih wah pèhng m̀hpèhng a?
4. Sai m̀hsai a?	4. Néih wah sai m̀hsai a?
5. Daaih m̀hdaaih a?	5. Néih wah daaih m̀hdaaih a?
6. Hóu m̀hhóuyám a?	6. Néih wah hóu m̀hhóuyám a?
7. Hóu m̀hhóusihk a?	7. Néih wah hóu m̀hhóusihk a?
8. Leng m̀hleng a?	8. Néih wah leng m̀hleng a?

190

9. Gauh m̀hgauh a?   9. Néih wah gauh m̀hgauh a?

+ 10. <u>Fut</u> m̀hfut a? (<u>wide</u>)   10. Néih wah fut m̀hfut a?

+ 11. <u>Jaak</u> m̀hjaak a? (<u>narrow</u>)   11. Néih wah jaak m̀hjaak a?

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4. Substitution Drill: Pre-modifiers of Adjectives

      Ex: T: Góu tíuh fu géi   Those slacks are quite cheap.
          pèhng. /hóu/   /very/

        S: Góu tíuh fu hóu pèhng. Those slacks are very cheap.

1. Góu tíuh fu géi pèhng. /hóu/   1. Góu tíuh fu hóu pèhng.

2. Góu tíuh fu hóu gwai.   2. Góu tíuh fu m̀hhaih géi gwai.
   /m̀hhaih géi/   Those slacks aren't very
                          expensive.

3. Góu tíuh fu m̀hhaih géi gwai. 3. Góu tíuh fu géi gwai.
   /géi/

4. Góu tíuh fu géi pèhng. /m̀h/   4. Góu tíuh fu m̀h pèhng.

+ 5. Góu tíuh fu m̀h pèhng.   5. Góu tíuh fu m̀hhaih hóu pèhng.
   /m̀hhaih hóu/ (<u>not very</u>)

---

5. Substitution Drill: Mixed: Nouns and Adjectives

      Ex: 1. T: Góu tíuh yú géi   That fish is pretty cheap.
            pèhng. /hóu/   /very/

          S: Góu tíuh yú hóu   That fish is very cheap.
            pèhng.

        2. T: Góu tíuh yú hóu   That fish is very cheap.
            pèhng. /go bíu/   /watch/

          S: Góu go bíu hóu   That watch is very cheap.
            pèhng.

1. Kéuih deui maht hóu leng.   1. Kéuih deui maht m̀hhaih géi
   /m̀hhaih géi/   leng.

2. /tíuh dyún fu/   2. Kéuih tíuh dyún fu m̀hhaih
                      géi leng.

3. /hóu gwai/   3. Kéuih tíuh dyún fu hóu gwai.

4. /nī dī yīnjái/   4. Nī dī yīnjái hóu gwai.

5. /hóu hóusihk/   5. Nī dī yīnjái hóu hóusihk.

---

6. Substitution Drill: Adjectives as predicates

   Ex: T: Nī gihn lāangsāam T: This sweater is pretty.
      hóu leng. /hóu
      jaak/

     S: Nī gihn lāangsāam S: This sweater is narrow.
      hóu jaak.

1. Nī gihn lāangsāam hóu jaak. 1. Nī gihn lāangsāam hóu
  hóu ngāamjeuk.   ngāamjeuk.

2. Hóu gwai.   2. Nī gihn lāangsāam hóu gwai.

3. Gwaidī.   3. Nī gihn lāangsāam gwaidī.

4. Sai sèsíu.   4. Nī gihn lāangsāam sai sèsíu.

5. Daaihdī.   5. Nī gihn lāangsāam daaihdī.

6. Hóu pèhng.   6. Nī gihn lāangsāam hóu pèhng.

7. M̀hhaih géi gwai.   7. Nī gihn lāangsāam m̀hhaih
             géi gwai.

8. M̀hhaih hóu leng.   8. Nī gihn lāangsāam m̀hhaih
  Not very pretty.   hóu leng.

9. Hóu jaak.   9. Nī gihn lāangsāam hóu jaak.

---

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

1. Kéuih m̀hjùngyi jeuk dyún fu. 1. Kéuih m̀hjùngyi jeuk dyún fu.
  She doesn't like to wear
  shorts.

+ 2. /chèuhngsāam/(cheongsaam) 2. Kéuih m̀hjùngyi jeuk chèuhng-
             sāam.
             She doesn't like to wear
             cheongsaams.

3. /dyún maht/(socks)   3. Kéuih m̀hjùngyi jeuk dyún
           maht.

4. /chèuhng maht/(stockings) 4. Kéuih m̀hjùngyi jeuk chèuhng
           maht.

5. /lāangsāam/   5. Kéuih m̀hjùngyi jeuk lāang-
           sāam.

6. /chèuhng fu/(long pants) 6. Kéuih m̀hjùngyi jeuk chèuhng
           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   T: Are there oranges for sale
       maaih a?   [to sell] (here)? <u>or</u>
       /pìhnggwó/   (Do you) have oranges for
                           sale? /apples?

    S: Deuimhjyuh, maaih-   S: Sorry, they're all sold out.
       saai laak. Pìhng-   Would apples be OK?
       gwó hóu mhhóu a?

1. Yáuh móuh Yìnggwok hàaih maaih   1. Deuimhjyuh, maaihsaai laak.
    a? /Méihgwok <u>ge</u>/   Méihgwok ge hóu mhhóu a?
+   Do you have English shoes   I'm sorry, they're all
    for sale? /American ones/   sold out. Would American
    (<u>ge</u> as noun substitute)   ones be all right?

2. Yáuh móuh Méihgwok yìnjái   2. Deuimhjyuh, maaihsaai laak.
    maaih a? /Yìnggwok ge/   Yìnggwok ge hóu mhhóu a?

3. Yáuh móuh jyùyuhk maaih a?   3. Deuimhjyuh, maaihsaai laak.
    /ngàuhyuhk/   Ngàuhyuhk hóu mhhóu a?

    Comment: <u>ge</u> can substitute for a noun in a follow sentence.
          The structure <u>modifier + ge</u> substitutes for
          <u>modifier + Noun</u>. See #1 and #2 above.

---

9. Response Drill

Ex: 1. T: Néih yáuh móuh   1. T: Do you have ten dollars?
         sahp mān a?
         /nod/

      S: Yáuh. Néih yiu   S: Yes I do. You want it, huh.
         àh!

    2. T: Néih yáuh móuh   2. T: Do you have $10?
         sahp mān a?
         /shake/

      S: Móuh a. Deui-   S: No I don't, I'm sorry.
         mhjyuh laak.

1. Néih yáuh móuh tòhng a?   1. Móuh a. Deuimhjyuh laak.
    /shake/

2. Néih yáuh móuh yìnjái a?   2. Móuh a. Deuimhjyuh laak.
    /shake/

3. Néih yáuh móuh jē a? /shake/   3. Móuh a. Deuimhjyuh laak.

4. Néih yáuh móuh go bun ngàhn-   4. Yáuh. Néih yiu àh.
    chín a? /nod/

5. Néih yáuh móuh yih sahp mān   5. Móuh a. Deuimhjyuh laak.
    a? /shake/

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: Nī go pìhnggwó hóu   T: This apple is cheap. /delicious/
          pèhng. /housihk/

       S: Nī go pìhnggwó yauh   S: This apple is both cheap and
          pèhng yauh hóusihk.   delicious.

1. Nī go cháang hóu gwai.   1. Nī go cháang yauh gwai yauh
   /m̀hhóusihk/   m̀hhóusihk.

2. Nī go bīu hóu pèhng. /jéun/   2. Nī dī bīu yauh pèhng yáuh
                           jéun.

3. Gó dī béng hóu sai. /gwai/   3. Gó dī béng yauh sai yauh
                           gwai.

4. Kéuih gihn sēutsāam hóu   4. Kéuih gihn sēutsāam yauh
   chèuhng. /daaih/   chèuhng yauh daaih.

5. Nī tiuh kwàhn hóu fut.   5. Nī tiuh kwàhn yauh fut yauh
   /daaih/   daaih.

6. Nī júng bāt hóu pèhng. /leng/   6. Nī 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 m̀hleng a?

1. Kéuih gó tiuh fu hóu ngāam-   1. Kéuih gó tiuh fu ngāam
   jeuk.   m̀hngāamjeuk a?
   Those trousers of his fit
   very well.

194

2. Sahp màn m̀hgwai.   2. Sahp màn gwai m̀hgwai a?

3. Nī dī maht hóu pèhng.   3. Nī dī maht pèhng m̀hpèhng a?

4. Hāak sīk ge m̀hhaih géi leng.   4. Hāak sīk ge leng m̀hleng a?

5. Gó dī jyùyuhk gei hóusihk.   5. Gó dī jyùyuhk hóu m̀hhóu
                                           sihk a?

6. Gó tìuh saidī.   6. Gó tìuh sai m̀hsai a?

7. Nī gihn baahk sēutsāam daaihdī.   7. Nī gihn baahk sēutsāam daaih
                                           m̀hdaaih a?

8. Kéuih gihn sāam hóu leng.   8. Kéuih gihn sāam 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 mēyéh wá?   You said his name was what?

1. Wòhng Sàang séung máaih   1. Wòhng Sàang séung máaih
       tìuh fu.   mēyéh wá?

2. Léih Síujé jùngyi ngóh.   2. Léih Síujé jùngyi bīngo wá?

3. Kéuih máaih nī gihn.   3. Kéuih máaih bīn gihn wá?
       She wants this one.   which one does she want?

4. Kéuih séung oi gó tìuh.   4. Kéuih séung oi bīn tìuh wá?
       He wants to have that one.   Which one does he want?

5. Kéuih sihk béng.   5. Kéuih sihk mēyéh wá?

6. Kéuih jeuk gáu houh.   6. Kéuih jeuk géidō houh wá?

7. Yìhgā daahp yāt.   7. Yìhgā daahp géi wá?

8. Yìhgā sāam dím bun.   8. Yìhgā géidímjùng wá?

9. Kéuih máaih sei deui.   9. Kéuih máaih géidō deui wá?

10. Kéuih yáuh sahp màn.   10. Kéuih yáuh géidō chín wá?

---

13. Expansion Drill

       Ex: T: Nī gihn yúhlāu   This raincoat is a bit small.
            saidī.

          S: Nī gihn yúhlāu saidī,   This raincoat is a bit small;
            yauh mòuh daaihdī   do you have any larger ones?
            ge nē?

  1. Nī dī yú gwaidī.   1. Nī dī yú gwaidī, yáuh mòuh
                         pèhngdī ge nē?

  2. Nī tiuh fu daaihdī.   2. Nī tiuh fu daaihdī, yáuh
                         mòuh saidī ge nē?

  3. Nī gihn lāangsāam chèuhngdī. 3. Nī gihn lāangsāam chèuhngdī,
                         yáuh mòuh dyúndī ge nē?

+ 4. Nī gihn dáisāam saidī.   4. Nī gihn dáisāam saidī, yáuh
     (underwear)   mòuh daaihdī ge nē?

  5. Nī tiuh fu jaak dī.   5. Nī tiuh fu jaak dī, yáuh
                         mòuh fut dī ge nē?

---

14. Response Drill

       Ex: T: Néih oi bīn gihn   Which shirt do you want?
            sēutsāam nē?   /white color/
            /baahk sīk/

          S: Ngóh oi baahk sīk   I want that (or the) white one.
            gó gihn.

  1. Néih oi bīn deui maht nē?   1. Ngóh oi hāak sīk gó deui.
     /hāak sīk/

  2. Néih oi bīn bá jē nē? /daaih- 2. Ngóh oi daaihdī gó bá.
     dī/

  3. Néih oi bīn tiuh fu nē?   3. Ngóh oi chèuhngdī gó tiuh.
     /chèuhngdī/

  4. Néih oi bīn bāau yīnjái nē? 4. Ngóh oi saidī gó bāau.
     /saidī/

  5. Néih oi bīn jek gāi nē?   5. Ngóh oi gwaidī gó jek.
     /gwaidī/

196

15. Alteration Drill

     Ex: T: Ngóh ngoi gihn   I want a larger one.
            daaihdī ge.

         S: Béi gihn daaihdī   Give me a larger one.
            ge ngóh lā!

1. Ngóh ngoi tiuh futdī ge.   1. Béi tiuh futdī ge ngóh lā!
2. Ngóh ngoi deui jaakdī ge.   2. Béi deui jaakdī ge ngóh lā!
3. Ngóh ngoi bá lengdī ge.   3. Béi bá lengdī ge ngóh lā!
4. Ngóh ngoi jī saidī ge.   4. Béi jī saidī ge ngóh lā!
5. Ngóh ngoi go pèhngdī ge.   5. Béi go pèhngdī ge ngóh lā!
6. Ngóh ngoi géi gihn saidī ge.   6. Béi géi gihn saidī ge ngóh
                                      lā!
7. Ngóh ngoi géi tiuh chèuhngdī   7. Béi géi tiuh chèuhngdī ge
   ge.   ngóh lā!

---

16. Response Drill

     Ex: T: Ngóh séung máaih   T: I want to buy two ties.
            léuhng tiuh tāai.

         S: Máaih bīn léuhng   S: Which two do you want?
            tiuh nē?

1. Ngóh séung máaih tiuh tāai.   1. Máaih bīn tiuh nē?
2. Ngóh séung máaih dī yùhnbāt.   2. Máaih bīn dī nē?
3. Ngóh séung máaih dī bou.   3. Máaih bīn dī nē?
4. Ngóh séung oi sàam deui   4. Oi bīn sàam deui nē?
   dyún maht.
   I want to get three pairs
   of socks.

IV. CONVERSATIONS FOR LISTENING

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

197

V. SAY IT IN CANTONESE

A. In a store, the customer says:

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?

B. And the clerk responds:

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.	bĭn?	QW:	which?
5.	chèuhng	adj:	long (in length)
6.	chèuhngsāam	n:	cheongsaam
7.	dā	m:	dozen
8.	daaih	adj:	large
9.	daaihdĭ	Ph:	a little larger
10.	dáisāam	n:	underwear
11.	-dĭ	adj.s:	attaches to adjectives to mean 'a little Adj; somewhat adj; Adj--er.

198

12.	dō	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 m̀hhóu 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.	jùngyi	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.	m̀hhaih géi	adv:	not very..., not....
34.	m̀hhaih 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 āamjeuk)
37.	pèhng	adj:	cheap
38.	-saai	Vsuf:	completely
39.	sai	adj:	small
40.	sàn	adj:	new
41.	sīk	(bf)n:	color
42.	wah	v:	say, opine
43.	yáuh	v:	have, there is (are)

199

I. BASIC CONVERSATION

  A. Buildup:

gùngyàhn	servant

Gùngyàhn

Wéi.	Hello.
wán	look for, search
Wán bínwái 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
Ḿhgòi néih giu Léih Táai tèng dihnwá.	Please ask Mrs. Lee to come to the phone.

Gùngyàhn

Wán bínwái wá? Ngóh tèng ṁhchìngchó.	Who did you say you were looking for? I didn't hear.
daaihsèngdī	louder voice
Ḿhgòi daaihsèngdī là.	Please speak louder.

Jèung Sàang

Léih Taaitáai.	Mrs. Lee.

Gùngyàhn

heui gāai	go out [go street]
jó	Verb suffix, indicating fulfillment of an expectation.
heuijó gāai	has gone out, went out
Kéuih heuijó gāai bo.	She's gone out.
Gwaising wán kéuih a?	Who is calling please?

Jèung Sàang

Sing Jèung ge.	My name is Cheung.
fàanlàih	come back, return

géisih (géisí)   when?

Kéuih géisih fàanlaih a?   When will she be back?

Gùngyàhn

sahpyih dím   12 o'clock

-lèhng-   -and some odd. Added to a
                                          number phrase.

Waahkjé sahpyih dím lèhng lā.   Probably a little after 12.

sihk aan or sihk ngaan   eat the midday meal

yiu   going to, intend to

Kéuih yiu fàanlàih sihk ngaan   She's going to come home for
gé.   lunch.

sih   business, affair, matter

yáuh sih   have something to attend
                                           to; have errand, business

Yáuh mēyéh sih a?   What is it you want? (i.e.,
                                          What matter are you calling
                                          about?)

Jèung Sàang

dá dihnwá   make a phone call, to
                                          telephone.

dá dihnwá béi ngóh   telephone me

giu kéuih dá dihnwá béi   tell her to phone me
ngóh

mhgòi néih giu kéuih dá   please ask her to phone
dihnwá béi Jèung Sàang lā.   Mr. Cheung.

Gám, kéuih fàanlàih, mhgòi   Well, when she comes home,
néih giu kéuih dá dihnwá   please ask her to call Mr.
béi Jèung Sàang lā.   Cheung.

Gùngyàhn

néih ge dihnwá   your telephone

géidō houh?   what number?

néih ge dihnwá géidō houh a?   what is your telephone
                                          number?

Kéuih jí mhjí néih ge dihnwá   Does she know your telephone
géidō houh a?   number?

Jèung Sàang

Kéuih mhjî ga.	She doesn't know.
Ngóh ge dihnwá haih chāt	My telephone number is 7 8 ...
baat ...	

Gùngyàhn

ló	fetch, go get
dáng ngóh	let me; wait while I ...
dáng ngóh ló jî bāt sìn	let me get a pen first.
Dáng ngóh ló jî bāt sìn lā.	Let me get a pen first ...

(She returns with a pen:)

Gùngyàhn

Wéi, géidō houh wá?	Hello, what number did you say?

Jèung Sàang

lìhng	zero
Chāt baat luhk lìhng ńgh gáu.	786059

Gùngyàhn

Chāt baat luhk lìhng ńgh gáu.	786059
wah kéuih jî	tell her
ngóh wah kéuih jî	I'll tell her
Hóu, kéuih fàanlàih, ngóh wah	All right--when she comes back,
kéuih jî lā.	I'll tell her.

Jèung Sàang

Hóu, mhgòi.	Fine; thanks.

B. **Recapitulation:**

Gùngyàhn

Wéi. Wán bînwái a?	Hello. Who are you calling?

Jèung Sàang

Mhgòi néih giu Leih Táai tèng	Please ask Mrs. Lee to come
dihnwá.	to the phone.

Gùngyàhn

Wán bînwái wá? Ngóh tèng	Who did you say you
mhchìngchó. Mhgòi daaihsèng-	wanted? I couldn't hear.
dî lā.	Please speak louder.

202

Jèung Sàang

Lèih Taaitáai.   Mrs. Lee.

Gùngyàhn

Kéuih heuijó gāai bo.   She's gone out. Who is calling
  Gwaising wán kéuih a?   please?

Jèung Sàang

Sing Jèung ge. Kéuih géisíh   My name is Cheung. When will
  fàanlàih a?   she be back?

Gùngyàhn

Waahkjé sahpyih dím lèhng lā.   Probably a little after 12.
  Kéuih yiu fàanlàih sihk aan   She's going to come home for
  gé. Yáuh mēyéh sih a?   lunch. What is it you want?

Jèung Sàang

Gám, kéuih fàanlàih, mhgòi   Well, (when) she comes home,
  néih giu kéuih dá dihnwá   please ask her to call Mr.
  béi Jèung Sàang lā.   Cheung.

Gùngyàhn

Kéuih jí mhjí néih ge dihnwá   Does she know your telephone
  géidō houh a?   number?

Jèung Sàang

Kéuih mhji ga. Ngóh ge dihnwá   She doesn't know. My tele-
  haih chāt baat ...   phone number is 7 8 ...

Gùngyàhn

Dáng ngóh ló jí bāt sín lā.   Let me get a pen first.
                (She returns with a pen:)

Gùngyàhn

Wéi, géidō houh wá?   Hello, what number did you
                                                   say?

Jèung Sàang

Chāt baat luhk lìhng ńgh gáu.   786059

Gùngyàhn

Chāt baat luhk lìhng ńgh gáu.   786059
Hóu, kéuih fàanlàih, ngóh   All right--when she comes back,
  wah kéuih jí lā.   I'll tell her.

203

<u>Jēung Sàang</u>

Hóu, m̀hgòi.   Fine; thanks.

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

Pronunciation Practice:

1. <u>i</u> as in <u>si</u>, <u>chi</u>, <u>jí</u>, <u>dí</u>, <u>ní</u>, <u>sih</u>, <u>sih</u>, <u>hòuhjí</u>

      <u>i</u> as syllable final is a high front unrounded vowel--[i].

             Listen and repeat:

                  1. ní ní   .
                  2. si si   .
                  3. sih sih   .
                  4. síh sih   .
                  5. jí jí   .

2. <u>ik</u> as in <u>sík</u>, <u>sihk</u>

    <u>ik</u> is a two-part final composed of the high front unrounded vowel <u>i</u> plus the velar stop consonant <u>k</u>. Before <u>k</u> the tongue position for <u>i</u> approaches higher-mid front unrounded [e], tenser and lower than the American <u>i</u> in "sick,"--[I], closer to the French <u>é</u> in été, 'summer.' The tongue position of <u>k</u> following the front vowel is more forward than that of <u>k</u> following the back vowels <u>u</u>, <u>o</u>, and <u>a</u> -- [Ik⁷].

             Listen and repeat:

                  1. sík sík sík   . 識
                  2. sihk sihk sihk   . 食

3. <u>i/ik</u> contrasts

    Note that in addition to the difference in tongue position for <u>i</u> as a final and before <u>k</u> as described, there is also a length differ ence. <u>i</u> before <u>k</u> is shorter than <u>i</u> as final--[Iˇk] or [e ˇk], and [i:].

             Listen and repeat:

                  1. sih sih   , sihk sihk   .
                  2. sih sihk   , sihk sih   .

4. <u>ing</u> as in <u>lìhng</u>, <u>sing</u>, <u>pìhnggwó</u>, <u>chìngchó</u>

    <u>ing</u> is a two-part final composed of the high front unrounded vowel <u>i</u> and the velar nasal <u>ng</u>. The tongue position for <u>i</u> before <u>ng</u> is similar to that of <u>i</u> before <u>k</u>--lowered from high front position. The vowel is open before the nasal final.

Listen and repeat:

1. sing sing 姓 , lìhng lìhng 零 , chìng chìng 清 .
2. chìng sing lìhng   . 清姓零
3. lìhng lìhng 零 , pìhng pìhng 蘋 .

5. **ing/eng** contrasts

Listen and repeat:

1. lìhng lìhng 零 , pèhng pèhng 平 .
2. pìhng pìhng pìhnggwó   . 蘋蘋蘋果
3. pìhng pèhng 蘋平 , pìhng pèhng   .
4. leng sing 靚姓 , sing leng 姓靚 .

6. **ing/ik** contrasts

Listen and repeat:

1. sìk sìk 識 , sing sing 姓 .
2. sihk sihk 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. jéun, jéun 準 準

B. **eung** and **euk**

Listen and repeat:

1. Jèung chèuhng 張 長
2. séung, léuhng 想 雨
3. jeuk, jeuk 著 著

8. **s** as in **sing**, **sihk**, **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 s 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 s sounds:

American	Cantonese
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 s 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 , chi 次 , si 試 .
2. jing 正 , chǐng 清 , sing 性 .
3. jē 姐 , chē 車 , sé 寫 .
4. jǎi 仔 , chàih 齊 , sai 細 .

206

II. NOTES

  1. bo = sentence suffix expressing definiteness, conviction.

        Ex: Kéuih chēutjó gāai laak.   She's gone out. (change from
                                            former condition)

            Kéuih chēutjó gāai bo.   She's gone out, that's
                                            definite.

                        (See BC)

  2. -jó 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 com-
     prehend over the telephone:

        Ex: Kéuih fàanjó gùng.   He's gone to work.
                                            [return-jó work]

            Kéuih heuijó gāai.   She's gone out (from her own
                                            house). [go-jó street]

            Kéuih fàanjó ngūkkéi.   He's gone home.
                                            [return-jó 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   Those
                   Gó bún syù haih Léih   That book(s) is/are
                     Síujé ge.   Miss Lee's.

                2. Nī dī   These   are
                   Nī bún haih ngóh ge.   This one is mine.

                3. Léih Síujé ge haih   Miss Lee's is a new one.
                     sàn 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.
       ngūkkéi laak.

    3. Ngóh m̀hjùngyi Léih   I don't like Miss Lee's new
       Síujé ge sàn   sweater.
       lāangsāam.

                (See BC)

4. ge/Measure overlap.

    ge may replace the measure in a modification structure.

    Ex: 1. Ngón go néui m̀hhái   My daughter is not here.
           douh.

        2. Ngóh dī néui m̀hhái   My daughters are not here.
           douh.

        3. Ngóh ge néui m̀hhái   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)ūkkéi, and gùngyàhn are the only nouns

of this type we have studied so far.

    Ex: Ngóh pàhngyáuh   My friend/friends

        Léih Síujé (ng)ūkkéi   Miss Lee's home

    But even for these nouns, ge must be used with bīngo ge, whose?

to differentiate from bīn go, which (M)?

        Ex: Bīn go pàhngyáuh?   Which friend?

            Bīngo ge pàhngyáuh?   Whose friend?

        Compare:

            bīngo ge pàhngyáuh?   whose friend?

            bīn go pàhngyáuh?   which friend?

            Léih Táai gaau bīngo   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/

pronoun will be treated as exceptions and noted as such. As a rule
of thumb, such nouns must be of more than one syllable.

6. **yiu..V..;séung..V..** differentiated.

      yiu..V.. = definitely intend to ..V..

      séung..V.. = plan to ..V.. (but maybe it won't happen)

      In English **yiu** can be translated as 'going to' if the sentence
is one of future reference. **Yiu** contrasts with séung in such sen-
tences in that with **séung** the implication is that it's iffy whether
or not the action expressed by the following verb will actually
take place, but with **yiu** the person has definitely made up his mind
to do the action.

      Ex: 1. Kéuih wah ngóh jì   She told me she was planning
              kéuih séung fàan-   to come home for lunch.
              làih sihk aan.

          2. Kéuih wah ngóh jì   She told me she was coming
              kéuih yiu fàanlàih   home for lunch.
              sihk aan.

7. **séung..V..** and **jùngyi..V..**differentiated.

      séung = would like to ..V..; think I'll ..V..

      jùngyi = like (as a general statement)

      Ex: Ngóh séung yám dì chàh.   I'd like some tea.

           Ngóh séung sihk go   I'd like an apple.
              pìhnggwó.

          Ngóh hóu jùngyi yám chàh.   I like to drink tea.
                                  I like tea.

      The differentiation of meaning between **jùngyi** and **séung** breaks
down with a **mēyéh** question, where the **jùngyi** pattern is used as a
polite way to ask what the addressee wishes. (The **jùngyi mēyéh?**
question may also mean: What do you like?)

      Ex: Néih séung yám dì   What would you like to drink?
           mēyéh a?

          Néih jùngyi yám dì   What would you like to drink?
          mēyéh a?

                (See Drill 12)

8. Omission of yāt in certain 'one o'clock' phrases.

    The numeral yāt is ordinarily omitted in the spoken language before the time measure dím, 'o'clock,' when dím is followed by géi, lèhng or bun.

              Ex: 1. dím géi jūng = sometime after one o'clock
                  2. dím lèhng (jūng) = a little after one o'clock
                  3. dím 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 dím yāt = 3:05
                  sàam dím sàam = 3:15
                  sàam dím sei = 3:20

    Note in these abbreviated forms that the numeral following dím is in construction with an unspoken go jih, not with go gwāt. Thus sàam dím sàam is 3:15, not 3:45. X:30 is never stated as X dím luhk, but as X dím bún.

                        (See Drill 7)

    Although infrequent, X dím yih rather than (-) X dím léuhng is the abbreviated form for X dím léuhng go jih.

III. DRILLS

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

   1. Ṁhgòi néih giu Léih Táai
      tèng dihnwá lā.
      Please call Mrs. Lee to the
      telephone.

   2. Hòh Táai

   3. Hòh Síujé

   4. Jèung Sàang

   5. Chàhn Táai

   1. Ṁhgòi néih giu Léih Táai
      tèng dihnwá lā.

   2. Ṁhgòi néih giu Hòh Táai
      tèng dihnwá lā.

   3. Ṁhgòi néih giu Hòh Síujé
      tèng dihnwá lā.

   4. Ṁhgòi néih giu Jèung Sàang
      tèng dihnwá lā.

   5. Ṁhgòi néih giu Chàhn Táai
      tèng dihnwá lā.

---

2. Expansion Drill

   Ex: T: Jèung Sàang,
        tèng dihnwá.

      S: Ṁhgòi 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.

   2. Léih Táai, tèng dihnwá.

   3. Hòh Síujé, tèng dihnwá.

   4. Wòhng Sáang, tèng dihnwá.

   5. Làuh Táai, tèng dihnwá.

   1. Ṁhgòi néih giu Chàhn Sàang
      tèng dihnwá.

   2. Ṁhgòi néih giu Léih Táai
      tèng dihnwá.

   3. Ṁhgòi néih giu Hòh Síujé
      tèng dihnwá.

   4. Ṁhgòi néih giu Wòhng Sáang
      tèng dihnwá.

   5. Ṁhgòi néih giu Làuh Táai
      tèng dihnwá.

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3. Expansion Drill: telephone talk; listen and repeat:

+ 1. <u>cho</u>   <u>mistake, make a mistake</u>

+   cho <u>sin</u> (<u>line</u>, <u>thread</u>)   wrong line

+   <u>Daap cho sin</u>   Wrong number! [connected the
                           wrong line]

211

2. dáng	wait
+ dáng (yāt)jahn (var: (yāt)ján)	wait awhile
Mhgòi néih dáng yātjahn.	Just a moment, please. [Please wait awhile]
Mhgòi néih dáng yātjahn lā.	Just a moment, please!
+ 3. fàan	go [return] to place you habitually go to.
+ fàan gùng	go [return] to work
fàanjó gùng	has gone [or went] 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. chēut gāai	go out [out (to) street]
chēutjó gāai	has gone [or went] out
Kéuih chēutjó gāai.	(S)He's gone out.
Kéuih chēutjó gāai bo.	I'm sorry, but she's gone out.
+ 5. fàan (ng)ūkkéi	go [return] home
fàanjó (ng)ūkkéi	has gone [or went] home
Kéuih fàanjó (ng)ūkkéi	(S)He's gone home.
Kéuih fàanjó (ng)ūkkéi bo.	I'm sorry, but he's gone home.
+ 6. fàan hohk	go [return] to school
fàanjó hohk	gone to school, left for school
Kéuih fàanjó hohk la.	He's gone to school.
+ 7. heui gāai	go out [go (to) street]
heuijó gāai	has gone (or went) out
Kéuih heuijó gāai.	(S)He's gone out.
Kéuih heuijó gāai bo.	I'm sorry, but he's gone out.
+ 8. joi dálàih	call back (on the phone)
dángjahn joi dálàih	call back later
Dángjahn joi dálàih 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 equiva-
   lents.

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

  Ex: 1. T: Néih wán mēyéh T: What are you looking for?
      a? /jí yùhn-   /a pencil/
      bāt/

     S: Ngóh wán jí yùhn- S: I'm looking for a pencil.
      bāt.

   2. T: Néih wán bīngo a? T: Who are you looking for?
     /Chàhn Sàang/   /Mr. Chan/

     S: Ngóh wán Chàhn S: I'm looking for Mr. Chan.
      Sàang.

1. Néih wán mēyéh a? /bàau 1. Ngóh wán bàau yīnjái.
 yīnjái/

2. Néih wán mēyéh a? /bá jē/ 2. Ngóh wán bá jē.

3. Néih wán bīngo a? /Wòhng Táai/ 3. Ngóh wán Wòhng Táai.

4. Néih wán bīngo a? /Làuh Síujé/ 4. Ngóh wán Làuh Síujé.

5. Néih wán mēyéh a? /jí yùhnjí- 5. Ngóh wán jí yùhnjíbāt.
 bāt/

6. Néih wán bīngo a? /Jèung 6. Ngóh wán Jèung Sàang.
 Sàang/

  a. Repeat as Conversation Drill, thus:

   1. T: /yùhnbāt/

    S1: Néih wán mēyéh a?

    S2: Ngóh wán jí yùhnbāt.

   2. T: /Chàhn Sàang/

    S1: Néih wán bīngo a?

    S2: Ngóh wán Chàhn Sàang.

5. Conversation Drill

  Ex: A: Ṁhgòi néih giu A: Please ask Mr. Wong to come
     Wòhng Sàang tèng to the phone.
     dihnwá lā.

    B: Kéuih chēutjó gāai B: I'm sorry but he's gone out.
     bo. Gwaising wán Who is calling please?
     kéuih a?

    A: Sing Jèung ge. A: My name is Cheung.

1. A. ......Hòh Táai ...... 1. A. Ṁhgòi néih giu Hòh Táai
            tèng dihnwá lā.

B. ....   B. Kéuih chēutjó gāai bo.
                                    Gwaising wán kéuih a?

A. ...... Léih ......   A. Sing Léih ge.

2. A. ...... Jèung Sàang ...... 2. A. Ńhgòi néih giu Jèung
                                    Sàang tèng dihnwá lā.

B. ....   B. Kéuih chēutjó gāai bo.
                                    Gwaising wán kéuih a?

A. ...... Máh ......   A. Sing Máh ge.

3. A. ...... Chàhn Síujé ...... 3. A. Ńhgòi néih giu Chàhn
                                    Síujé tèng dihnwá lā.

B. ....   B. Kéuih chēutjó gāai bo.
                                    Gwaising wán kéuih a?

A. ...... Wòhng ......   A. Sing Wòhng ge.

   a. Continue, using actual names of students.

   Comment: Bīnwái?, who? (polite) may be substituted for
            Gwaising thus:

            Gwaising wán kéuih a?

            Bīnwái wán kéuih a?   Who is calling her?

---

6. Translation & Conversation Drill

   Ex: S1: Ńhgòi néih giu   S1: Please ask Mr. Lee to come to
          Léih Sàang tèng   the phone.
          dihnwá lā.

       S2: Kéuih heuijó gāai   S2: I'm sorry, but he's gone out.
          bo.

1. A. ....   1. A. Ńhgòi néih giu Léih
                                      Sàang tèng dihnwá lā.

   T. Wrong number!

   B. ....   B. Daap cho sin.

2. A. ....   2. A. Ńhgòi néih giu Léih
                                      Sàang tèng dihnwá lā.

   T. Just a moment, please.

   B. ....   B. Ńhgòi néih dáng yātján
                                      lā.

3. A. ....   3. A. Ńhgòi néih giu Léih
                                      Sàang tèng dihnwá lā.

214

T. He's gone to work.

B. ....   B. Kéuih fàanjó gùng bo.

4. A. ....   4. A. Ṁhgòi néih giu Léih
                                              Sàang tèng dihnwá lā.

T. He's gone out.

B. ....   B. Kéuih chēutjó gāai bo.

                                       or

                                       Kéuih heuijó gāai bo.

5. A. ....   5. A. Ṁhgòi néih giu Léih
                                              Sàang tèng dihnwá lā.

T. He's gone home.

B. ....   B. Kéuih fàanjó ngūkkéi bo.

6. A. ....   6. A. Ṁhgòi néih giu Léih
                                              Sàang tèng dihnwá lā.

T. He's gone to school.

B. ....   B. Kéuih fàanjó hohk bo.

---

7. Expansion Drill:

Ex: T: chāt dím   T: 7 o'clock.

    S: Yìhgā chāt dím   S: It's about 7 o'clock.
+   gamseuhnghá lā.
       (approximately)

    T: Nī tiuh dyúnfu sahp   T: These shorts are $10.
       mān.

    S: Nī tiuh dyúnfu sahp   S: These shorts are about $10.
       mān gamseuhnghá lā.

+ 1. dím bun.   1. Yìhga dím bun gamseuhnghá lā.
       1:30 (time expression)   It's about 1:30.

  2. luhk dím sàam   2. Yìhga luhk dím sàam
       six-fifteen   gamseuhnghá lā.
       (short for luhk dim
       sàamgojih)

  3. Nī gihn chèuhngsāam   3. Nī gihn chèuhng sàam yahńgh
       yahńgh mān.   mān gamseuhnghá lā.

  4. Nī tiuh chèuhngfu sahpluhk   4. Nī tiuh chèuhngfu sahpluhk
       mān.   mān gamseuhnghá lā.

  5. Nī gihn lāangsāam sà'ahsei man.   5. Nī gihn lāangsāam sà'ahsei
                                          mān gamseuhnghá lā.

Comments: a. <u>gamseuhnghá</u> attaches to the end of a number ex-
pression, to make it an approximate number.

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8. Expansion Drill

Ex: T: Léih Táai wah nī   T: Mrs. Lee says this one is ten
       gihn sahp mān.   dollars.

    S: Léih Táai wah ngóh   S: Mrs. Lee told me this one is
       jī nī gihn sahp mān   ten dollars.

1. Léih Sàang wah kéuih sahp   1. Léih Sàang wah ngóh jī
   dím fàanlàih.   kéuih sahp dím fàan-
                                      làih.

2. Kéuih wah gó go yàhn haih   2. Kéuih wah ngóh jī gó go
   sing Wòhng ge.   yàhn haih sing Wòhng ge.

3. Chàhn Táai wah kéuih hohk   3. Chàhn Táai wah ngóh jī
   Gwóngdùngwá.   kéuih hohk Gwóngdùngwá.

4. Hòh Síujé wah kéuih go bīu   4. Hòh Síujé wah ngóh jī kéuih
   hóu pèhng.   go bīu hóu pèhng.

5. Kéuih wah kéuih sahpyih dím   5. Kéuih wah ngóh jī kéuih
   yiu jáu laak.   sahpyih dím yiu jáu laak.

    Comment: <u>wah (Person jī)</u>,'tell someone', is interchangeable with
             <u>góng (Person) tèng</u>, <u>góng (Person) jī</u>, and <u>wah (Person)</u>
             <u>tèng</u>.

    Learn to recognize the alternate ways when you hear
    them.

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9. Expansion Drill

Ex: T: Kéuih sihk faahn.   T: He is eating dinner.

    S: Giu kéuih sihk faahn   S: Tell him to come to dinner!
       lā!   (i.e. Dinner is on the
                                      table-come eat.)

1. Léih Táai, tèng dihnwá.   1. Giu Léih Táai tèng dihnwá lā!
   Telephone for you, Mrs. Lee.   Tell Mrs. Lee to come to
                                      the phone.

2. Kéuih yìhgā fàanlàih.   2. Giu kéuih yìhgā fàanlàih lā!
   He's coming back now.   Tell him to come back
                                      right now.

3. Kéuih dáng jahn joi dá làih.   3. Giu kéuih dáng jahn joi
                                      dá làih lā!

216

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.
+ (heui wán yàhn = go see someone)

4. Giu kéuih léuhng dím làih wán ngóh là!
   Tell her to come see me at 2 o'clock.

5. Kéuih gaau ngóh góng Gwóng- dùngwá.

5. Giu kéuih gaau ngóh góng Gwóngdùngwá là!

---

10. Response Drill

Ex: T: Nĩ bún syù haih bĩngo ga? /ngóh/

T: Whose book is this? /I/

+ S: Haih ngóh ge.
    (ge = possessive marker)

S: It's mine.

1. Gó bá jē haih bĩngo ga? /ngóh gùngyàhn/

1. Haih ngóh gùngyàhn ge.

2. Nĩ dĩ bāt haih bĩngo ga? /Léih Síujé/

2. Haih Léih Síujé ge.

3. Gó dĩ maht haih bĩngo ga? /Wòhng Sàang/

3. Haih Wòhng Sàang ge.

4. Nĩ léuhng jĩ bējáu haih bĩngo ga? /ngóh pàhngyáuh/

4. Haih ngóh pàhngyáuh ge.

5. Gó sàam go pĩhnggwó haih bĩngo ga? /gó go Yĩnggwokyàhn/

5. Haih gó go Yĩnggwokyàhn ge.

---

11. Response Drill

Ex: T: Bĩn jĩ yùhnjíbāt haih néih ga? /hāak sĩk/

T: Which ball point pen is yours?

S: Hāaksĩk gó jĩ.

S: That (or the) black one.

1. Bĩn gihn sēutsāam haih néih pàhngyáuh ga? /chèuhngdĩ/

1. Chèuhngdĩ gó gihn.

2. Bĩn bá jē haih néih ga? /daaihdĩ/

2. Daaihdĩ gó bá.

3. Bĩn bún syù haih néih ga? /saidĩ/

3. Saidĩ gó bún.

4. Bĩn gihn làangsāam haih néih ga? /sa'ahsei houh/

4. Sa'ahsei houh gó gihn.

217

5. Bīn deui hàaih haih néih ga?
   /baat houh/

5. Baat houh gó deui.

6. Bīn tiuh fu haih néih ga?
   /dyún/

6. Dyún gó tiuh.

---

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. /mhjùngyi/

7. Kéuih mhjùngyi yám gafē.
   He does not like coffee.

8. /mhséung/

8. Kéuih mhséung yám gafē.
   He does not want any
   coffee.

9. /séung mhséung/

9. Kéuih séung mhséung 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. Daaihsèngdī	Ph:	Speak louder!
5. dáng yātján (also dáng 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. dáng	v:	wait
10. dáng Person Verb	v:	allow, let Person do something; wait while Person does something.
11. dihnwá	n:	telephone
12. dím bun	TW:	1:30 o'clock

219

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. fàanlàih	v:	come back, return (here)
17. fàan (ng)ùkkéi	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? or géisih?	QW:	when?
22. giu	v:	instruct, tell, order, call
23. góng Person jí	Ph:	tell someone
24. góng Person tèng	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 dálàih	Ph:	call back (on the phone)
29. lèhng	nu:	'and a little bit' in a number phrase
30. lìhng	nu:	zero
31. ló	v:	fetch, to go get (something)
32. ngaan	bf:	noon, midday
33. ngūkkéi or ūkkéi	PW:	home
34. sih	v:	business, affair, matter
35. sihk (ng)aan	VO:	eat lunch
36. sìn	adv/ss:	first
37. sin	n:	line, thread
38. tèng	v:	hear, listen to
39. tèng dihnwá	VO:	talk [listen] on the telephone
40. ūkkéi or ngūkkéi	PW:	home
41. wah ngoh jí	Ph:	tell me
42. wah yàhn tèng	Ph:	tell someone
43. wah yàhn jí	Ph:	tell someone
44. wán	v:	look for, search
45. wán yàhn	VO:	look someone up

46. heui/làih wán yàhn	Ph:	come/go see someone
47. Wéi!	ex:	Hello! (Telephone greeting)
48. (Yáuh) mēyéh sih a?	Ph:	What is it you want? (i.e.,(on the phone) May I take a message?)
49. yáuh sih	VO:	have something to attend to; have errand, business
50. yiu	auxV:	going to, intend to

I. BASIC CONVERSATION

A. Buildup:

yàuhhaak   tourist

Yàuhhaak

bĭndouh?   where?

hái   location verb, variously
                                                translated. 'is located.'

hái bĭndouh a?   where is (it)?

jáudim   hotel

Màhnwàh Jáudim   Mandarin Hotel

Màhnwàh Jáudim hái bĭndouh 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, Màhnwàh Jáudim   Could you please tell me where
  hái bĭndouh a?   the Mandarin Hotel is?

Bŭndeihyàhn

bŭndeihyàhn   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]

táimhdóu   look, but don't see; don't
                                                see.

222

Deuihàyjyuh, ngóh táimhdóu.	Excuse me, I don't see it. Over
Gó bihn bĬndouh a?	there where?

Bùndeihyàhn

deuimihn	opposite, facing
màhtàuh	pier, wharf
màhtàuh deuimihn	opposite the pier
TĬnsĬng Màhtàuh	Star Ferry Pier
Hái TĬnsĬng Màhtàuh deuimihn.	It's opposite the Star Ferry Pier.

Yàuhhaak

gūngsĬ	department store
yáuh móuh gūngsĬ a?	is there a department store?
nĬjógán, (var: jógán)	hereabouts, close by
NĬjógán yáuh móuh gūngsĬ a?	Is there a department store near here?

Bùndeihyàhn

Yáuh.	Yes, there is.
gàan	measure for buildings
Nē - gó bihn yáuh gàan.	There's one over there.
ngàhnhòhng	bank
gó gàan ngàhnhòhng	that bank
gaaklèih	next to, adjacent
Hái gó gàan ngàhnhòhng gaaklèih.	Next to the bank.

Yàuhhaak

A! Táidóu laak! Mhgòi.	Oh, I see it! Thanks.

B. Recapitulation:

Yàuhhaak

Chéng mahn, Màhnwàh Jáudim hái bĬndouh a?	Could you please tell me where the Mandarin Hotel is?

Bùndeihyàhn

Nē!--hái gó bihn.	There!--over there.

Yàuhhaak

Deuimhjyuh, ngóh táimhdóu. Gó bihn bĬndouh a?	Excuse me, I don't see it. Over there where?

223

Búndeihyàhn

Hái TīnsĪng Máhtàuh deuimihn.   It's opposite the Star Ferry Pier.

Yàuhhaak

NĪjógán yáuh móuh gūngsĪ a?   Is there a department store near here?

Búndeihyàhn

Yáuh. Nē - gó bihn yáuh gàan. Hái gó gàan ngàhnhòhng gaak- lèih.   Yes, there is. There's one over there. It's next to the bank.

Yàuhhaak

A! Táidóu laak! Ḿhgòi.   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 gàan 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. Place- words can occupy the positions of subject, object, and modifier.

There are several different kinds of placewords:

1. Geographic names:

> Hèunggóng = Hong Kong
>
> Kéuih yìhgā 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: Bīngo wah yáuh   Who says there are two Hong
>   leuhng go   Kongs?
>   Hèunggóng a?

2. Locatives

Locatives are pronouns of place, whose meanings derive

from position in relation to another element:

> Ex: nīdouh   = 'here' [near-place]
>
>> in relationship to the speaker =
>> near the speaker
>
> gódouh   = 'there' [distant-place]
>
>> in relationship to the speaker =
>> distant from the speaker
>
> deuimihn = opposite, facing [facing-face]
>
>> in relationship to speaker or other
>> place element: facing the point of
>> reference.
>
> Kéuih hái nīdouh.   He is here.
>
> Kéuih hái gódouh.   He is there.
>
> Kéuih hái deuimihn.   He is facing (this way).
>
> (See BC and Drill _6_)

Locatives may be preceded by placeword nouns in modifi-

cation-head structure.

> Ex: Kéuih hái gaaklèih.   He is next door.
>   [adjacent]
>
> Kéuih hái ngàhnhòhng   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 gàan chàhlàuh   That teahouse is very
>>   hóu gwai.   expensive.

225

     b. as a placeword:

       Wòhng Sàang hái   Mr. Wong is at the tea-
        chàhlàuh.   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 ngóh The book is (here) by me.
        (nī)douh.

       Bún syù hái Léih   The book is at Mr. Lee's.
        Sàang douh.

       Bún syù hái tói   The book is (there) on
        (gó)douh.   the table.

2. -douh, -syu = placeword formants

   -douh 'place,' is a boundform, left-bound to the verb hái,
or to one of the specifiers nī/gó/bīn, or to a noun or pronoun to
form a place phrase.

     Ex: 1. Wòhng Táai hái mhhái Is Mrs. Wong at home? or
        douh a?   here? or there? [i.e.,
                  at the place where the
                  listener is]

       Hái douh.   (She) is here.

       Mhhái douh.   She's not here.

      2. Kéuih hái nīdouh.   She's at this place.

      3. Kéuih hái ngóh 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 mhhái Méihgwok. He isn't in America.

      q: Kéuih hái mhhái   Is he in America?
        Méihgwok a?

     (See BC and Drills 1, 2, 3, 4)

(2) as one verb in a series of verbal expressions:

aff:	Kéuih hái ūkkéi dáng ngóh.	She's waiting (or waited) for me at home.
neg:	Kéuih m̀hái ūkkéi dáng ngóh.	She's not waiting (or didn't wait) for me at home.
q:	Kéuih haih m̀haih hái ūkkéi dáng néih a?	Is she waiting (or 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 séjihlàuh.	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 dáng ngóh.	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.	Gaakléih yáuh (gàan) ngàhnhòhng.	Next door there is a bank.
neg: 2.	Gaakléih móuh ngàhnhòhng.	There's no bank next door.
q: 3.	Gaakléih 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: Gaakléih yáuh yàhn sihk faahn.	Next door there are people (or there is someone) eating dinner.

(See Drill 14)

227

6. -dóu = verb suffix, indicating successful accomplishment of action
   of the verb.

   a. Verbs which take the suffix -dóu include the following:

Verb		V-dóu	
tái	look	táidóu	see [look successfully]
wán	search, look for	wándóu	find [search success-fully]
máaih	buy	máaihdóu	buy [i.e. after over-coming obstacles]

   b. Illustrative examples:

A. Tái m̀htáidóu gó gàan ngàhnhòhng a?	A: Do you see that bank?
B. Táidóu.	B: Yes, I see it.
C. Táim̀hdóu.	C: No, I don't see it.
A. Nē, hái gó gàan jáudim gaaklèih.	A: There--next to the hotel.
C. A, yìhgā táidóu laak.	C: Oh, now I see it.

   c. Verb forms of V-dóu:

   > aff: táidóu
   >
   > neg: táim̀hdóu (or m̀htáidóu)
   >
   > q: tái m̀htáidóu? (or tái m̀htáidākdóu?)

   Of the negative forms V-m̀hdóu is more common, though
   m̀htáidóu also is said. Both question forms are common.

   (See BC and Drill 13)

III. DRILLS

1. Expansion Drill: Students point nearby for <u>nĩdouh</u>, away for <u>gódouh</u>.

   Ex: T: /Ngóh/Néih/Kéuih/   T: I, you, he.

    + S: Ngóh hái <u>nĩdouh</u>.   S: I'm <u>here</u>;
    +   Néih hái <u>gódouh</u>.   you're <u>there</u>;
      Kéuih hái bĩndouh a?   where's she?

1. /ngóhdeih/néihdeih/kéuihdeih/   1. Ngóhdeih hái nĩdouh;
              néihdeih hái gódouh;
              kéuihdeih hái bĩndouh a?

2. /Chàhn Sàang/Chàhn Táai/Chàhn   2. Chàhn Sàang hái nĩdouh;
   Sĩujé/   Chàhn Táai hái gódouh;
              Chàhn Sĩujé hái bĩndouh a?

3. /tiuh fu/gihn sēutsāam/   3. Tiuh fu hái nĩdouh;
   deui hàaih/   gihn sēutsāam hái gódouh;
              deui hàaih hái bĩndouh a?

4. /jĩ yùhnbāt/jĩ yùhnjíbāt/   4. Jĩ yùhnbāt hái nĩdouh;
   bún syù/   jĩ yùhnjíbāt hái gódouh;
              bún syù hái bĩndouh a?

5. /dĩ pìhnggwó/dĩ cháang/dĩ jĩu/   5. Dĩ pìhnggwó hái nĩdouh;
              dĩ cháang hái gódouh;
              dĩ jĩu hái bĩndouh a?

---

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

   Ex: T: /jáudím/   hotel

    S1: Kéuih hái bĩndouh a?   Where is (<u>or</u> was) he? /hotel/

    S2: Kéuih hái jáudim.   He is (or was) at the hotel.

1. /ngàhnhòhng/   1. S1: Kéuih hái bĩndouh a?
               S2: Kéuih hái ngàhnhòhng.

+ 2. /chāansāt/   2. S1: Kéuih hái bĩndouh a?
   (Western restaurant)   S2: Kéuih hái chāansāt.

+ 3. /chàhlàuh/   3. S1: Kéuih hái bĩndouh a?
   (teahouse)   S2: Kéuih hái chàhlàuh.

4. /jáudim/   4. S1: Kéuih hái bĩndouh a?
               S2· Kéuih hái jáudim.

+ 5. /séjihlàuh/   5. S1: Kéuih hái bĩndouh a?
   (office)   S2: Kéuih hái séjihlàuh.

6. /gūngsī/

6. S1: Kéuih hái bīndouh a?

    S2: Kéuih hái gūngsī.

+ 7. /tòuhsyùgwún/
      (library)

7. S1: Kéuih hái bīndouh a?

    S2: Kéuih hái tòuhsyùgwún.

---

3. Expansion Drill:

Ex: T: Chàhn Táai m̀hhái
      ngūkkéi.
      /chāansāt/

    S: Chàhn Táai m̀hhái
      ngūkkéi, hái
      chāansāt.

T: Mrs. Chan is not at home.

S: Mrs. Chan is not at home,
    she's at the restaurant.

1. Kéuih m̀hhái tòuhsyùgwún.
   /gūngsī/
   He's not at the library.
   /department store/

1. Kéuih m̀hhái tòuhsyùgwún,
   hái gūngsī.
   He's not at the library,
   he's at the department
   store.

2. Léih Sàang m̀hhái gūngsī.
   /jáudim/

2. Léih Sàang m̀hhái gūngsī,
   hái jáudim.

3. Léih Síujé m̀hhái chāansāt.
   /séjihlàuh/

3. Léih Síujé m̀hhái chāansāt,
   hái séjihlàuh.

4. Chàhn Sàang m̀hhái séjihlàuh.
   /chāansāt/

4. Chàhn Sàang m̀hhái séjihlàuh,
   hái chāansāt.

+ 5. Màhnwàh Jáudim m̀hhái Daaih
    Douh Jùng. /Tīnsīng Màhtàuh
    deuimihn/
    The Mandarin Hotel is not on
    Queen's Road Central.
    /opposite the Star Ferry/

5. Màhnwàh Jáudim m̀hhái Daaih
   Douh Jùng, hái Tīnsīng
   Màhtàuh deuimihn.

+ 6. Go chē jaahm m̀hhái deuimihn.
+   /nī bihn/
    The bus stop is not across
    the street. /this side/

6. Go chē jaahm m̀hhái deuimihn,
   hái nī bihn.
   The car stop is not across
   the street, it's on this
   side.

+ 7. Méihgwok Ngàhnhòhng m̀hhái nī
    bihn. /deuimihn/
    The Bank of America is not on
    this side.

7. Méihgwok Ngàhnhòhng m̀hhái
   nī bihn, hái deuimihn.
   The Bank of America is
   not on this side, it's in
   front.

+ 8. Kéuih gàan ngūk m̀hhái Hèunggóng
    nī bihn. /Gáulùhng gó bihn/
    His house is not here on the
    Hong Kong side. /there on the
    Kowloon side/

8. K´uih gàan ngūk m̀hhái Hèung-
   góng nī bihn, hái Gáulùhng
   gó bihn.

9. Hèunggóng chāansāt m̀hhái gó   9. Hèunggóng chāansāt m̀hhái
   bihn. /nī bihn/   góbihn, hái nī bihn.

10. Tīnsīng Máhtàuh m̀hhái gaaklèih. 10. Tīnsīng Máhtàuh m̀hhái
    /deuimihn/   gaaklèih, hái deuimihn.

+ 11. Méihgwok Jáudim m̀hhái (nī)   11. Méihgwok Jáudim m̀hhái
      jógán. (Jùngwàahn/   (nī) jógán, hái Jùngwàahn.
      The American Hotel is not
      hereabouts. /Central District/

12. Gó gàan gūngsī m̀hhái nī jógán. 12. Gó gàan gūngsī m̀hhái nī
    /Daaih Douh Jùng/   jógán, hái Daaih Douh
                                            Jùng.

Comments: (1) Méihgwok Jáudim, 'American Hotel' is the Hong Kong
              Hilton, also called 'Hèiyìhdeuhn Jáudim'

          (2) (ng)ūk 'house,' is not the one you live in.
              ngūkkéi, 'home,' 'house one lives in'

---

4. Alteration Drill

   Ex: T: Wòhng Sàang hái   T: Is Mr. Wong at home?
          m̀hhái ūkkéi a?

       S: Wòhng Sàang haih   S: Is Mr. Wong at home?
          m̀hhaih hái ūkkéi a?

1. Kéuih hái m̀hhái séjihlàuh a?   1. Kéuih haih m̀hhaih hái
                                       séjihlàuh a?

2. Chàhn Síujé bá jē hái m̀hhái   2. Chàhn Síujé bá jē haih
   nīdouh a?   m̀hhaih hái nīdouh a?
   Is Miss Chan's umbrella
   here?

3. Hòh Táai gihn làangsāam hái   3. Hòh Táai gihn làangsāam
   m̀hhái néih ūkkéi a?   haih m̀hhaih hái néih
   Is Mrs. Ho's sweater at   ūkkéi a?
   your house?

   Comment: a location question of the choice type may be either
            hái m̀hhái Placeword? or haih m̀hhaih hái Placeword?

---

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

1. Méihgwok Jáudim hái bīndouh a?   1. Méihgwok Jáudim hái bīndouh
   Where is the American Hotel?   a?

2. /Màhnwàh Jáudim/   2. Màhnwàh Jáudim hái bīndouh
                                        a?

231

3. /Méihgwok Ngàhnhòhng/

3. Méihgwok Ngàhnhòhng hái bíndouh a?

4. /Daaih Douh Jùng/

4. Daaih Douh Jùng hái bíndouh a?

5. /Néih ge séjihlàuh/

5. Néih ge séjihlàuh hái bíndouh a?

+ 6. /Dàkfuh Douh Jùng/
   <u>Des Voeux Road Central</u>

6. Dàkfuh Douh Jùng hái bíndouh a?

7. /Tìnsìng Máhtàuh/

7. Tìnsìng Máhtàuh hái bíndouh a?

---

6. Expansion Drill

Ex: T: Làuh Síujé hái nídouh.

T: Miss Lau is (or was) here.

S: Wòhng Síujé wah ngóh jí Làuh Síujé hái nídouh.

S: Miss Wong told me Miss Lau was here.

1. Làuh Síujé hái gódouh.

1. Wòhng Síujé wah ngóh jí Làuh Síujé hái gódouh.

2. Làuh Síujé hái ní bihn.

2. Wòhng Síujé wah ngóh jí Làuh Síujé hái ní bihn.

3. Làuh Síujé hái gó bihn.

3. Wòhng Síujé wah ngóh jí Làuh Síujé hái gó bihn.

4. Làuh Síujé hái deuimihn.

4. Wòhng Síujé wah ngóh jí Làuh Síujé hái deuimihn.

5. Làuh Síujé hái gaaklèih.

5. Wòhng Síujé wah ngóh jí Làuh Síujé hái gaaklèih.

6. Làuh Síujé hái níjógán.

6. Wòhng Síujé wah ngóh jí. Làuh Síujé hái ní jógán.

+ 7. Làuh Síujé hái <u>mùhnháu</u>.
   Miss Làuh is at the door.
   (<u>doorway</u>)

7. Wòhng Síujé wah ngóh jí Làuh Síujé hái mùhnháu.

---

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.

232

1. Gàan gūngsī hái deuimihn.
/jáudim/

2. Gàan jáudim hái deuimihn.
/gūngsī/

3. Gàan ngàhnhòhng hái nī jógán.
/chē jaahm/
The bank is near here.

4. Go chē jaahm hái nī jógán.
/ngàhnhòhng/
The bus stop is nearby. /bank/

5. Gàan gūngsī hái gaaklèih.
/chāansāt/
The department store is next
door. /restaurant/

6. Gàan chāansāt hái gaaklèih.
/tòuhsyùgwún/

7. Ngóh ge séjihlàuh hái nībihn.
/jáudim/
My office is on this side
of the street. /hotel/

1. Gàan gūngsī hái jáudim
deuimihn.

2. Gàan jáudim hái gūngsī
deuimihn.

3. Gàan ngàhnhòhng hái chē
jaahm nī jógán.
The bank is near the bus
stop, here.

4. Go chē jaahm hái ngàhnhòhng
nī jógán.
The bus stop is near the
bank.

5. Gàan gūngsī hái chāansāt
gaaklèih.
The department store is
next the restaurant.

6. Gàan chāansāt hái tòusyùgwún
gaaklèih.

7. Ngóh ge séjihlàuh hái jáudim
nī bihn.
My office is this side
of the street, on the side
where the hotel is.

Comment on #7:

chàh-làuh	gūng-sī

jáu-dim	sé jih-làuh	ngàhn-hòhng
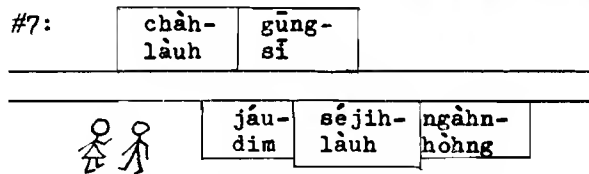
Ngóh ge séjihlàuh hái jáudim nī bihn. Ngóh,
séjihlàuh, and jáudim are all on the same side
of the street. Above, in refering to the dept.
store, speaker would say: Gūngsī hái chàhlàuh
gó bihn. The dept. store is on that side (away
from me) where the teahouse is.

---

8. Response Drill

Ex: T: Méihgwok Jáudim
hái bindouh a?
/Daaih Douh Jūng/

S: Méihgwok Jáudim hái
Daaih Douh Jūng.

T: Where's the Hilton Hotel?

S: The Hilton Hotel is on Queen's
Road Central.

233

1. Néih ge sèjihlàuh hái bīndouh
   a? /Dākfuh Douh Jùng/

2. Méihgwok Jáudim hái bīndouh a?
   /Daaih Douh Jùng/

3. Daaih Douh Jùng hái bīndouh a?
   /Hèunggóng nī bihn/
   on the Hongkong side

+ 4. Màhnwàh Jáudim hái <u>bīnbihn</u> a?
   /deuimihn/ (<u>which side?</u>)

5. TInsīng Màhtàuh hái bīndouh a?
   /gó bihn/

6. Go chē jaahm hái bīndouh a?
   /ngàhnhòhng deuimihn/

7. Tòuhsyùgwún hái bīndouh a?
   /gaaklèih/

1. Ngóh ge sèjihlàuh hái Dākfuh
   Douh Jùng.

2. Méihgwok Jáudim hái Daaih
   Douh Jùng.

3. Daaih Douh Jùng hái
   Hèunggóng nī bihn.

4. Màhnwàh Jáudim hái deuimihn.

5. TInsīng Màhtàuh hái gó bihn.

6. Go chē jaahm hái ngàhnhòhng
   deuimihn.

7. Tòuhsyùgwún hái gaaklèih.

Comment: People in Hongkong identify places as being 'on the
Hongkong side' or 'on the Kowloon side'. Kowloon and Hong-
kong are on opposite sides of the Hongkong Harbour.
<u>Hèunggóng nī bihn</u> '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
<u>Gáulùhng gó bihn</u> 'on the Kowloon side' [Kowloon that side].

---

9. Combining Drill

Ex: T: Kéuih hái Méihgwok
        Jáudim.
        Kéuih dáng ngóh.

    S: Kéuih hái Méihgwok
        Jáudim dáng ngóh.

T: He is (<u>or</u> was) at the American
    Hotel.
    He is (<u>or</u> was) waiting
    (<u>or</u> He waited) for me.

S: He is (<u>or</u> was) waiting, (<u>or</u>
    He waited) for me at the
    American Hotel.

1. Kéuih hái mùhnháu.
   Kéuih dáng pàhngyáuh.

2. Kéuih hái TInsīng Màhtàuh.
   Kéuih dáng pàhngyáuh.

3. Jèung Sàang hái Yahtbún.
   Jèung Sàang gaau Yahtmàhn.

4. Ngóh hái Hèunggóng.
   Ngóh hohk Gwóngdùngwá.

+ 5. Kéuih hái Méihgwok Ngàhnhòhng.
   Kéuih <u>ló chín</u>.
   He <u>withdraws money</u>.

1. Kéuih hái mùhnháu dáng
   pàhngyáuh.

2. Kéuih hái TInsīng Màhtàuh
   dáng pàhngyáuh.

3. Jèung Sàang hái Yahtbún
   gaau Yahtmàhn.

4. Ngóh hái Hèunggóng hohk
   Gwóngdùngwá.

5. Kéuih hái Méihgwok Ngàhn-
   hòhng ló chín.
   He's at the Bank of
   America withdrawing money.

6. Chèuhn Táai hái chē jaahm.
+   Chèuhn Táai dáng chē.
      Mrs. Cheun is waiting for
      the bus. [vehicle]

7. Wòhng Síujé hái Jùnggwok
   Chàhlàuh.
   Wòhng Síujé sihk faahn.

6. Chèuhn Táai hái chē jaahm
   dáng chē.

7. Wòhng Síujé hái Jùnggwok
   Chàhlàuh sihk faahn.

---

10. Expansion Drill

Ex: T: Néih bá jē hái
       gódouh. /Làuh
       Táai/

    S: Néih bá jē hái Làuh
       Táai gódouh.

T: Your umbrella is over there.
   /Mrs. Lau/

S: Your umbrella is there by Mrs.
   Lau.

1. Jí yùhnbāt hái nídouh. /ngóh/

2. Gihn yúhlāu hái gódouh.
   /Wòhng Táai/

3. Ngóh bāau yīnjái hái nídouh.
   /Léih Sàang/

4. Tìuh kwàhn hái nídouh. /ngóh/

5. Gihn sāam hái gódouh. /kéuih/

1. Jí yùhnbāt hái ngóh nídouh.

2. Gihn yúhlāu hái Wòhng Táai
   gódouh.

3. Ngóh bāau yīnjái hái Léih
   Sàang nídouh.

4. Tìuh kwàhn hái ngóh nídouh.

5. Gihn sāam hái kéuih gódouh.

Comment: Nouns and pronouns which do not in themselves have any
         reference to place, can function in placeword ex-
         pressions when joined to a following locative.

---

11. Conversation Exercise

Ex: A: Nídouh jógán yáuh
       móuh chāansāt a?

    B: Yáuh. Deuimihn yáuh
       gàan.

A: Is there a western restaurant
   around here?

B: Yes. There's one across the
   street.

1. A. ....?

   B. Yáuh. Gó bihn ......

2. A. ....?

   B. Yáuh. Gaaklèih ......

3. A. ....?

1. A. Nídouh jógán yáuh móuh
      chāansāt a?

   B. Yáuh. Gó bihn yáuh gàan.

2. A. Nídouh jógán yáuh móuh
      chāansāt a?

   B. Yáuh. Gaaklèih yáuh gàan.

3. A. Nídouh jógán yáuh móuh
      chāansāt a?

235

B. Yáuh. Dāk Fuh Douh Jùng ...　　　B. Yáuh. Dāk Fuh Douh Jùng
　　　　　　　　　　　　　　　　　　　　yáuh gàan.

4. A. ....?　　　4. A. Nĭdouh jógán yáuh móuh
　　　　　　　　　　　　　　　　　chāansāt a?

B. Yáuh. Daaih Douh Jùng ...　　B. Yáuh. Daaih Douh Jùng
　　　　　　　　　　　　　　　　　　yáuh gàan.

5. A. ....?　　　5. A. Nĭdouh jógán yáuh móuh
　　　　　　　　　　　　　　　　　chāansāt a?

B. Yáuh. Ngàhnhòhng gaaklèih.　　B. Yáuh. Ngàhnhòhng gaaklèih
　　　　　　　　　　　　　　　　　　　yáuh gàan.

6. A. ....?　　　6. A. Nĭdouh jógán yáuh móuh
　　　　　　　　　　　　　　　　　chāansāt a?

B. Yáuh. Gó gàan gūngsī　　　B. Yáuh. Gó gàan gūngsī
　　deuimihn ...　　　　　　　　deuimihn yáuh gàan.

---

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

1. Chéng mahn, nĭdouh jógán yáuh　　1. Nĭdouh jógán yáuh móuh
　　móuh gūngsī a?　　　　　　　　　　gūngsī a?
　　Could you please tell me,
　　is there a department store
　　around here?

2. /chē jaahm/　　　　　　　　2. Chéng mahn, nĭ jógán yáuh
　　　　　　　　　　　　　　　　móuh chē jaahm a?

3. /jáudim/　　　　　　　　　3. Chéng mahn, nĭdouh jógán
　　　　　　　　　　　　　　　　yáuh móuh jáudim a?

4. /chāansāt/　　　　　　　　4. Chéng mahn, nĭ jógán yáuh
　　　　　　　　　　　　　　　　móuh chāansāt a?

5. /ngàhnhòhng/　　　　　　　5. Chéng mahn, nĭdouh jógán
　　　　　　　　　　　　　　　　yáuh móuh ngàhnhòhng a?

---

13. Conversation Drill

Ex: T: /deuimihn/　　　　　　T: opposite

+　S1: Néih tái m̀htáidóu　　　S1: Can you see what there is
　　　　deuimihn yáuh　　　　　　　opposite us?
　　　　mēyéh a?

T: /jáudim/　　　　　　　　T: hotel

S2: Deuimihn yáuh gàan　　　S2: Opposite us there's a hotel. or
　　jáudim.　　　　　　　　　There's a hotel across the
　　　　　　　　　　　　　　street.

236

1./gaaklèih/

  /gūngsī/

2./gódouh/

  /chāansāt/

3./deuimihn/

  /chē jaahm/

4./gaaklèih/

  /ngàhnhòhng/

6./nī bihn/

  /jáudim/

1. A. Nèih tái m̀htáidóu gaak-
     lèih yáuh mēyéh a?

  B. Gaaklèih yáuh gàan
     gūngsī.

2. A. Nèih tái m̀htáidóu gódouh
     yáuh mēyéh a?

  B. Gódouh yáuh gàan chāansāt.

3. A. Nèih tái m̀htáidóu deui-
     mihn yáuh mēyéh a?

  B. Deuimihn yáuh go chē
     jaahm.

4. A. Nèih tái m̀htáidóu gaak-
     lèih yáuh mēyéh a?

  B. Gaaklèih yáuh gàan
     ngàhnhòhng.

5. A. Nèih tái m̀htáidóu nībihn
     yáuh mēyéh a?

  B. Nī bihn yáuh gàan jáudim.

---

14. Alteration Drill

    Ex: T: Gó go yàhn dá dihn-
        wá. /gódouh/

       S: Gódouh yáuh go
         yàhn dá dihnwá.

1. Gó go yàhn wán néih.
  /mùhnháu gódouh/

2. Gó wái sīnsàang dáng chē.
  /chē jaahm gódouh/

3. Gó go Yìnggwokyàhn sihk chāan.
  /chāansāt gódouh/

+ 4. Gó go Méihgwokyàhn tái syù.
  /sèjihlàuh gódouh/ ([read-
  book], read)
  That American is reading.

5. Gó go yàhn maaih cháang.
  /mùhnháu/

6. Gó go yàhn dá dihnwá.
  /gó bihn/

T: That man is making a phone
   call/there/

S: Over there there's a man
   making a phone call.

1. Mùhnháu gódouh yáuh go yàhn
  wán néih.
  There's a man at the door
  looking for you.

2. Chē jaahm gódouh yáuh wái
  sīnsàang dáng chē.

3. Chāansāt gódouh yáuh go
  Yìnggwokyàhn sihk chāan.

4. Sèjihlàuh gódouh yáuh go
  Méihgwokyàhn tái syù.

5. Mùhnháu yáuh go yàhn maaih
  cháang.

6. Gó bihn yáuh go yàhn dá
  dihnwá.

Comment: Note that in the left hand column sentences above, of the structure: <u>Noun Phrase</u> <u>Verb Phrase</u>, the nouns are

gó go yàhn = <u>that</u> person.

In the right hand column sentences, of the structure: <u>Placeword</u> <u>yáuh</u> <u>Noun Phrase</u> <u>Verb Phrase</u>, the nouns are un-specific:

go yàhn = '<u>a</u> person'.

This is characteristic of the <u>Placeword</u> <u>yáuh</u> ......
structure.

Compare: (1) Gó go yàhn hái gó bihn   That man is making a
dá dihnwá.   phone call over there.

(2) Gó bihn yáuh go yàhn dá   Over there, there's some-
dihnwá.   one making a phone call.

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

1) yātján = dángyātjahn = 'in a little while'

2) wán m̀hdóu = can't find it, search but not successful

V. SAY IT IN CANTONESE

A. You ask a pedestrian:

     1. Could you please tell me where the Star Ferry is?

     2. Could you please tell me where the Hilton Hotel is?

     3. Is there a car stop around here?

     4. Where is the Bank of America?

B. And he responds:

     1. There! (pointing) It's over there.

     2. There! It's across the street.

     3. Yes, there's one opposite the library.

     4. The Bank of America is in Central District.

C. You ask a friend:

     1. Where is your umbrella?

     2. Where is your office?

     3. Can you make out (see successfully) what that is across the street?

D. And he replies:

     1. It's here.

     2. It's on Des Voeux Road Central.

     3. Across the street there's a tea-house.

238

4. Who is over there waiting
   for you?

5. Where is Mr. Wong's office?

6. Is Mr. Wong in his office now?

7. There's a man over there
   making a phone call--
   do you know him?

4. It's my wife.

5. It's next to my office.

6. No, he's at home.

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. búndeihyàhn	n:	a native of the place under discussion
5. chāansāt	n/PW:	western style restaurant
6. chàhlàuh	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. Daaih Douh Jùng	PW:	Queen's Road Central
11. Dakfuh Douh Jùng	PW:	Des Veoux Road Central
12. deuimihn	PW:	opposite side
13. -dóu	vs:	verb suffix indicating successful accomplishment of the action of the verb.
14. gàan	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. jógán	PW:	nearby, hereabouts
24. Jùngwàahn	PW:	Central District

25.	ló chín	VO:	withdraw money (from bank)
26.	máhtàuh	n/PW:	pier
27.	Màhnwàh Jáudim	PW:	Mandarin Hotel
28.	mahn	v:	ask
29.	Méihgwok Jáudim	PW:	'American Hotel,' (in HK, the Hong Kong Hilton)
30.	Méihgwok Ngàhnhòhng	PW:	Bank of America
31.	mùhnháu	n/PW:	doorway
32.	Nē!	ex:	'There!' an exclamation used when pointing out something to someone
33.	nībihn	PW:	this side
34.	nīdouh	PW:	here
35.	nījógán	PW:	closeby, hereabouts
36.	ngàhnhòhng	n/PW:	bank
37.	ngūk (or ūk)	n/PW:	house
38.	séjihlàuh	n/PW:	office
39.	táimhdóu	VP:	can't see
40.	táidóu	VP:	see [look successfully]
41.	tái mhtáidóu?	VP:	can [you] see?
42.	tái syù	VO:	read (a book)
43.	Tīnsīng Máhtàuh	PW:	Star Ferry Pier
44.	tòuhsyùgwún	n/PW:	library
45.	ūk (var: ngūk)	n/PW:	house
46.	yàhnhaak	n:	tourist

BASIC CONVERSATION

A. Buildup:

(A brother and sister are sharing a taxi to work)

saimúi   younger sister

Saimúi

mhgeidāk	forgot, forget
daai	carry, take or bring along
mhgeidāk daai chín	forgot to bring money
tim	sentence suffix, indicating taken by surprise

Ngóh mhgeidāk daai chín   I forgot to bring my money!
  tim!

Aiya! Ngóh mhgeidāk daai chín   Aiya! I forgot to bring my
  tim!   money!

 agō   elder brother

Agō

Mhgányiu--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,
                                        chauffeur

Sīgēi

mòuhdāk   not have available
Ngóh mòuhdāk 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.

241

m̀hginjó	lose/lost (something), 'nowhere to be seen'
Yí!	exclamation of distress
Yí! M̀hginjó gé?	Eh? Disappeared?
A--hái douh.	Oh--they're here.
nàh!	here!
Nàh, nídouh chāt hòuhjí.	Here, here's 70¢.

(The two get out of the taxi)

Agō

yuhng	use
Néih yiu chín yuhng.	You'll need some money to use.
je	lend
-jyuh	temporarily, for a short time
jejyuh béi néih	lend to you
Ngóh nídouh jejyuh béi néih sīn lā.	I'll lend you some (of what I have) here.
Yiu géidō a?	How much do you need?

Saimúi

Sahp mān gau laak.	Ten dollars will be enough.

Agō

baak	hundred
baak mān	hundred dollars
jí	paper. here, paper money, i.e. $ bill
baak mān jí	hundred dollar bill
jèung	measure for bank notes
jèung yāt baak mān jí	a one-hundred-dollar bill
dāk	have only, only have
ja	jē + a = ja
Ngóh dāk jèung yāt baak mān jí ja.	I only have a hundred dollar bill.
cheunghòi	break (a large note for ones of smaller denomination)

Dáng ngóh cheunghòi béi néih   I'll get it changed and give
  lā.   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 mān jí   split a hundred dollar bill
  tùhng ngóh   for me, on my behalf
Ñhgòi néih tùhng ngóh cheunghòi   Would you please change a
  jèung yāt baak mān jí lā.   hundred dollar bill for me.

Síujé

dāk   OK, sure

Dāk. Sahp jèung sahp mān jí   Sure. Are 10 ten's OK?
  hóu ñhhóu a?

Agō

Hóu aak.   Fine.

B. Recapitulation:

Saimúi

Aiya! Ngóh ñhgeidāk daai chín   Aiya! I forgot to bring my
  tìm!   money!
Ñhgányiu--ngóh yáuh.   Never mind--I have some.

       (He hands $3.00 to the driver)

Jáaufàan sàam hòuh dāk laak.   Give me 30¢ change, that'll
                                      be OK.

Sígēi

Ngóh móuhdāk jáau. Néih yáuh   I don't have any change. Do
  móuh sáan ngán a?   you have any small coins?

Agō

Yáuh, yáuh. Yí! Ñhginjó gé?   Yes, I have. Eh? Disappeared?
  A--hái douh. Nàh, nídouh   Oh, they're here. Here,
  chāt hòuhjí.   here's 70¢.

       (They get out of the taxi)

Agō

Néih yiu chín yuhng. Ngóh nídouh   You'll need some money to use.
  jejyuh béi néih sīn lā. Yiu   I'll lend you some. How much

243

geidō a?   do you need?

Saimúi

Sahp mān gau laak.   Ten dollars will be enough.

Agō

Ngóh dāk jèung yāt baak mān   I only have a hundred dollar
    ji ja. Dáng ngóh cheunghòi   bill. I'll get it changed
    béi néih lā.   and give you (the money).

      (They stop in at a bank to change the $100
      bill. The elder brother addresses a teller:)

Agō

Mhgòi néih tùhng ngóh cheunghòi   Would you please change a
    jèung yāt baak mān ji lā.   hundred dollar bill for me.

Síujé

Dāk. Sahp jèung sahp mān ji   Sure. Are ten 10's OK?
    hóu mhhóu a?

Agō

Hóu aak.   Fine.

II. NOTES

1. sìn, 'first,'

    sìn, '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 ji bāt
      sìn lā.
	1. Let me get a pencil first--
	    (and then I can write
	    down the number.)

2. Ngóh nìdouh jejyuh
     béi néih sìn 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 sìn
      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 sìn,
syān, occupies a different sentence position. In Mandarin syàn comes be-
fore the verb, rather than coming at the end of the clause.

    Ex: Děng wǒ syān ná (yì) jř bǐ lái.   Let me first get a pen.

244

2. <u>Dāk</u> = OK, will do, all right

    a. Forms:

        aff: dāk   That's OK, that'll do, all right,
                                     can do.

        neg: m̀hdāk   That's not OK, that won't do,
                                     can't.

          q: dāk m̀hdāk a?   Will that be all right?

      Ex: 1. Ngóh séung yìhgā   1. I'd like to eat now, OK?
              sihk faahn, dāk
              m̀hdāk a?

         2. M̀hdāk. Yiu dáng yāt- 2. Not OK. We have to wait awhile.
           jahn sìn.

         3. Dāk. Sihk faahn lā. 3. Sure. Eat!
                      (See BC)

    b. <u>Dāk</u> joins with <u>laak</u> in the affirmative and <u>meih</u> in the negative

       and question forms to form fixed phrases:

         aff: dāk laak.   It's OK now (change from before)
                                It's ready.

         neg: meih dāk   Not OK yet, it's not ready,
                                it's not right yet.

          q: dāk meih a?   Is it ready yet? Is it OK yet?

      Ex: 1. Ngóh gihn chèuhng- Is my dress ready yet?
              sāam dāk meih a?

         2. Meih dāk.   Not OK yet.

         3. Dāk laak. Néih   It's ready. Try it on!
           siháh sìn lā.

3. <u>Dāk</u> + quantity phrase = have only, get only, obtain only:

    <u>dāk</u> in this sense has a quantity phrase as its object, with the
implication that the quantity is insufficient. It contrasts with
yáuh, 'have,' which does not have the connotation of insufficiency.

        1. Ngóh dāk léuhng   I have only two shirts.
           gihn sēutsāam.

        2. Ngóh yáuh léuhng   I have two shirts.
           gihn sēutsāam.

              (See BC and Drill <u>11</u>)

    <u>dāk</u>, as 'have insufficient amount,' is a defective verb--that
is, it does not have all three forms: affirmative, negative, and
question. It is not used in the negative form, and does not form the
choice question regularly:

Forms:

aff: Dāk jèung yāt baak
     mān jí.   Have only a $100 bill.

neg: -- --   -- --

q: Haih m̀haih dāk   Do you have only a $100 bill?
    jèung yāt baak
    mān jí a?

4. **yáuhdāk + verb** = 'have available to ..Y..,' have available for .V.ing.'

    dāk used between the verb **yáuh** (or its negative **móuh**) and a second verb, forms a verb phrase (VP) 'have (or not have) available for .V.ing.'

    The basic meaning of **dāk** in a **yáuhdāk V** is 'can.'

    Ex: aff: yáuhdāk maaih   have-can-sell, have for sale

        neg: móuhdāk maaih   don't have-available for sale

        q: yáuh móuh dāk maaih are there any available for
           a?   sale?

        (See BC and Drills 7, 8)

5. **tìm!** sentence suffix indicating that the speaker has been taken by surprise.

    tìm! adds the connotation that the situation expressed in the sentence is different from what the speaker expected.

    This **tìm!** perhaps is derived from **tìm**, 'more,' 'in addition,' which you encountered before in Lesson 4, but differs both in implication and in expressive intonation.

    tìm! expressing surprise is a stressed syllable in its sentence, but **tìm**, 'in addition' does not receive heavy sentence stress. Further, **tìm**, 'in addition' can be followed by another sentence suffix, but **tìm!**, expressing surprise, cannot.

    Ex: 1. Joi dáng ngóh géi   'Please wait for me a few
          fānjūng tìm lā.   minutes more.'

        2. M̀géidāk tìm!   I forgot it! (having just
                          realized it)

        (See BC and Drill 3)

246

6. -dò and -síu phrases of indefinite amounts

  a. -dò 'large amount' and -síu '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/-síu 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/-síu phrases can modify individual and mass
    nouns directly:

-dò/-síu	Ind/Mass Noun	
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)

247

e. The following can precede a Measure (+ Noun):

-dò	M	N	
hóudò	gihn	sēutsāam	many [M] shirts
mòuhgéidò	"	"	not many [M] shirts
géidò (& géidō?) "	"	"	quite a few [M] shirts
			(how many [M] shirts?)

7. <u>cheung</u> and <u>cheunghòi</u> 'to change money into smaller denomination'

These both form VO phrases with a following money phrase.

<u>cheung</u> = change into (what you want) (followed by denomination wanted)

<u>cheunghòi</u> = change, i.e., break (a big bill) (followed by denomination
held.)

Ex: cheung sahp māan jí   = change into $10 bills

cheunghòi jèung sahp māan jí = break a $10 bill

8. Sentence suffix <u>gé</u>

<u>gé</u> represents sentence suffix <u>ge</u>, 'that's the way it is'

plus rising intonation for uncertainty and doubt.

Ex: Yí-m̀hgìnjó gé?   Eh? (They're) lost?

(See BC)

248

III. DRILLS

1. Alteration Drill

Ex: 1. T: Nī go haih cháang   T: This is an orange.
           làih ge.

       S: Nàh--nīdouh yáuh   S: Here--here's an orange.
           go cháang.

1. Nī dī haih ngàuhyuhk làih ge.   1. Nàh--nīdouh yáuh dī ngàuh-
                                          yuhk.

2. Nī jī haih heiséui làih ge.   2. Nàh--nīdouh yáuh jī heiséui.

3. Nī dī haih tòhng làih ge.   3. Nàh--nīdouh yáuh dī tòhng.

4. Nī go haih pìhnggwó làih ge.   4. Nàh--nīdouh yáuh go pìhnggwó.

5. Nī jèung haih sahp mān jí   5. Nàh--nīdouh yáuh jèung sahp
      làih ge.   mān jí.

+ 6. Nī go haih ńgh hòuhjí ngán   6. Nàh--nīdouh yáuh go ńgh
        làih ge. (ngán = coin)   hòuhjí ngán.

7. Nī go haih yāt mān ngán   7. Nàh--nīdouh yáuh go yāt mān
      làih ge.   ngán.

   a. Repeat, in reverse, teacher cueing with yáuh sentences,
      students responding with haih sentences.

2. Substitution Drill

Ex: T: Béi ńgh hòuhjí   T: Give me 50¢. /give back change/
        ngóh. /jáaufàan/

    S: Jáaufàan ńgh hòuhjí   S: Give me back 50¢ change.
        ngóh.

1. Béi sahp mān ngóh. /je/   1. Je sahp mān ngóh.
   Give me ten dollars.   Lend me ten dollars.

2. Béi jī bāt ngóh. /ló/   2. Ló jī 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/   4. Dá go dihnwá ngóh.
   Give me a phone call.
   (also: Give me a phone.)

+ 5. Béi jèung sahp mān jí ngóh. 5. Wuhn jèung sahp mān jí ngóh.
     /wuhn/   Change (this) into a ten-
     Give me a ten-dollar bill.   dollar bill for me. (The
     /Change (into)/   speakers is holding small

249

                                          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 denomina-
          tions that you want to change for larger. When you
          have a large bill you want to break into smaller
          denominations you use the verb cheunghòi '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 ńgh hòuhjí ngóh.
         Give me back 50¢ change.

      S: Ḿhgòi néih jáaufàan ńgh hòuhjí ngóh lā.
         Please give me back 50¢ change.

_____

3. Substitution Drill

      Ex: T: Ḿhngāamjeuk bo.   It doesn't fit, that's for sure.

          S: Ḿhngāamjeuk tìm!   It doesn't fit, shucks!
                                      (tìm here carries the im-
                                      plication that you are dis-
                                      appointed. I like it, but
                                      it doesn't fit - shucks.)

    1. Maaihsaai bo.   1. Maaihsaai tìm!

  + 2. Ḿhhái douh bo.((He's) not here.)2. Ḿhhái douh tìm! (douh=place)

    3. Chēutjó gāai bo.   3. Chēutjó gāai tìm!

    4. Ḿhgau chìn bo.   4. Ḿhgau chìn tìm!

    5. Tèng ḿhdóu bo.   5. Tèng ḿhdóu tìm!
       I can't hear it.

    6. Wán ḿhdóu bo.   6. Wán ḿhdóu tìm!
       (I) can't find (it).

    7. Dáḿhdóu bo.   7. Dáḿhdóu tìm!
       I can't reach him by phone.
       or
       He can't be reached by phone.
       (ambiguous as to whether
       he has no phone or his phone
       is busy.)

    8. Ḿhgeidāk bo.   8. Ḿhgeidāk tìm!
       (I) forgot.

a. Reverse roles, teacher cueing with sentences in right hand
   column, students responding with those at the left.

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4. Expansion Drill

    Ex: T: Yāt baak mān jí.   T: This is a $100 bill.

        S: Ṁhgòi néih cheunghòi   S: Please break this $100 bill
           jèung yāt baak   for me.
           mān jí ngóh lā!

    1. /ńgh hòuhjí ngán/   1. Ṁhgòi néih cheunghòi go
                                     ńgh hòuhjí ngán ngóh lā!

    2. /yāt mān ngán/   2. Ṁhgòi néih chèunghòi go
                                     yāt mān ngán ngóh lā!

    3. /sahp mān jí/   3. Ṁhgòi néih chèunghòi jèung
                                     sahp mān jí ngóh lā!

    4. /ńgh mān jí/   4. Ṁhgòi néih chèunghòi jèung
                                     ńgh mān jí ngóh lā!

    5. /ńgh baak mān jí/   5. Ṁhgòi néih chèunghòi jèung
                                     ńgh baak mān jí ngóh lā!

    6. /yāt baak mān jí/   6. Ṁhgòi néih chèunghòi jèung
                                     yāt baak mān jí ngóh lā!

    a. Repeat, teacher writing visual cues ($100, 50¢, etc.)
       on the blackboard, students responding cheunghòi sentence.

         T: Write: $100

         S: Ṁhgòi néih chèunghòi jèung yāt baak mān jí ngóh lā!

---

5. Expansion Drill

    Ex: T: Kéuih yámsaai dī   T: He drank up all the soft
           heiséui.   drinks.

        S: Kéuih yámsaai dī   S: He drank up all the soft
           heiséui. Gám,   drinks. So I don't have
           ngóh móuhdāk yám   any [available to drink],
           tìm.   blast it!

    1. Kéuih yuhngsaai dī chín.   1. Kéuih yuhngsaai dī chín.
       He used up all the money.   Gám, ngóh móuhdāk yuhng
                                     tìm.

    2. Kéuih sihksaai dī faahn.   2. Kéuih sihksaai dī faahn.
                                     Gám, ngóh móuhdāk sihk tìm.

251

3. Kéuih lósaai dī chín.

3. Kéuih lósaai dī chín.
   Gám, ngóh móuhdāk ló tīm.

4. Kéuih yámsaai dī gafē.

4. Kéuih yámsaai dī gafē.
   Gám, ngóh móuhdāk yám tīm.

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6. Expansion Drill

Ex: 1. T: Yīnggwok yáuh   T: In England there is Japanese
         Yahtbún bējáu   beer for sale. /nod/America/
         maaih. /nod/
         Méihgwok/

      S: Méihgwok dōu   S: In America also they have it
         yáuhdāk maaih.   for sale. [America also have-
                                   can-sell.]

   2. T: Yīnggwok yáuh   T: England has Japanese beer for
         Yahtbún bējáu   sale. /shake/America/
         maaih. /shake/
         Méihgwok/

      S: Yīnggwok yáuh   S: England has Japanese beer for
         Yahtbún bējáu   sale but in America they
         maaih, daahn-   don't have it for sale.
         haih Méihgwok   [America not have-can-sell.]
         móuhdāk maaih.

1. Ngóh yáuh chín yuhng.   1. Ngóh yáuh chín yuhng, ngóh
   /nod/ngóh pàhngyáuh/   pàhngyáuh dōu yauhdāk
                                   yuhng.

2. Kéuih yáuh chàh yám.   2. Kéuih yáuh chàh yám, daahn-
   /shake/ngóh/   haih ngóh móuhdāk yám.

3. Chāansāt yáuh chàh yám.   3. Chāansāt yáuh chàh yám,
   /nod/chàhlàuh/   chàhlàuh dōu yáuhdāk yám.

4. Kéuih yáuh yúhlāu jeuk.   4. Kéuih yáuh yúhlāu jeuk,
   /shake/Léih Sàang/   daahnhaih Léih Sàang móuh-
                                   dāk jeuk.

5. Hèunggóng yáuh Jùngmàhn syù 5. Hèunggóng yáuh Jùngmàhn syù
   maaih. /nod/Yahtbún/   maaih, Yahtbún dōu yáuh-
                                   dāk maaih.

---

7. Follow Drill

        Ex: T: Ngóh séung hohk   T: I'm thinking of studying
              Gwóngdùngwá.   Cantonese.

            S: Bīndouh yáuhdāk   S: Where can one study (it)?
              hohk a?   [Where have-can-study?]

1. Ngóh séung hohk Gwokyúh.   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 lāangsāam.   5. Bīndouh yáuhdāk maaih a?
   /maaih/

6. Ngóh séung máaih chē. /maaih/ 6. Bīndouh yáuhdāk maaih a?

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8. Alteration Drill

        Ex: T: Gó júng chē, bīn-   T: That kind of car--where is it
              douh yáuhdāk   available for sale?
              maaih a?   /Hongkong/
              /Hèunggóng/

            S: Gó júng chē, Hèung- S: That kind of car--is it for
              góng yáuh móuhdāk   sale in Hongkong? or
              maaih a?   Can you buy that kind of car
                                     in Hongkong?

1. Nī júng bīu, bīndouh yáuhdāk 1. Nī júng bīu, Yahtbún yáuh
   maaih a? /Yahtbún/   móuhdāk maaih a?

2. Nī júng pìhnggwó, bīndouh   2. Nī júng pìhnggwó, Jùnggwok
   yáuhdāk maaih a? /Jùnggwok/   yáuh móuhdāk maaih a?

3. Nī júng gafē, bīndouh yáuhdāk 3. Nī júng gafē, chāansāt
   yám a? /chāansāt/   yáuh móuhdāk yám a?

4. Nī júng béng, bīndouh yáuhdāk 4. Nī júng béng, Màhnwàh Jáudim
   sihk a?/Màhnwàh Jáudim/   yáuh móuhdāk sihk a?

5. Nī júng bāt, bīndouh yáuhdāk 5. Nī júng bāt, Hèunggóng yáuh
   maaih a? /Hèunggóng/   móuhdāk maaih a?

---

9. Expansion Drill

     Ex: T: Jáaufàan ńgh hòuhjí T: Give me back 50¢
            béi ngóh lā.

         S: Jáaufàan ńgh 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. Mhgòi néih wah kéuih jí ngóh   1. Mhgòi néih wah kéuih jí ngóh
   mhfàanlàih sihk faahn lā.   mhfàanlàih sihk faahn
                             dāk laak. (i.e. you don't
                             need to do anything fur-
                             ther)

2. Mhgòi néih giu kéuih hái chē   2. Giu kéuih hái chē jaahm
   jaahm dáng ngóh lā.   dáng 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 mān lā.   4. Daai yih baak mān dāk laak.

5. Jejyuh baak lèhng mān béi   5. Jejyuh baak lèhng mān béi
   ngóh lā.   ngóh dāk laak.

6. Béi sáanjí ngóh lā.   6. Béi sáanjí ngóh dāk laak.

7. Ló béi kéuih lā.   7. Ló béi kéuih dāk laak.

8. Yuhng yùhnbāt sé lā.   8. Yuhng yùhnbāt sé dāk laak.

---

10. Response Drill

     Ex: 1. T: Néih gau mhgau chín máaih bējáu a? /nod/

         S: Gau. Ngóh ngāamngāam gau chín máaih.

       2. T: Néih gau mhgau chín máaih hàaih a? /shake/

         S: Mhgau. Ngóh mhgau chín máaih.

1. Néih gau mhgau chín máaih   1. Gau. Ngóh ngāamngāam gau
   yùhnbāt a? /nod/   chín máaih.

2. Néih gau mhgau chín máaih   2. Mhgau. Ngóh mhgau chín
   pihnggwó a? /shake/   máaih.

3. Néih gau mhgau chín máaih   3. Gau. Ngóh ngāamngāam gau
   yīnjái a? /nod/   chín máaih.

4. Néih gau mhgau chín máaih   4. Gau. Ngóh ngāamngāam gau
   cháang a? /nod/   chín máaih.

5. Néih gau m̀hgau chín máaih   5. M̀hgau. Ngóh m̀hgau chín máaih.
   sēutsāam a? /shake/

6. Néih gau m̀hgau chín máaih   6. M̀hgau. Ngóh m̀hgau chín máaih.
   hàaih a? /shake/

---

11. Expansion & Substitution Drill

+ Ex: 1. T: Ngóh dāk hóusíu   T: I have very little money.
+   chín. /hóudò/   /a lot/
            (very little)

         S: Ngóh dāk hóusíu   S: I have very little money, but
            chín, daahnhaih   he has a lot.
            kéuih yáuh
            hóudò.

      2. T: Kéuih yáuh hóudò   T: He has a lot money. /very
            chín. /hóusíu   little/
            ja/

         S: Kéuih yáuh hóudò   S: He has a lot of money, but I
            chín, daahnhaih   have very little.
            ngóh dāk hóusíu
            ja.

1. Kéuih yáuh hóudò chín.   1. Kéuih yáuh hóudò chín,
+   /móuhgéidò ja/   daahnhaih ngóh móuhgéidò
    /not much/   ja.
                                            He has a lot of money,
                                            but I don't have much.

2. Ngóh móuhgéidò chín.   2. Ngóh móuhgéidò chín, daahn-
+   /géidò ga/   haih kéuih yáuh géidò ga.
    /quite a lot/   I don't have much money,
                                             but he has quite a lot.

3. Kéuih yáuh géidò chín.   3. Kéuih yáuh géidò chín, daahn-
   /sèsíu ja/   haih ngóh dāk sèsíu ja.

4. Ngóh yáuh sèsíu chín.   4. Ngóh yáuh sèsíu chín, daahn-
   /hóudò ga/   haih kéuih yáuh hóudò ga.
   /much, a lot/   I have a little money,
   I have a little money.   but he has a lot.

5. Kéuih yáuh hóudò chín.   5. Kéuih yáuh hóudò chín, daahn-
   /hóusíu ja/   haih ngóh dāk hóusíu ja.

6. Ngóh yáuh hóusíu chín.   6. Ngóh yáuh hóusíu chín, daahn-
   /géidò/   haih kéuih yáuh géidò ga.

255

7. Kéuih yáuh géidò chín.
   /sèsiu ja/
   /just a little/

7. Kéuih yáuh géidò chín, daahn-
   haih ngóh dāk sèsiu ja.

8. Ngóh yáuh sèsiu chín.
   /hóudò ga/

8. Ngóh yáuh sèsiu chín, daahn-
   haih kéuih yáuh hóudò ga.

9. Kéuih yáuh géidò pàhngyáuh.
   /mòuhgéidò ja/
   /not many/

9. Kéuih yáuh géidò pàhngyáuh,
   daahnhaih ngóh dāk mòuh-
   géidò ja.
   He has quite a few friends,
   but I have not many.

10. Ngóh mòuhgéidò pàhngyáuh.
    /hóudò/
    /many, a lot/

10. Ngóh mòuhgéidò pàhngyáuh,
    daahnhaih kéuih yáuh hóudò.

11. Kéuih yáuh hóudò pàhngyáuh.
    /hóusiu ja/
    /just a few/

11. Kéuih yáuh hóudò pàhngyáuh,
    daahnhaih ngóh dāk hóusiu
    ja.

Comment: 1) ja (pronounced [jᵊ] 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 [gᵊ].

---

12. Substitution Drill

Ex: T: Kéuih sihk hóudò   T: He eats a lot of beef.
       ngàuhyuhk ga.   /quite a lot/
       /géidò ga/

    S: Kéuih sihk géidò   S: He eats quite a lot of beef.
       ngàuhyuhk ga.

1. Kéuih sihk géidò ngàuhyuhk   1. Kéuih sihk géidò faahn ga.
   ga. /faahn/

2. Kéuih sihk géidò faahn.   2. Kéuih sihk géidò jyùyuhk.
   /jyùyuhk ga/

3. Kéuih sihk géidò jyùyuhk ga.   3. Kéuih yám géidò chàh.
   /yám chàh/

4. Kéuih yám géidò chàh.   4. Kéuih yám hóusiu chàh ge ja.
   /hóusiu ge ja/

5. Kéuih yám hóusiu chàh ge ja.   5. Kéuih yám hóusiu bējáu.
   /bējáu/

6. Kéuih yám hóusiu bējáu.   6. Kéuih yám hóusiu ngàuhnáaih.
   /ngàuhnáaih/

7. Kéuih yám hóusiu ngàuhnáaih   7. Kéuih sihk hóusiu faahn ge
   ge ja. /sihk faahn/   ja.

8. Kéuih sihk hóusíu faahn ge ja.   8. Kéuih sihk móuhgéidò faahn.
   /móuhgéidò/

9. Kéuih sihk móuhgéidò faahn   9. Kéuih ló móuhgéidò chín ge
   ge ja. /ló chín/   ja.

---

13. Substitution Drill:

    Ex: T: Yí, ngóh jí bāt   S: Yí, ngóh jí yùhnbāt mhginjó gé.
           mhginjó gé.
           /yùhnbāt/

    1. Yí, ngóh go bíu mhginjó gé.   1. Yí, ngóh gihn sàam mhginjó
       /sàam/   gé.

    2. /dáifu/   2. Yí, ngóh tiuh dáifu mhginjó
                                               gé.

    3. /kwàhn/   3. Yí, ngóh tiuh kwàhn mhginjó
                                               gé.

    4. /jē/   4. Yí, ngóh bá jē mhginjó gé.

  + 5. /fu ngáhngéng/   5. Yí, ngóh fu ngáhngéng mhgin-
         (M. + eyeglasses)   jó gé.

  + 6. /go ngáhngéngdói/   6. Yí, ngóh go ngáhngéngdói
         (eyeglass case)   mhginjó gé.

  + 7. /go sáudói/   7. Yí, ngóh go sáudói mhginjó
         ((woman's) handbag)   gé.

    8. /gihn dáisāam/   8. Yí, ngóh gihn dáisāam
                                               mhginjó gé.

---

14. Money Drill: For class practice: teacher writes on the blackboard.

    Ex: T: 2 ⊛50¢   T: 2 50¢ coins

        S: Béi léuhng go ńgh   S: Please give me 2 50¢ [5 dime]
           hóuhjí ngán ngóh   coins.
           lā!

    1. 10   [$ 10]   1. Béi sahp jèung sahp mān jí
                                     ngóh lā!

    2. 1   [$ 10]   2. Béi jèung sahp mān jí ngóh
                                     lā!

    3. 1   [$ 100]   3. Béi jèung yāt baak mān jí
                                     ngóh lā!

    4. 5   [$ 10]   4. Béi ńgh jèung sahp mān jí
                                     ngóh lā!

257

5.   2 $\boxed{\$ \ 500}$ 5. Béi léuhng jèung ńgh baak mān jí ngóh lā!

6.   5   (50¢)   6. Béi ńgh go ńgh hòuhjí ngán ngóh lā!

7.   3   (10¢)   7. Béi sàam go yāt hòuhjí ngán ngóh lā!

8.   10   ($1⁰⁰)   8. Béi sahp go yāt mān ngán ngóh lā!

9.   2   (50¢)   9. Béi léuhng go ńgh hòuhjí ngán ngóh lā!

10.   10   (10¢)   10. Béi sahp go yāt hòuhjí ngán ngóh lā!

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 $\boxed{\$ \ 10}$ → 1 $\boxed{\$ \ 100}$

    S1: Nīdouh yáuh sahp jèung sahp mān (jí).   S1: Here's ten $10 bills.

    S2: Mhgòi néih wuhn jèung yāt baak mān (jí) ngóh lā!   S2: Please change into a $100 bill for me. [give me.]

1.   5   ($1⁰⁰) → 1 $\boxed{\$ \ 5⁰⁰}$ 1. A. Nīdouh yáuh ńgh go yāt mān (ngán). Mhgòi néih wuhn jèung ńgh mān (jí) ngóh lā!

2.   10   ($1⁰⁰) → 1 $\boxed{\$ \ 10}$ 2. A. Nīdouh yáuh sahp go yāt mān (ngán). Mhgòi néih wuhn jèung sahp mān (jí) ngóh lā!

3.   5 $\boxed{\$ \ 100}$ → 1 $\boxed{\$ \ 500}$ 3. A. Nīdouh yáuh ńgh jèung yāt baak mān (jí). Mhgòi néih wuhn jèung ńgh baak mān (jí) ngóh lā!

4.   2 $\boxed{\$ \ 5⁰⁰}$ → 1 $\boxed{\$ \ 10}$ 4. A. Nīdouh yáuh léuhng jèung ńgh mān (jí). Mhgòi néih wuhn jèung sahp mān (jí) ngóh lā!

5. 10   (10¢) → 1   ($1⁰⁰)   5. A. Nīdouh yáuh sahp go yāt
                                      hòuhjí (ngán).
                                      Mhgòi néih wuhn go yāt
                                      mān (ngán) ngóh lā!

6. 2   (50¢) → 1   ($1⁰⁰)   6. A. Nīdouh yáuh léuhng go ńgh
                                      hòuhjí (ngán).
                                      Mhgòi néih wuhn go yāt
                                      mān (ngán) ngóh lā!

16. Money Change Drill: Teacher draws on board, or holds up real or
    pretend money.
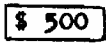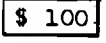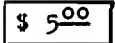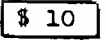
      Ex: T: 1 $ 10   10 $ 1⁰⁰

        S1: Nīdouh yáuh jèung   S1: Here's a $10 bill.
            sahp mān (jí).

      + S2: Mhgòi néih cheung   S2: Please change (this) for me
            sahp go yāt mān   into 10 on-dollar coins.
            (ngán) (béi)
            ngóh lā!

1. 1   [$ 500] → 5   [$ 100]   1. A. Nīdouh yáuh jèung ńgh
                                          baak mān jí.

                                       B. Mhgòi néih cheung ńgh
                                          jèung yāt baak mān jí
                                          ngóh lā!

2. 1   [$ 100] → 10 [$ 10]   2. A. Nīdouh yáuh jèung yāt
                                          baak mān jí.

                                       B. Mhgòi néih cheung sahp
                                          jèung sahp mān jí ngóh
                                          lā!

3. 1   [$ 5⁰⁰] → 10 (50¢)   3. A. Nīdouh yáuh jèung ńgh
                                          mān jí.

                                       B. Mhgòi néih cheung sahp
                                          go ńgh hòuhjí ngán
                                          ngóh lā!

4. 1   [$ 10] → 10 ($1⁰⁰)   4. A. Nīdouh yáuh jèung sahp
                                          mān jí.

                                       B. Mhgòi néih cheung sahp
                                          go yāt mān ngán ngóh
                                          lā!

Comment: cheung 'change money into smaller denomination'
         (followed by denomination desired)

259

17. Number Drill I: Classroom practice.

    A. Teacher writes examples on board, calls them out, students
       listen.

    Example:

1.	10	1.	sahp
2.	100	2.	yāt baak
+ 3.	1000	3.	yāt chīn (chīn = thousand)
4.	20	4.	yihsahp
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.	seisahp	6.	chāt baak	11.	gáu baak
2.	baatsahp	7.	luhk chīn	12.	sàam chīn
3.	baat baak	8.	ǹgh baak	13.	luhk baak
4.	gáu chīn	9.	sei chīn	14.	ǹgh chīn
5.	saam baak	10.	sàamsahp	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	= sahpyāt
2.	110	= baak yāt or yāt baak yātsahp
3.	1100	= chīn yāt or yāt chīn yāt baak
4.	21	= yihsahpyāt or yahyāt
5.	210	= yih baak yāt or yih baak yāt sahp

6. 2100   = yih chìn yāt _or_ yih chìn 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 pre-
ceding.

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 lìhng yāt
3. 1,001   = yāt chìn lìhng yāt
4. 1,010   = yāt chìn lìhng yātsahp
5. 4   = sei
6. 404   = sei baak lìhng sei
7. 4,004   = sei chìn lìhng sei
8. 4,040   = sei chìn lìhng seisahp

Comment: In saying a number, Cantonese marks the presence of
an internal zero (or zeroes) by lìhng.

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

261

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) gàmyaht = today

3) yātján = dángyātjahn = '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.

262

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.	cheunghòi	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...làih	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.	jáufàan	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.	m̀hginjó	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. ngáhngéngdói   n: eyeglasses case

31. ngán   n: coin

32. sáanngán   n: small coins

33. saimúi   n: younger sister

34. sáudói   n: (woman's) handbag

35. sīgēi   n: taxi driver

36. tìm   ss: sen. suf. indicating speaker has been taken by
                           surprise.

37. tùhng   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. <u>Buildup</u>:

(Two friends meet at the bus stop)

<u>Chàhn Táai</u>

heui	go
heui bĭndouh a?	where are you going?
A, Wòhng Táai, heui bĭndouh a?	Ah, Mrs. Wong, where are you going?

<u>Wòhng Táai</u>

Ngóh heui ngàhnhòhng ló chín. Néih nē?	I'm going to the bank to get some money. And you?

<u>Chàhn Táai</u>

hohkhaauh	school
Ngóh heui hohkhaauh.	I'm going to school.

<u>Wòhng Táai</u>

Heui gódouh yáuh mēyéh sih a?	What is it you're going there to do?

<u>Chàhn Táai</u>

néui	daughter
ngóh gó néui	my daughter
jip	meet, fetch, pick up (a person)
heui jip ngóh go néui	go to get my daughter
Ngóh heui jip ngóh go néui.	I'm going to get my daughter.
Kéuih yihgā hái hohkhaauh dáng ngóh.	She's at school now waiting for me.
màhmā	mother
ngóh màhmā	my mother
taam	visit
taam ngóh màhmā	visit my mother
daai kéuih	take/bring him along
Ngóh daai kéuih heui taam ngóh màhmā.	I'm taking her to visit my mother.

<u>Wòhng Táai</u>

jyuh	live
Néih màhmā hái bĭndouh jyuh a?	Where does your mother live?

265

<u>Chàhn Táai</u>

Gáulùhng	Kowloon
Kéuih hái Gáulùhng jyuh.	She lives in Kowloon.

(Mrs. Wong looks down the street and sees a bus coming)

<u>Wòhng Táai</u>

làih	come
ga chē	a car
A, yáuh ga chē làih laak. Haih	Oh, there's a bus [car] coming.
m̀hhaih baat houh a?	Is it a Number 8?
tái m̀hchìngchó	not see clearly
Ngóh tái m̀hchìngchó.	I can't see clearly.

<u>Chàhn Táai</u>

M̀hhaih 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.

<u>Wòhng Táai</u>

móuh cho	right! correct! [not have mistake]
A, móuh cho--	Ah, that's right--
sàam houh hauhbihn	behind the Number 3
gànjyuh	follow
Sàam houh hauhbihn gànjyuh	Behind the Number 3, following
yáuh ga baat hauh.	there is a Number 8.

B. <u>Recapitulation</u>:

<u>Chàhn Táai</u>

A, Wòhng Táai, heui bīndouh a?	Ah, Mrs. Wong, where are you going?

<u>Wòhng Táai</u>

Ngóh heui ngàhnhòhng ló chín.	I'm going to the bank to get
Néih nē?	some money. And you?

<u>Chàhn Táai</u>

Ngóh heui hohkhaauh.	I'm going to school.

266

Wòhng Táai

Heui gódouh yáuh mēyéh sih a?

What is it you're going there for?

Chàhn Táai

Ngóh heui jip ngóh go néui.
Kéuih yihgā hái hohkhaauh
dáng ngóh. Ngóh daai kéuih
heui taam ngóh màhmā.

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 màhmā hái bĭndouh jyuh a?

Where does your mother live?

Chàhn Táai

Kéuih hái Gáulùhng jyuh.

She lives in Kowloon.

Wòhng Táai

A, yáuh ga chē làih laak. Haih
m̀haih baat houh a? Ngóh tái
m̀chĭngchó.

Oh, there's a bus coming. Is
it a Number 8? I can't see
clearly.

Chàhn Táai

M̀haih 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 gànjyuh 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 bĭndouh a? or Heui bĭn a? 'Where are you going?'
This isn't being nosey, 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 <u>Heui bīndouh a?</u>,
you say where you're going, or, if you don't want to tell, simply
say <u>Chēut gāai</u> or <u>Heui gāai</u> 'I'm going out' (said as you emerge
from your house) or <u>Chēutlàih hàahnghàh</u> 'I've come out for a walk'
(if you're already out).

        Other greetings are <u>Fàan gùng a?</u> (Going to work?' <u>Chēut gāai a?</u>
'You're out?' <u>Fàan hohk a?</u> 'Going to school?' You can respond to
all of these by nodding you head, saying an <u>A</u> of assent, and
greeting the person by name: A, Hòh Táai!

        Around noontime or dinnertime if two acquaintances meet, a
common greeting form is <u>Sihk faahn meih a?</u> 'Have you eaten yet?'
Responses are: <u>Meih a, néih nē?</u> 'Not yet, and you?' and <u>Sihkjó
laak</u>, 'I've eaten.'

2. <u>Counting system of numbering the floors of a building.</u>

        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 <u>yih láu</u> [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 jyuh hái sàam   I live on the second floor.
            láu.   (British counting system)
                                     I live on the third floor.
                                     (American counting system)

                (See Drill <u>2.8</u>)

B. Structure Notes

   1. Sentence type: Subordinate clause-primary clause sentence.

        In Cantonese sentences, subordinate clauses precede the
   primary clause.

        Ex: Kéuih fàanlàih, mhgòi When she comes back, please tell
            néih giu kéuih dá   her to phone Mrs. Cheung.
            dihnwá béi Jèung
            Táai lā.

268

The order is fixed. This contrasts with the situation in
the English counterpart, in which subordinate-primary clauses are
reversible:

Ex: <u>Subordinate</u>   <u>Primary</u>

       When she comes home   please tell her to call Mrs.
                                         Cheung.

<u>or</u>   <u>Primary</u>   <u>Subordinate</u>

       Please tell her to call Mrs. Cheung   when she comes
                                                  home.

2. Sentence type: Multi-verb sentence.

      The term multi-verb sentence refers to single-clause sentences
containing a series of verb phrases. Whereas English typically
expands a single clause sentence by retaining one principle verb
and adding on such adjuncts as prepositional phrases (with me),
participles (waiting for me), infinitive phrases (to fetch his
girlfriend), adverbial nouns of place (home), Chinese typically
expands a simple sentence into a series of verbal expressions,
so that an expanded single clause sentence in Chinese has the
shape: S + V(O) + V(O) (+ V(O)).

Ex: 1. Kéuih hái hohkhaauh   He's at school waiting for
         dáng ngóh.   me [at-school+await-me]

     2. Kéuih je chín béi   He lent me money.
         ngóh.   [lend-money+give-me]

     3. Mhgòi néih gàn ngóh   Please come with me. Please
         làih.   follow me. [follow-me+
                                 come]

     4. Kéuih heui ngàhn-   He's going to the bank to
         hòhng ló chín.   get some money. [go-bank+
                                 get-money]

     5. Kéuih sung ngóh fàan He took me home. [deliver-me+
         ngūkkéi.   return-home]

     6. Kéuih séung maaih   He wants to buy a shirt.
         gihn sēutsāam.   [wish+buy-shirt]

     7. Kéuih heui tái hei.   He went to see a movie. [go+
                               see-movie]

     8. Kéuih heui Gáuluhng   He's going to Kowloon to fetch
         jip néuihpàhngyáuh.   his girlfriend.

     9. Kéuih jip kéuih go   He's fetching his son to take
         jái heui Gáuluhng   him to Kowloon to see a movie.
         tái hei.   [fetch-son+go-Kowloon+see-
                                 movie]

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 sihk   I think I'll eat dinner.
　　　　　　　　faahn.

　　　　　　neg: Ngóh mhséung sihk   I don't think I'll eat.
　　　　　　　　faahn.

　　　　　　　q: Séung mhséung sihk   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   sīnsàang   góng. Repeat after the teacher.
　　　　　　　　　　　　　　　　　　　　　　[Follow-teacher speak.]

　　　　neg: Mhgàn   sīnsàang   góng. Don't repeat after the
　　　　　　　　　　　　　　　　　　　　　　teacher.

　　　　　q: Gàn mhgàn sīnsàang   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. tùhng 'with' (Co-V) compared with tùhng 'and' (Cj)

　　　　tùhng 'with' and tùhng 'and' both stand between two nouns
(N tùhng N), but since otherwise they pattern differently in a
sentence, they are classed as different parts of speech.

túhng '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 mhséung tùhng   I don't want to go with Mrs.
Léih Táai heui.   Lee.

túhng, '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. túhng, 'and' is classed as a
conjunction.

Ex: Léih Táai tùhng ngóh   Mrs. Lee and I are going.
heui. Máh Sàang   Mr. and Mrs. Ma aren't going.
tùhng Máh Táai
mhheui.

Làuh Sàang tùhng Làuh   Mr. and Mrs. Lau don't wish
Taaitáai mhséung   to go.
heui.

Ngóh mhsīk Làuh Síujé   I don't know Miss Lau and her
tùhng kéuih màhmā.   mother.

(See Drills 12.5 and 6)

7. gànjyuh, gàn, 'to follow'

These two are alike in meaning, but different in use. gànjyuh
is a full verb, can serve as the only verb in a sentence. gàn 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: Mhgòi néih gàn ngóh làih. Please follow me.

Mhgòi néih gànjyuh ngóh   Please follow me.
làih.

Gànjyuh gó ga chē!   Follow that car!

(-) Gàn gó ga chē!   (doesn't occur)

Gàn (jyuh) gó ga chē   Follow that car!
heui!

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 desti-nation.
Ngóh sung dī jáinéui heui taam pàhngyáuh.	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 yīsàng.	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)

272

Ordinarily, the grammatical object of <u>jip</u> is a personal noun (<u>jip yàhn</u> = go fetch someone), but the grammatical object can be a vehicle (<u>jip chē</u> = 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. <u>hái</u> phrase in a multi-verb clause.

With most verbs a <u>hái</u> 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 <u>hái</u> has a placeword object.

Ex: (before other V)   Kéuih hái chāan-   He's eating (<u>or</u> he
                          sāt sihk faahn.   ate) at the re-
                                               staurant.

(after other V)   Jài dī chàh hái   Put the tea here.
                        nīdouh.

(before or after)Kéuih hái Gēu-   He lives (<u>or</u> lived)
                     luhng jyuh.   in Kowloon.

                   Kéuih jyuh hái
                   Gáuluhng.

(See Drill <u>4</u>)

12. Possessive modification with family names: <u>ngóh màhmā</u>, 'my mother' and others.

Some family names function irregularly with respect to posses-sive modification, not using either the general possessive <u>ge</u> or the individual measures <u>go</u> and <u>dī</u> between modifier and head noun. In such cases the modifier precedes the noun directly. With other family names either <u>ge</u> or <u>go/dī</u> is required in modification structure; with still other family names filling the <u>ge/go</u> position is optional.

(Examples are on following page)

273

Ex:

modifier	go/dī/ge or/--/	Noun		Eng. equivalents
ngóh	--	mahmā		mother
néih	--	bàhbā	my	father
Léih Táai	--	sīnsàang	your Mrs. Lee's	husband
Léih Sàang	--	taaitáai	Mr. Lee's	wife
	/go/dī/ge/	jái		son(s)
	go/dī/ge/	néui		daughter(s)
	dī/ge/	jáinéui		children
	go/dī/ge	múi		younger sister
	/-/go/dī/ge	sáimúi		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   Your house doesn't have a
          dihnwá àh.   phone, does it.

      B. Haih a. Móuh   That's right. There's no
          dihnwá.   phone.
                                   (Idiomatic English answer:
                                   No, it doesn't.)

   2. A. Kéuih m̀hfàanlàih   He's not coming home for
          sihk aan àh.   lunch, is he.

      B. Móuh cho. M̀hfàan-   That's right. He's not coming
          làih.   home.
                                   (Idiomatic English answer:
                                   No, he's not.)

   3. A. Néih ūkkéi móuh   You don't have a phone at
          dihnwá àh.   your house, do you.

      B. M̀hhaih. Yáuh   Not so! We do have one.
          dihnwá.   (Idiomatic English: Yes,
                                   we do.)

274

4. A. Kéuih m̀hfàanlàih   He's not coming home for lunch,
      sihk aan àh.   is he.

   B. M̀hhaih. Kéuih   Not so. He is.
      fàanlàih.   (Idiomatic English: Yes,
                        he is.)

     (See Drill _14_)

275

III. DRILLS

1. Question & Answer Drill

  Ex: T: Hèunggóng.

   A: Néih hái bīndouh jyuh a?

   B: Ngóh hái Hèunggóng jyuh.

1. Gáulùhng.

 1. A. Néih hái bīndouh jyuh a?

   B. Ngóh hái Gáulùhng jyuh.

2. Méihgwok.

 2. A. Néih hái bīndouh jyuh a?

   B. Ngóh hái Méihgwok jyuh.

3. Jùngwàahn.

 3. A. Néih hái bīndouh jyuh a?

   B. Ngóh hái Jùngwàahn jyuh.

4. Hohkhaauh.

 4. A. Néih hái bīndouh jyuh a?

   B. Ngóh hái hohkhaauh jyuh.

5. Hèunggóng.

 5. A. Néih hái bīndouh jyuh a?

   B. Ngóh hái Hèunggóng jyuh.

---

2. Expansion Drill: Repeat after the teacher.

+ 1. a. <u>jái</u>

  b. ngóh go jái

  c. Ngóh go jái heui

  d. Ngóh go jái heui Gáulùhng.

  e. Ngóh go jái yìhgā heui Gáulùhng.

+ 2. a. <u>jáinéui</u>

  b. dī jáinéui

  c. daai dī jáinéui

  d. daai dī jáinéui heui

  e. daai dī jáinéui heui Wòhng Táai douh.

 + f. Ngóh <u>sīnsàang</u> daai dī jáinéui heui Wòhng Táai douh. Note the new meaning for <u>sīnsàang</u>: 'husband.'

1. a. <u>son</u>

  b. my son

  c. My son is going

  d. My son is going to Kowloon.

  e. My son is going to Kowloon now.

2. a. <u>children</u> (of a family), <u>sons and daughters</u> (of a family)

  b. the children

  c. bring/take the children

  d. take the children.

  e. take the children to Mrs. Wong's.

  f. My <u>husband</u> is taking the children to Mrs. Wong's (Though <u>sīnsàang</u> may also mean 'teacher'

276

the context usually
makes the meaning
clear.)

+ 3. a. jouh   3. a. do

       b. jouh mēyéh   b. do what?

       c. heui Gáulùhng jouh mēyéh a?   c. go to Kowloon to do what?

       d. Kéuih heui Gáulùhng jouh   d. What is he going to
           mēyéh a?   Kowloon to do?

       e. Kéuih heui Gáulùhng taam   e. He's going to Kowloon
           pàhngyáuh.   to see a friend.

+ 4. a. yīsāng   4. a. doctor

       b. tái yīsāng   b. see a doctor

       c. heui tái yīsāng   c. go to see a doctor

       d. jip kéuih go néui heui tái   d. meet her daughter and go
           yīsāng.   to see the doctor.

       e. Kéuih jip kéuih go néui heui   e. She's meeting her daughter
           tái yīsāng.   to take her to the
                                                doctor.

+ 5. a. ngóh taaitáai   5. a. my wife

       b. tùhng ngóh taaitáai   b. with my wife

       c. tùhng ngóh taaitáai heui   c. go with my wife

       d. m̀htùhng ngóh taaitáai heui   d. not go with my wife

       e. Wòhng Táai m̀htùhng ngóh   e. Mrs. Wong isn't going
           taaitáai heui.   with my wife.

+ 6. a. máaih yéh   6. a. buy things, do shopping
           (yéh =
            things, stuff)

       b. heui máaih yéh   b. go shopping

       c. bīngo heui máaih yéh a?   c. who is going shopping?

       d. tùhng bīngo heui máaih yéh a?   d. go shopping with whom?

       e. Néih tùhng bīngo heui máaih   e. Who are you going shopping
           yéh a?   with?

  7. a. sih   7. a. affairs, business

+   b. jouh sih   b. work, have a job

       c. hái bīndouh jouh sih a?   c. work where?

       d. Néih hái bīndouh jouh sih a?   d. Where do you work?

       e. Ngóh hái Jùngwàahn jouh sih.   e. I work in the Central
                                              District.

+ 8. a. douh   8. a. road

+   b. Nèihdēun Douh   b. Nathan Road

+   c. Nèihdēun Douh ńgh baak luhk-   c. Number 562 Nathan Road
         sahpyih <u>houh</u>
         (<u>houh</u> =
         <u>number</u>)

    d. Nèihdēun Douh ńgh baak luhk-   d. 562 Nathan Road 3rd
         sahpyih houh sàam láu   floor (2nd floor British
+   (<u>láu</u> =   counting system)
         <u>floor, story of a building</u>)

    e. Ngóh jyuh hái Nèihdēun Douh   e. I live at 562 Nathan
         ńgh baak luhksahpyih houh   Road, on the 3rd floor.
         sàam láu.

        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.

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3. Substitution Drill: Repeat the first sentence after the techer,
   then substitute as directed.

     1. Ngóh sīnsàang m̀hhái ngūkkéi.   1. Ngóh sīnsāang m̀hhái ngūkkéi.
        My husband is not at home.

     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 bàhbā m̀hhái ūkkéi.
                                      My <u>father</u> is not at home.

+ 9. /ngóh ge <u>néuihpàhngyáuh</u>/   9. Ngóh ge néuihpàhngyáuh m̀hhái
                                ūkkéi.
                                My <u>girl friend</u> is not at
                                home.

   10. /ngóh ge <u>nàahmpàhngyáuh</u>/   10. Ngóh ge nàahmpàhngyáuh
                                m̀hhái ūkkéi.
                                My <u>boy friend</u> is not at
                                home.

CANTONESE BASIC COURSE

4. Transformation Drill

Ex: T: Ngóh hái Hèunggóng   T: I live in Hong Kong.
jyuh.

S: Ngóh jyuh hái Hèung-   S: I live in Hong Kong.
góng.

1. Ngóh màhmā hái Gáulùhng jyuh.   1. Ngóh màhmā jyuh hái Gáu-
lùhng.

2. Néih hái bīndouh jyuh a?   2. Néih jyuh hái bīndouh a?

3. Ngóh néuihpàhngyáuh hái   3. Ngóh néuihpàhngyáuh jyuh
Hèunggóng jyuh.   hái Hèunggóng.

4. Kéuih bàhbā hái Yīnggwok jyuh.   4. Kéuih bàhbā jyuh hái
Yīnggwok.

5. Gó go yàhn hái douh jyuh.   5. Gó go yàhn jyuh hái douh.

---

5. Expansion Drill

Ex: T: Hòh Sàang heui   T: Mr. Ho is going to Kowloon.
Gáulùhng.

S: Hòh Sàang heui   S: What's Mr. Ho going to Kowloon
Gáulùhng jouh māt-   to do? or
yéh a?   What's Mr. Ho going to Kow-
loon for?

1. Ngóh heui hohkhaauh.   1. Néih heui hohkhaauh jouh
mātyéh a?

2. Ngóh sīnsàang heui gaaklèih.   2. Néih sīnsàang heui gaaklèih
jouh mātyéh a?

3. Kéuih nàahmpàhngyáuh heui Dāk   3. Kéuih nàahmpàhngyáuh heui
Fu Douh Jùng.   Dāk Fu Douh Jùng jouh
mātyéh a?

4. Léih Sàang néuihpàhngyáuh heui   4. Léih Sàang néuihpàhngyáuh
Jùngwàahn.   heui Jùngwàahn jouh
mātyéh a?

5. Ngóh màhmā heui ngàhnhòhng.   5. Néih màhmā heui ngàhnhòhng
jouh mātyéh a?

6. Ngóh bàhbā heui Hèunggóng   6. Néih bàhbā heui Hèunggóng
Chāansāt.   Chāansāt jouh mātyéh a?

Comment: Note that néuihpàhngyáuh and nàahmpàhngyáuh accept
possessive modifiers with or without ge or go:

Ex: Léih Síujé ⎫ - ⎫nàahmpàhngyáuh   Miss Lee's boy-
⎬ge⎬   friend
⎭go⎭

6. Transformation Drill

      Ex: T: M̀hgòi néih gànjyuh   T: Please follow me.
            ngóh làih lā.

          S: M̀hhóu gànjyuh ngóh   S: Don't follow me, please.
            làih lā.

1. M̀hgòi néih gànjyuh kéuih heui   1. M̀hhóu gànjyuh kéuih heui lā.
   lā.
   Please follow him.

2. M̀hgòi néih gànjyuh ngóh góng   2. M̀hhóu gànjyuh ngóh góng lā.
   lā.
   Please repeat after me.

3. M̀hgòi néih gànjyuh gó ga hāak   3. M̀hhóu gànjyuh gó ga hāak
   chē heui lā.   chē heui lā.

4. M̀hgòi néih gànjyuh gó go yàhn   4. M̀hhóu gànjyuh gó go yàhn
   heui lā.   heui lā.

5. M̀hgòi néih gànjyuh ngóh làih lā.   5. M̀hhóu gànjyuh ngóh làih lā.

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7. Response Drill

      Ex: T: M̀hgòi néih gànjyuh   T: Please follow me.
            ngóh heui lā.

  +   S: Sái m̀hsái gàn néih   S: Should I _follow_ you?
           heui a?   [Should I following you, go?]

1. M̀hgòi néih gànjyuh kéuih   1. Sái m̀hsái gàn kéuih heui a?
   heui lā.

2. M̀hgòi néih gànjyuh Wòhng Táai   2. Sái m̀hsái gàn Wòhng Táai
   heui lā.   heui a?

3. M̀hgòi néih gànjyuh gó go Méih-   3. Sái m̀hsái gàn gó go Méihgwok-
   gwokyàhn heui lā.   yàhn heui a?

4. M̀hgòi néih gànjyuh ngóh màhmā   4. Sái m̀hsái gàn néih màhmā
   heui lā.   heui a?

5. M̀hgòi néih gànjyuh ngóh pàhng-   5. Sái m̀hsái gàn néih pàhngyáuh
   yáuh làih lā.   làih a?

    Comment: _gànjyuh_ and _gàn_ both mean 'follow' and in some cases
            may be used interchangeably; but _gàn_ cannot be used
            as the only verb in a sentence, whereas _gànjyuh_ can.

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8. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Ngóh heui Yìnggwok.   1. Ngóh heui Yìnggwok.
   I'm going to England.

2. /ngóh go jái/   2. Ngóh go jái heui Yìnggwok.

3. /tòuhsyùgwún/   3. Ngóh go jái heui tòuhsyù-
                                     gwún.

4. /kéuih taaitáai/   4. Kéuih taaitáai heui tòuhsyù-
                                     gwún.

5. /séjihlàuh/   5. Kéuih taaitáai heui séjih-
                                     làuh.

6. /kéuih sìnsàang/   6. Kéuih sìnsàang heui séjih-
                                     làuh.

7. /Méihgwok/   7. Kéuih sìnsàang heui Méihgwok.

8. /ngóh màhmā/   8. Ngóh màhmā heui Méihgwok.

9. Conversation Exercise

Ex: A: Hòh Sàang heui   A: Where is Mr. Ho going?
      bìndouh a?

    B: Kéuih heui Gáulùhng.   B: He's going to Kowloon.

    A: Heui Gáulùhng jouh   A: What's he going to do there?
      mātyéh a?

    B: Heui máaih yéh.   B: He's going shopping.

    A: A, heui máaih yéh.   A: Oh, he's going shopping.

1. A. Wòhng Síujé..........?   1. A. Wòhng Síujé heui bìndouh
                                        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
                                        bìndouh a?

   B. ....ngàhnhòhng.   B. Kéuih heui ngàhnhòhng.

   A. ....?   A. Heui ngàhnhòhng jouh
                                       mēyéh a?

   B. ....ló chín.   B. Heui ló chín.

   A. ....   A. A, heui ló chín.

281

3. A. Néih.............?   3. A. Néih heui bīndouh a?

B. ....TĪnsĪng Máhtàuh.   B. Ngóh heui TĪnsĪng Máhtàuh.

A. ....?   A. Heui TĪnsĪng Máhtàuh
                                       jouh 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.

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10. Question and Answer Drill

    + Ex: T: Néih sung néih go   T: Where are you <u>taking</u> your
             néui heui bīndouh   daughter? /school/
             a? /hohkhaauh/
             (Sung = deliver)

          S: Ngóh sung ngóh go   S: I'm taking my daughter to
             néui heui hohkhaauh.   school.

1. Néih sung néih go néui heui   1. Ngóh sung ngóh go néui heui
   bīndouh a? /TĪnsĪng Máhtàuh/   TĪnsĪng Máhtàuh.

2. Néih sung néih go néui heui   2. Ngóh sung ngóh go néui heui
   bīndouh a? /Màhnwàh Jáudim/   Màhnwàh Jáudim.

3. Néih sung néih go jái heui   3. Ngóh sung ngóh go jái heui
   bīndouh a? /Chàhn YĪsāng   Chàhn YĪsāng douh.
   douh/   I'm taking my son to Dr.
                                       Chan's.

4. Néih sung néih go jái heui   4. Ngóh sung ngóh go jái heui
   bīndouh a? /hohkhaauh/   hohkhaauh.

5. Néih sung néih go jái heui   5. Ngóh sung ngóh go jái fàan
   bīndouh a? /fàan hohk/   hohk.

6. Néih sung néih ge néuihpàhng-   6. Ngóh sung ngóh ge néuih-
   yáuh heui bīndouh a?   pàhngyáuh fàan gùng.
   /fàan gùng/

7. Néih sung néih màhmā heui bīn-   7. Ngóh sung ngóh màhmā fàan
   douh a? /fàan ngūkkéi/   ngūkkéi.

    Comment: <u>sung</u> 'deliver,' = to accompany someone to a destination
             and leave him there, contrasts with <u>daai</u> 'take

282

along,'= take someone along with you and he stays with you.

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11. Response Drill

+ Ex: T: Néih <u>tùhng</u> bǐngo   T: Who are you going shopping <u>with</u>?
heui màaih yéh a?   /Miss Wong/
/Wòhng Síujé/

S: Ngóh tùhng Wòhng   S: I'm going with Miss Wong.
Síujé heui.

1. Néih tùhng bǐngo heui sihk   1. Ngóh tùhng ngóh taaitáai
faahn a? /ngóh taaitáai/   heui.

2. Wòhng Sàang tùhng bǐngo heui   2. Wòhng Sàang tùhng Wòhng Táai
ngàhnhòhng a? /Wòhng Táai/   heui.

3. Kéuih tùhng bǐngo heui tái   3. Kéuih tùhng kéuih sǐnsàang
yīsāng a? /kéuih sǐnsàang/   heui.

4. Jèung Síujé tùhng bǐngo heui   4. Jèung Síujé tùhng kéuih
yám chàh a? /kéuih bàhbā/   bàhbā heui.

5. Néih tùhng bǐngo làih a?   5. Ngóh tùhng ngóh màhmā làih.
/ngóh màhmā/

Repeat, as Alteration Drill, thus:

T: Néih tùhng bǐngo heui màaih yéh a? /Wòhng Síujé/
Who are you going shopping with? /Miss Wong/

S: Néih tùhng m̀htùhng Wòhng Síujé heui maaih yéh a?
Are you going shopping with Miss Wong?

---

12. Transformation Drill

Ex: T: Ngóh tùhng kéuih   T: I'm going with him to the
heui tái yīsāng.   doctor's.

S: Ngóh m̀htùhng kéuih   S: I'm not going with him to the
heui tái yīsāng.   doctor's.

1. Kéuih daai ngóh heui màaih   1. Kéuih m̀hdaai ngóh heui
yéh.   màaih yéh.

2. Kéuih jip ngóh heui hohkhaauh.   2. Kéuih m̀hjip ngóh heui
                            hohkhaauh.

3. Kéuih dáng ngóh sihk faahn.   3. Kéuih m̀hdáng ngóh sihk faahn.

4. Ngóh sung kéuih fàan ūkkéi.   4. Ngóh m̀hsung kéuih fàan ūkkéi.

5. Ngóh jùngyi tùhng kéuih heui   5. Ngóh m̀hjùngyi tùhng kéuih
gāai.   heui gāai.

I like to go out with him.

6. Ngóh tùhng kéuih dōu jùngyi
   heui gāai.
   We both like to go out.

7. Ngóh gàn kéuih heui Méihgwok.

8. Ngóh séung gàn kéuih heui
   Yahtbún.

+ 9. Ngóh yiu daai kéuih heui <u>jouh</u>
     <u>sāam</u>.
     (<u>jouh sāam</u> =
     <u>make clothes</u>, <u>have clothes</u>
     <u>made</u>)
     I have to take her to <u>have</u>
     <u>clothes made</u>.

10. Kéuih tùhng ngóh heui máaih
    sáudói.

I don't like to go out
with him.

6. Ngóh tùhng kéuih dōu m̀hjùng-
   yi heui gāai.
   Neither one of us likes
   to go out.

7. Ngóh m̀hgàn kéuih heui
   Méihgwok.

8. Ngóh m̀hséung gàn kéuih heui
   Yahtbún.

9. Ngóh m̀hsái daai kéuih heui
   jouh sāam.
   I don't have to take her
   to have clothes made.

10. Kéuih m̀htùhng ngóh heui
    máaih sáudói.

13. Expansion Drill

   Ex: T: Kéuih heui hohkhaauh. T: He's going to school.
        /baat dim bun/   /8:30/

       S: Kéuih baat dim bun   S: He's going to school at 8:30.
          heui hohkhaauh.

1. Kéuih heui sihk faahn.
   /tùhng ngóh/

2. Kéuih heui chàhlàuh. /yám chàh/

3. Kéuih tùhng kéuih sīnsàang
   heui Gáulùhng. /m̀htùhng/

4. Kéuih daai kéuih go jái heui
   tái yīsāng. /daai m̀hdaai a?/

5. Kéuih heui jip kéuih sīnsàang.
   /séjihlàuh/

6. Kéuih gàn màhmā heui chāansāt.
   /yám chàh/

7. Kéuih sung néuihpàhngyáuh fāan
   ūkkéi. /kéuih ge/

8. Kéuih hái chāansāt dáng ngóh.
   /yìhgā/

1. Kéuih tùhng ngóh heui sihk
   faahn.

2. Kéuih heui chàhlàuh yám
   chàh.

3. Kéuih m̀htùhng kéuih sīnsàng
   heui Gáulùhng.

4. Kéuih daai m̀hdaai kéuih go
   jái heui tái yīsāng a?

5. Kéuih heui séjihlàuh jip
   kéuih sīnsàang.

6. Kéuih gàn màhmā heui chāan-
   sāt yám chàh.

7. Kéuih sung kéuih ge néuih-
   pàhngyáuh fàan ūkkéi.

8. Kéuih yìhgā hái chāansāt
   dáng 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 m̀hsīk góng   T: She doesn't know how to speak
>   Yìngmahn àh.   English, does she?
>
>   S: Haih a, m̀hsīk 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 Síujé séung máaih hàaih àh. 4. Haih a, séung máaih hàaih.

5. Néih sīnsàang m̀hfàanlàih sihk   5. Haih a, m̀hfàanlàih sihk
   faahn àh.   faahn.

6. Gó go yàhn hái Méihgwok Ngàhn- 6. Haih a, hái Méihgwok Ngàhn-
   hòhng jouh sih àh.   hòhng jouh sih.

7. Kéuihdeih heui Gáulùhng máaih   7. Haih a, heui Gáulùhng máaih
   yéh àh.   yéh.

8. Néih m̀hjùngyi yám bējáu àh.   8. Haih a, m̀hjùngyi yám bējáu.

9. Kéuih taaitáai heui jip kéuih   9. Haih a, heui jip kéuih go
   go néui àh?   néui.

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15. Expansion Drill

1. Hauhbihn yáuh go chē jaahm.   1. Ngóh séjihlàuh hauhbihn
   /Ngóh séjihlàuh/   yáuh go chē jaahm.
   There's a car stop in back.   Behind my office there's
                                       a car stop.

+ 2. <u>Chìhnbihn</u> yáuh gàan ngàhnhòhng. 2. Chàhn Síujé ūkkéi chìhnbihn
     /Chàhn Síujé ūkkéi/   yáuh gàan ngàhnhòhng.
     (<u>in front</u>;   In front of Miss Chan's
     <u>front side</u>)   house there's a bank.

3. Hauhbihn yáuh gàan jáudim.   3. Hèunggóng Ngàhnhòhng hauh-
   /Hèunggóng Ngàhnhòhng/   bihn yáuh gàan jáudim.

4. Hauhbihn yáuh gàan gūngsī.   4. Hèunggóng Chāansāt hauhbihn
   /Hèunggóng Chāansāt/   yáuh gàan gūngsī.

5. Chìhnbihn yáuh mēyéh a?   5. Jùnggwok Chàhlàuh chìhnbihn
   /Jùnggwok Chàhlàuh/   yáuh mēyéh a?

   Comment: <u>chìhnbihn</u> and <u>hauhbihn</u> 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.

285

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) lóh = 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.

286

12. I take my son to school at eight.

13. Where are you going?

14. I'm going to Kowloon to go shopping.

15. My boy friend is not going shopping with me.

16. Should I follow you?

12. What time does your daughter go?

13. I'm going to my girl friend's house to meet her.

14. Is your boy friend going with you?

15. He told me he wanted to go with you.

16. Yes, please follow me.

Vocabulary Checklist for Lesson 12

1.	bàhbā	n:	father
2.	chìhnbihn	PW:	front (front side)
3.	chìngchó	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.	gàn	coV:	follow, come behind
8.	gànjyuh	v:	follow, come behind
9.	Gáulùhng	PW:	Kowloon
10.	hauhbihn	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.	màhmā	n:	mother
24.	Móuh cho.	Ph:	That's right.

287

25.	nàahmpàhngyáuh	n:	boy-friend
26.	Nèihdēun Douh	PW:	Nathan Road
27.	néui	n:	daughter
28.	néuihpàhngyáuh	n:	girl-friend
29.	sih	n:	piece of business, affair, matter
30.	sīnsàang	n:	husband
31.	sung	coV/V:	deliver
32.	taaitáai	n:	wife; married woman
33.	taam	v:	to visit
34.	tái yīsāng	vo:	see the doctor
35.	tùhng	coV:	with
36.	yéh	n:	things, stuff
37.	yīsāng	n:	doctor

I. BASIC CONVERSATION

A. Buildup:

Sīgēi

Heui bīndouh a?	Where to?
daaphaak	passenger

Daaphaak

gāai	street
gó tiuh gāai	that street
méng	name
mēyéh méng	what name?
giujouh, or giu	called, be called
giujouh mēyéh méng a?	what's its name?
gó tiuh gāai giujouh mēyéh	what's the name of that
méng a?	street?
Ngóh mhgeidāk gó tiuh gāai	I don't remember the name of
giujouh mēyéh méng.	the street.
hàahng	go; walk; drive
yātjihk	straight
Néih yātjihk hàahng sīn.	Go straight first.
dou	arrive
wah néih tēng	tell you
Dou gamseuhnghá, ngóh wah	I'll tell you as we go along.
néih tēng.	
yauh	right
jyun	turn
jyun yauh	turn right
Hái nīdouh jyun yauh.	Turn right here.
jó	left
jyun jó	turn left
gwodī	a little farther on
Gwodī, jyun jó.	Just a little farther on,
	turn left.

Sīgēi

Haih mhhaih nīdouh a?	Is this the place?

289

Daaphaak

M̀hhaih--gwodī tīm.	No--still farther.
gwo	pass, cross by
gwo géi gàan	pass a few buildings
jauh	clause connector: then; and
Gwo géi gàan, jauh haih laak.	Pass a few buildings (more) and that's it.
Dou laak!	Arrived! (i.e.: Here it is!)
jósáubihn or jóbihn	left hand side, left side
Hái jósáubihn gó gàan.	It's that building on the left.

Sīgēi

tìhng	stop
tìhng chè	stop the car
hóyìh	be permitted, can
Nīdouh m̀hhóyìh tìhng chè.	You can't stop here.

Daaphaak
(pointing to the driveway:)

yahp-	in
yahpheui	go in
Jyun yahpheui lā.	Turn in (the driveway).
wái	place; seat
paak	park
yáuh wái paak chè	there's a place to park
yahpbihn	inside
Yahpbihn yáuh wái paak chè.	Inside there's a place to park.

(The car goes into the driveway)

Daaphaak

Hóu laak. Hái nīdouh tìhng chè lā.	OK. Stop here.
M̀hgòi néih dáng jahm--	Please wait--
jauh	immediately, soon
Ngóh jauh fàanlàih.	I'll be right back.

290

B. Recapitulation:

Sīgēi

Heui bīndouh a?	Where to?

Daaphaak

Ngóh mhgeidāk gó tiuh gāai giujouh mēyéh méng.	I don't remember the name of the street.
Néih yātjihk hàahng sīn.	Go straight first.
Dou gamseuhnghá, ngóh wáh néih tèng.	I'll tell you as we go along.
Hái nīdouh jyun yauh.	Turn right here.
Gwodī, jyun jó.	Just a little farther on, turn left.

Sīgēi

Haih mhhaih nīdouh a?	Is this the place?

Daaphaak

Mhhaih--gwodī tīm.	No--still farther.
Gwo géi gàan, jauh haih laak.	Pass a few buildings more and that's it.
Dou laak!	Here it is!

Sīgēi

Nīdouh mhhóyíh tìhng chè.	You aren't allowed to stop here.

Daaphaak

(pointing to the driveway:)

Jyun yahpheui lā.	Turn in (the driveway).
Yahpbihn yáuh wái paak chè.	Inside there's a place to park.

(The car goes into the driveway:)

Daaphaak

Hóu laak. Hái nīdouh tìhng chè lā.	OK--stop here.
Mhgòi néih dáng jahn--ngóh jauh fàanlàih.	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, yātjihk is preferred:

yātjihk hàahng: go (or walk) straight

(See BC)

(yāt)jihk may have the meaning 'straight-away,' 'without being interrupted or diverted'

Ex: Nī ga chē jihk heui Jùng-   This bus goes straight to the
    wàahn ga.   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 géi gàan, jauh   (After we) pass a few buildings,
       haih laak.   then there it is.

    2. Gwo géi fānjūng, néih   After a few minutes pass, you
       jauh hóyíh fàan-   can come back.
       làih.

(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 fàanlàih.   I'll be right back.

    Ngóh jauh tùhng kéuih   I'll be right back with him. or
    fàanlàih.   I'll bring him right back.

    Ngóh tùhng kéuih jauh   He and I will be right back.
    fàanlàih.

    Ngóh sàam dímjūng jauh   I'll be back at 3 o'clock.
    fàanlàih.   (an early hour from the
                               speaker's point of view)

(See BC)
292

3. hóyíh = 'can,' in the sense of 1) 'permitted to'

                              2) 'willing and able,' 'can do a favor'

    hóyíh 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'

             Nīdouh m̀hhóyíh 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 hóyíh je yāt baak I can lend you $100.
               man (béi) néih.

            2. Néih hó m̀hhóyíh je yāt Can you lend me $100?
               baak man (béi) ngóh
               a?

            3. Deuim̀hjyuh--ngóh m̀h- I'm sorry, I can't come get
               hóyíh làih jip   you, I have some work (I
               néih--yáuh dī sih.   have to attend to.)

4. tìhng, 'stop' with hái phrases.

    tìhng, '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 nīdouh tìhng chē lā.   Here stop. (i.e. Stop here.)
                       (See BC)

           Tìhng 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,

you put that part first.

<div align="center">(See BC and Drill __7__)</div>

5. Sentence suffix <u>la</u> for friendly advice or persuasion.

An imperative sentence with sentence suffix <u>la</u> at mid pitch on the intonation scale adds the connotation of friendly advice or persuasion.

> Ex: M̀hhóu fàanjyun tàuh la.   Don't turn and go back =
> Better not turn and go back.
> (Said as friendly advice
> rather than command)

<div align="center">(See Drill __12__)</div>

6. <u>jó</u> and <u>yauh</u>, 'left' and 'right.'

<u>jó</u> and <u>yauh</u> are boundwords which may be bound to a preceding verb to form a VO phrase, or to a following boundword of place to become a PW, or to a following noun as a modifier.

> Ex: VO: jyun jó   turn left
>   PW: jóbihn   left side, left, to the left
> mod+N: jó sáu   left hand

<div align="center">(See BC)</div>

<div align="center">294</div>

III. DRILLS

1. Expansion Drill

+ 1. a. <u>fàanjyuntàuh</u>

1. a. <u>turn</u> (the car) <u>around</u>
and go back the other
way

   b. hái nĭdouh fàanjyuntàuh

   b. turn around here and go
back

   c. hóyíh hái nĭdouh fàanjyuntàuh

   c. you may turn around and
go back here <u>or</u>
it is permitted to turn
around and go back from
here

   d. mhhóyíh hái nĭdouh fàanjyuntàuh

   d. it's not allowed to turn
around and go back here

   e. Hó mhhóyíh hái nĭdouh fàan-
jyuntàuh a?

   e. May I turn around and go
back here?

   Comment: <u>fàanjyuntàuh</u> [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. <u>tanhauh</u>

2. a. <u>back up</u>, <u>reverse</u> (a car)

   b. tanhauh lā

   b. back up please

   c. tanhauh lā, gódouh yáuh
go wái

   c. back up, there's a place

   d. tanhauh lā, gódouh hauhbihn
yáuh go wái

   d. back up, behind us
there's a place

   e. Tanhauh lā, gódouh hauhbihn
yáuh go wái paak chē.

   e. Back up, behind us there's
a place to park.

+ 3. a. <u>Wihng Ōn Gūngsī</u>

3. a. <u>Wing On Company</u>. (a
department store in
Hong Kong)

   b. hái Wihng Ōn Gūngsī

   b. at Wing On

   c. hái Wihng Ōn Gūngsī tihng chē

   c. stop the car at Wing On

   d. mhgòi néih hái Wihng Ōn
Gūngsī tihng chē lā

   d. please stop the car at
Wing On

   e. Mhgòi néih hái Wihng Ōn
Gūngsī gwodī tihng chē lā.

   e. Please stop the car a
little beyond Wing On.

4. a. yahpheui

4. a. enter, go in.

   b. jyun yahpheui

   b. turn in (there)
[turn, go in]

   c. gànjyuh jyun yahpheui.

   c. 'follow (that car) in

d. gànjyuh gó ga chē jyun
   yahpheui

d. follow that car in
   [follow that car, turn
   in]

e. gànjyuh gó ga hāak chē jyun
   yahpheui

e. follow that black car in
   [follow that black car
   there turn in]

f. Gànjyuh chìhnbihn gó ga hāak
   chē jyun yahpheui.

f. Follow that black car
   ahead in. or
   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.

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

1. Hàaih, Yìngmán giujouh mēyéh a?
   How do you say "shoes" in
   English?

1. Hàaih, Yìngmán giujouh
   mēyéh a?

2. /pìhnggwó/

2. Pìhnggwó, Yìngmán giujouh
   mēyéh a?

3. /tòhng/

3. Tòhng, Yìngmán giujouh
   mēyéh a?

4. /bīu/

4. Bīu, Yìngmán giujouh mēyéh
   a?

5. /jūng/

5. Jūng, Yìngmán giujouh mēyéh
   a?

6. /gāi/

6. Gāi, Yìngmán giujouh mēyéh
   a?

296

7. /gāai/   7. Gāai, Yìngmán giujouh mēyéh
                               a?

Comment: <u>giu</u> may substitute for <u>giujouh</u> in all sentences above.

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3. Response Drill

Ex: 1. T: Gó gàan gūngsí
        giu mēyéh méng
        a? /Wíhng Ōn
        Gūngsí/

        T: What's the name of that depart-
           ment store? /Wing On Company/

    S: Giujouh Wíhng Ōn
       Gūngsí.

        S: It's called the Wing On Company.

2. T: Gó gàan gūngsí
        giu mēyéh méng
        a? /shake/

        T: What's the name of that depart-
           ment store? /shake/

    S: Deuimhjyuh, ngóh
       mhjídou giujouh
       mēyéh méng.

        S: Excuse me, I don't know what
           it's called.

1. Gaaklèih gàan chàhlàuh giu
   mēyéh méng a? /shake/

    1. Deuimhjyuh, ngóh mhjídou
       giujouh mēyéh méng.

2. Jógán gó gàan ngàhnhòhng giu
   mēyéh méng a? /Méihgwok
   Ngàhnhòhng/

    2. Giujouh Méihgwok Ngàhnhòhng.

3. Gó bihn gàan jáudim giu mēyéh
   méng a? /Màhnwàh Jáudim/

    3. Giujouh Màhnwàh Jáudim.

4. Daaih Douh Jùng gó gàan chāan-
   sāt giu mēyéh méng a?
   /shake/

    4. Deuimhjyuh, ngóh mhjídou
       giujouh mēyéh méng.

5. Deuimihn go màhtàuh giu mēyéh
   méng a? /Tīnsīng Màhtàuh/

    5. Giujouh Tīnsīng Màhtàuh.

6. Nī tiuh gāai giu mēyéh méng a?
   /Daaih Douh Jùng/

    6. Giujouh Daaih Douh Jùng.

7. Gó gàan gūngsí giu mēyéh méng
   a? /shake/

    7. Deuimhjyuh, ngóh mhjídou
       giujouh mēyéh méng.

a. Repeat: Omitting 'méng' in question and answer.

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4. Alteration Drill

Ex: T: Mhgòi néih hái nîdouh   T: Please stop (the car) here.
tìhng chē lā.

S: Hó mhhóyíh hái nîdouh   S: May one stop here? or
tìhng chē a?   Is it permitted to stop here?

1. Mhgòi néih gwodî jyun jó lā.   1. Hó mhhóyíh gwodî jyun jó a?

2. Mhgòi néih jyun yahpheui lā.   2. Hó mhhóyíh jyun yahpheui a?

+ 3. Mhgòi néih jyun yahp yauhsáu-   3. Hó mhhóyíh jyun yahp
bihn lā.   yauhsáubihn a?
(yauhsáubihn =
right hand side)
Please turn in on the right
hand side.

4. Mhgòi néih hái nîdouh jyun   4. Hó mhhóyíh hái nîdouh jyun
yahp heui lā.   yahp heui a?

5. Mhgòi néih tanhauh lā.   5. Hó mhhóyíh tanhauh a?

5. Substitution Drill: Students gesture where appropriate. Repeat
first sentence, then substitute as directed.

1. Nîdouh mhhóyíh jyun yauh.   1. Nîdouh mhhóyíh jyun yauh.
It's not allowed to turn
to the right here.

+ 2. diuhtàuh   2. Nîdouh mhhóyíh diuhtàuh.
(turn around (a car))

3. jyun yahpheui   3. Nîdouh mhhóyíh jyun yahpheui.

4. tanhauh   4. Nîdouh mhhóyíh tanhauh.

5. yāt jihk heui   5. Nîdouh mhhóyíh yāt jihk
heui.

6. jyun jó.   6. Nîdouh mhhóyíh jyun jó.

Comment: Compare word order of:

1. Nîdouh mhhóyíh jyun jó. ⎫
2. Mhhóyíh hái nîdouh jyun jó. ⎬ You can't turn left
3. Hái nîdouh mhhóyíh jyun jó. ⎭ here.

These are interchangeable. Note absence of hái
before nîdouh in first sentence. Omission of hái
before PW is permitted when PW begins the sentence.

298

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

1. Yiu hái nĭdouh tanhauh. (We) want to back up here. <u>or</u> Back up here.	1. Yiu hái nĭdouh tanhauh.
2. m̀hsái	2. M̀hsái hái nĭdouh tanhauh.
3. diuhtàuh	3. M̀hsái hái nĭdouh diuhtàuh.
4. yiu	4. Yiu hái nĭdouh diuhtàuh.
5. jyun yahpheui	5. Yiu hái nĭdouh jyun yahpheui.
6. hóyĭh	6. Hóyĭh hái nĭdouh jyun yahpheui.
7. jyun yauh	7. Hóyĭh hái nĭdouh jyun yauh.
8. hóu m̀hhóu	8. Hóu m̀hhóu hái nĭdouh jyun yauh a? Is it OK to turn right here?
9. yātjihk heui	9. Hóu m̀hhóu hái nĭdouh yātjihk heui a?
10. fàanjyun tàuh	10. Hóu m̀hhóu hái nĭdouh fàanjyuntàuh a?

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7. Response Drill: Students gesture where appropriate.

Ex: T: Tĭnsĭng Màhtàuh   T: Star Ferry

    S1: Tĭhng hái bĭndouh a?   S1: Where should I stop?

    S2: Tĭhng hái Tĭnsĭng   S2: Stop at the Star Ferry.
        Màhtàuh lā.

1. Tĭhng hái bĭndouh a? /Màhnwàh Jáudim m̀uhnháu/	1. Tĭhng hái Màhnwàh Jáudim m̀uhnháu lā.
2. Tĭhng hái bĭndouh a? /Wĭhng Ŏn Gūngsĭ deuimihn/	2. Tĭhng hái Wĭhng Ŏn Gūngsĭ deuimihn lā.
3. Tĭhng hái bĭndouh a? /Méihgwok Ngàhnhòhng gaaklèih/	3. Tĭhng hái Méihgwok Ngàhnhòhng gaaklèih lā.
4. Tĭhng hái bĭndouh a? /Jùnggwok Chàhlàuh chĭhnbihn/	4. Tĭhng hái Jùnggwok Chàhlàuh chĭhnbihn lā.
5. Tĭhng hái bĭndouh a? /tòuhsyùgwún m̀uhnháu/	5. Tĭhng hái tòuhsyùgwún m̀uhnháu lā.
6. Tĭhng hái bĭndouh a? /Tĭnsĭng Màhtàuh gwodĭ/	6. Tĭhng hái Tĭnsĭng Màhtàuh gwodĭ lā.

299

7. Tìhng hái bīndouh a?
   /Mèihgwok Jáudim yauhsáubihn/

8. Tìhng hái bīndouh a?
 + /ngàhnhòhng yauhbihn/
   (right side)

7. Tìhng hái Mèihgwok Jáudim
   yauhsáubihn lā.

8. Tìhng hái ngàhnhòhng yauh-
   bihn lā.

Comment: Tìhng, 'stop' is one of a group of verbs which accepts
a hái phrase in either pre-verb position or post-
verb position.

Ex: A: Tìhng hái bīndouh a? ⎤
     Hái bīndouh tìhng a? ⎦ Where should I stop?

    B: Tìhng hái Tīnsīng Máhtàuh lā. ⎤ Stop at the
      Hái Tīnsīng Máhtàuh tìhng lā. ⎦ Star Ferry.

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

1. Jùnggwok Chàhlàuh gwodī, jyun
   yauh.
   A little beyond the China
   Teahouse, turn right.

2. jyun jó

3. chē jaahm

4. jyun yauh

5. Hèunggóng Chāansāt

6. Màhnwàh Jáudim

7. Dāk Fuh Douh

8. hohkhaauh

9. Daaih Douh Jùng

10. jyun jó

1. Jùnggwok chàhlàuh gwodī,
   jyun yauh.

2. Jùnggwok Chàhlàuh gwodī,
   jyun jó.

3. Chē jaahm gwodī, jyun jó.

4. Chē jaahm gwodī, jyun yauh.

5. Hèunggóng Chāansāt gwodī,
   jyun yauh.

6. Màhnwàh Jáudim gwodī,
   jyun yauh.

7. Dāk Fuh Douh gwodī, jyun
   yauh.

8. Hohkhaauh gwodī, jyun yauh.

9. Daaih Douh Jùng gwodī, jyun
   yauh.

10. Daaih Douh Jùng gwodī, jyun
    jó.

a. Do #1-4 as expansion drill, incorporating hàahngdou 'walk
   to, go to,' thus:

T: Jùnggwok Chàhlàuh
   gwodī, jyun yauh.

A little beyond the China
Teahouse, turn right.

S: Hàahngdou Jùnggwok
   Chàhlàuh gwodī,
   jyun yauh.

Go a little beyond the China
Teahouse, and turn right.

300

Note that <u>hàahng</u> is not limited to the meaning 'walk,' but
is used as a verb of locomotion for cars as well.

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9. Expansion Drill: Students should gesture to indicate directions.

Ex: T: Wihng Ōn Gūngsī   T: Turn left a little beyond Wing
      gwodī, jyun jó.   On Department Store.

     S: Wihng Ōn Gūngsī   S: Turn left a little beyond Wing
      gwodī, jyun jó,   On Department Store; not
      mhhaih jyun yauh.   right.

1. Méihgwok Ngàhnhòhng gwodī,   1. Méihgwok Ngàhnhòhng gwodī,
    jyun jó.   jyun jó, mhhaih jyun yauh.

2. Chē jaahm gwodī, jyun yauh.   2. Chē jaahm gwodī, jyun yauh,
                                  mhhaih jyun jó.

3. Jùnggwok Chàhlàuh gwodī,   3. Jùnggwok Chàhlàuh gwodī,
    jyun yauh.   jyun yauh, mhhaih jyun jó.

4. Hèunggóng Chāansāt gwodī,   4. Hèunggóng Chāansāt gwodī,
    jyun jó.   jyun jo, mhhaih jyun yauh.

5. Màhnwàh Jáudim gwodī, jyun   5. Màhnwàh Jáudim gwodī, jyun
    yauh.   yauh, mhhaih jyun jó.

---

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

1. Gwo léuhng go chē jaahm, jauh   1. Gwo léuhng go chē jaahm,
    haih laak.   jauh haih laak.
    Pass two bus stops, and
    there you are.

2. yāt tìuh gāai   2. Gwo yāt tìuh gāai, jauh
                             haih laak.

3. sàam go chē jaahm   3. Gwo sàam go chē jaahm, jauh
                             haih laak.

4. léuhng gàan gūngsī   4. Gwo léuhng gàan gūngsī,
                             jauh haih laak.

5. léuhng tìuh gāai   5. Gwo léuhng tìuh gāai, jauh
                             haih laak.

6. yāt gàan   6. Gwo yāt gàan, jauh haih
                             laak.

7. géi gàan   7. Gwo géi gàan, jauh haih laak.

11. Response Drill

            Ex: T: Kéuih hái bīn gaan   Which teahouse is he in?
                   chàhlàuh a?   /next door, adjacent/
                   /gaaklèih/

                S: Kéuih hái gaaklèih   He's in the one next door.
                   gó gàan.

    1. Kéuih hái bīn gàan ngàhnhòhng   1. Kéuih hái deuimihn gó gàan.
       a? /deuimihn/

    2. Néih heui bīn gàan gūngsī a?   2. Ngóh heui chìhnbihn gó gàan.
       /chìhnbihn/

    3. Néih màhmā hái bīn gàan séjih-   3. Ngóh màhmā hái yauhbihn gó
       làuh a? /yauhbihn/   gàan.

    4. Néih séung heui bīn gàan   4. Ngóh séung heui nī bihn
       chāansāt a? /nī bihn/   gó gàan.

    5. Kéuih hái bīn gàan hohkhaauh a?   5. Kéuih hái jósáubihn gó gàan.
       /jósáubihn/

        Comment: Compare the structure and meaning above with one you
                 have studied previously:

                 1. Kéuih hái gaaklèih gó gàan chàhlàuh.
                    He's at the teahouse next door. [next-door teahouse]

                 2. Kéuih hái gó gàan chàhlàuh gaaklèih.
                    He's next door to the teahouse.

                 ———————————————

12. Transformation Drill: Affirmative to Negative.

            Ex: T: Kéuih heui Tīnsīng   T: He's going to the Star Ferry.
                   Máhtàuh.

                S: Kéuih m̀hheui Tīnsīng   S: He's not going to the Star
                   Máhtàuh.   Ferry.

    1. Kéuih jip ngóh heui tái   1. Kéuih m̀hjip ngóh heui tái
       yīsāng.   yīsāng.

    2. Hái nīdouh hóyíh tanhauh.   2. Hái nīdouh m̀hhóyíh tanhauh.

    3. Ngóh yáuh sahp mān.   3. Ngóh móuh sahp mān.

    4. Ngóh gau chín máaih bīu.   4. Ngóh m̀hgau chín máaih bīu.

    5. Chàhn Táai deui hàaih géi leng. 5. Chàhn Táai deui hàaih
                                          m̀hhaih géi leng.

    6. Wòhng Sàang jùngyi tùhng ngóh 6. Wòhng Sàang m̀hjùngyi tùhng
       bàhbā heui yám chàh.   ngóh bàhbā heui yám chàh.

  + 7. Sihk yīn là!   7. M̀hhóu sihk yīn la!
                                         (friendly advice)

8. Wòhng Táai tùhng ngóh màhmā
hóu jùngyi jouh sāam.

8. Wòhng Táai tùhng ngóh màhmā
m̀hjùngyi jouh sāam.

9. Ngóh táidóu Léih Síujé hái
deuimihn gàan chàhlàuh.

9. Ngóh táim̀hdóu Léih Síujé
hái deuimihn gàan chàhlàuh.

10. Fàanjyun tàuh lā!

10. M̀hhóu fàanjyun tàuh la. or
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 tìuh haih Dāk
Fuh Douh Jùng a?

T: Which street is Des Voeux
Central?

S: Nī tìuh haih m̀hhaih
Dāk Fuh Douh Jùng
a?

S: Is this Des Voeux Road Central?

1. Bīn gàan haih Jùnggwok
Ngàhnhòhng a?

1. Nī gàan haih m̀hhaih Jùng-
gwok Ngàhnhòhng a?

2. Bīn gàan haih Wíhng Ōn Gūngsī
a?

2. Nī gàan haih m̀hhaih Wíhng
Ōn Gūngsī a?

3. Bīn gàan haih Méihgwok Jáudim
a?

3. Nī gàan haih m̀hhaih Méih-
gwok Jáudim a?

4. Bīn tìuh haih Daaih Douh Jùng
a?

4. Nī tìuh haih m̀hhaih Daaih
Douh Jùng a?

5. Bīn gàan haih Màhnwàh Jáudim
a?

5. Nī gàan haih m̀hhaih Màhnwàh
Jáudim a?

---

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

1. Chìhnbihn yáuh móuh wái paak
chē a?
Is there a place to park the
car in front?

1. Chìhnbihn 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?

303

4. /mùhnháu/

4. Mùhnháu 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 m̀hsīk
            <u>jà chē</u> a?
           /m̀hsīk/

      Do you know how to drive?
      [<u>drive car</u>] /not know how/

       S: Ngóh m̀hsīk jà chē.

      I don't know how to drive.

1. Bīngo gaau néih jà chē ga?
   /Hòh Sàang/

1. Hòh Sàang gaau ngóh jà chē
   ge.

2. Hèunggóng yáuh móuh hohkhaauh
   gaau jà chē ga?
   /dāk géi gàan...ge ja/

2. Hèunggóng dāk géi gàan
   hohkhaauh gaau jà chē
   ge ja.

3. Néih hái bīndouh hohk jà chē
   ga? /Gáulùhng/

3. Ngóh hái Gáulùhng hohk jà
   chē ge.

4. Nī tiuh gāai hó m̀hhóyíh hohk
   jà chē ga? /m̀hhóyíh bo/++
   Is this a street that you
   can learn to drive on?

4. Nī tiuh gāai m̀hhóyíh hohk
   jà chē bo.

5. Néih jùngyi jà bīn gwok ge chē
   a? /Méihgwok chē/
   Which country's cars do you
   like to drive?

5. Ngóh jùngyi jà Méihgwok chē.

6. Néih jùng m̀hjùngyi jà chē a?
   /m̀hhaih géi jùngyi ge ja/

6. Ngóh m̀hhaih géi jùngyi jà
   chē ge ja.

   ++ Access to some streets in Hong Kong is prohibited to learner
      drivers.

---

16. Expansion Drill

       Ex: T: M̀hgòi néih, faaidī   T: Faster please. /drive/
            lā! /jà/

          S: M̀hgòi néih jà faaidī S: Please drive faster.
            lā!

1. M̀hgòi néih, maahndī lā! /góng/   1. M̀hgòi néih góng maahndī lā!

2. M̀hgòi néih, faaidī lā! /hàahng/ 2. M̀hgòi néih hàahng faaidī lā!

3. M̀hgòi néih, chèuhngdī lā!   3. M̀hgòi néih jouh chèuhngdī
   /jouh/   lā!
   Longer please. (said to a   Make it longer please.
   tailor)

4. M̀hgòi néih, dyúndī lā! /jouh/   4. M̀hgòi néih jouh dyúndī lā!

5. M̀hgòi néih, pèhngdī lā! /maaih/ 5. M̀hgòi néih maaih pèhngdī lā!
   Cheaper! (said to shopkeeper)   Sell it cheaper!

6. M̀hgòi néih, daaihdī lā! /jouh/   6. M̀hgòi néih jouh daaihdī lā!

7. M̀hgòi néih, faaidī lā! /sé/   7. M̀hgòi néih sé faaidī lā!

8. M̀hgòi néih, saidī lā! /sé/   8. M̀hgòi néih sé saidī lā!

9. M̀hgòi néih, futdī lā. /jouh/   9. M̀hgòi néih jouh futdī lā!
   Wider please. (said to a   Please make (it) a bit
   tailor)   wider.

10. M̀hgòi néih, jaakdī lā. /jouh/ 10. M̀hgòi néih jouh jaakdī lā!
    A bit narrower, please.   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. Síu sing Surname. or
                           Ngóh sing _____.

2. Sing mēyéh a? (ordinary)   2. Ngóh sing Surname.

+ 3. Gwaisingmìhng a? (polite)   3. Surname   Given name.
    Your family name and given
    name?

4. Mēyéh méng a?   4. Surname   Given name.

5. Néih giu mēyéh méng a?   5. Surname   Given name.

6. Néih mēyéh méng a?   6. Surname   Given name.

    Comment: The response to #4 mēyéh méng 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) dĭksí = taxi

3) gàaiháu = intersection [street-mouth]

4) hóu chíh = very likely ..., most likely ...

5) Ei! = mild exclamation

6) gwojó la = here: we've overshot 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?

306

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.	gwaisingmìhng?	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 tìm.	Ph:	Go further on; Keep going (said to taxi driver)
11.	hàahng	v:	go; walk; drive
12.	hóyíh	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.	jósáubihn	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.	tìhng	v:	stop
25.	wái	n:	place, seat
26.	Wíhngōn Gūngsí	PW:	Wing On Department Store
27.	yahp	bf:	enter

307

28. yahpbihn	PW:	inside
29. yahpheui	v:	go in; enter
30. yātjihk	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

308

I.   BASIC CONVERSATION

  A.   <u>Buildup:</u>

(A Hong Kong native and a foreign friend
have lunch in a Chinese restaurant:)

<u>Búndeihyàhn</u>

fógei	waiter
A! Fógei!	Waiter!
choipáai	menu, bill of fare
nìng	carry
nìnglàih; nìngheui	bring; take
nìng go choipáai làih lā	bring the food list please
nìng go choipáai làih béi	please bring me a menu
ngóh lā	
táiháh	have a look
béi ngóh táiháh lā	please let me have a look
Ńhgòi néih nìng go choipáai	Please bring me a menu to
làih béi ngóh táiháh lā.	have a look at.

<u>Fógei</u>

Hóu aak, jauh làih.	Yes sir; coming right away.
ngoihgwokyàhn	foreigner

<u>Ngoihgwokyàhn</u>

dím	order (food from a list)
choi	food, dishes
Ngóh ṁhsīk dím choi ga.	I don't know how to order food.
gaaisiuh	recommend, introduce
Ńhgòi néih gaaisiuhháh lā.	Please make a recommendation.

<u>Búndeihyàhn</u>

Gám, dáng ngóh dím lā.	Well then, I'll choose.
yùhjyū	suckling pig
gwo	verb-suffix: indicates
	experience; to have done
	something before.
meih	not yet
sihkgwo meih?	have (you) eaten (it)
	before?

309

question formula: Verbed
before, or not yet?

Néih sihkgwo yúhjyū meih a?   Have you ever eaten roast
                                  suckling pig?

Ngoihgwokyàhn

Meih a.   Not yet.
    yāt chi dōu meih ...   not yet even one time
Yāt chi dōu meih sihkgwo.   I haven't eaten it even once.

Búndeihyàhn

    hóu ma?   OK?
    ma?   sen. suf. which makes a
                                     question of the sentence
                                     it is attached to.
Sihâh lā, hóu ma?   Let's try it, OK?

Ngoihgwokyàhn

Hóu ā.   Fine.

Búndeihyàhn

    hā   shrimp
    yìkwaahk?   ... or ...?
Néih jùngyi sihk hā yìkwaahk   Do you like to eat shrimp, or
    sihk yú nē?   eat fish?

Ngoihgwokyàhn

Sihdaahn lā.   As you wish. i.e., Either one.
    jùngyi sihk hā   like to eat shrimp
    dōuhaih jùngyi sihk hā   really like to eat shrimp
    bātgwo   however, but, although
Bātgwo ngóh dōuhaih jùngyi   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 dī mēyéh a?   also want some what?
    juhng séung oi dī mēyéh a?   also want to have some what?

310

Ngóhdeih juhng séung oi dí méyéh a?	What else do we want to have?

<center>Búndeihyàhn</center>

tōng	soup
Juhng séung oi go tòng tìm.	In addition let's have a soup too.

(Later the local resident calls the waiter again:)

<center>Búndeihyàhn</center>

-dò-	additional; another; more (precedes Measure expression)
béi dò jì bējáu ngóh	give me another bottle of beer
-dò léuhng jì bējáu	two more bottles of beer
Fógei! Béi dò léuhng jì bējáu ngóhdeih tìm lā.	Waiter! Please give us two more bottles of beer.

<center>Ngoihgwokyàhn</center>

mhcho	good [not wrong]
Dí yúhjyù jànhaih mhcho.	The suckling pig is really good.

<center>Búndeihyàhn</center>

dōdí	more
Sihk dōdí lā!	Have some more!

<center>Ngoihgwokyàhn</center>

dòjeh	thank you (for the gift)
Gau laak. Dòjehsaai.	I've had plenty. Thanks a lot.

<center>Búndeihyàhn</center>

màaihdāan	check please! [together-list]
Fógei! Màaihdāan!	Waiter! The check please!

B. **Recapitulation:**

<center>(A Hong Kong native and a foreign friend have lunch in a Chinese restaurant:)</center>

<center>Búndeihyàhn</center>

A! Fógei!	Waiter!

<center>311</center>

Ñhgòi néih nỉng go choipáai   Please bring me a menu to have
    làih béi ngóh táiháh lā.   a look at.

Fógei

Hóu aak, jauh làih.   Yes sir, coming right away.

Ngoihgwokyàhn

Ngóh ṁhsỉk dím choi ga. Ñhgòi   I don't know how to order food.
    néih gaaisiuhháh lā.   Please make a recommendation.

Búndeihyàhn

Gám, dáng ngóh dím lā.   Well then, I'll choose.
Néih sihkgwo yùhjyū meih a?   Have you ever eaten roast
                                        suckling pig?

Ngoihgwokyàhn

Meih a--yāt chi dōu meih   Not yet--I've not eaten it
    sihkgwo.   even once.

Búndeihyàhn

Siháh lā, hóu ma?   Let's try it, OK?

Ngoihgwokyāhn

Hóu á.   Fine.

Búndeihyàhn

Néih jùngyi sihk hā yìkwaahk   Do you prefer shrimp, or fish?
    sihk yú nē?

Ngoihgwokyàhn

Sihdaahn lā.   As you wish. i.e., Either one.
Bātgwo ngóh dōuhaih jùngyi   Although I really like shrimp.
    sihk hā.   (i.e., I really like shrimp
                                        better.)

Ngóhdeih juhng séung oi dī   What else do we want to have?
    mēyéh a?

Búndeihyàhn

Juhng séung oi go tòng tīm.   In addition, let's have a
                                        soup, too.

   (Later the Hong Kong native calls the waiter again:)
Fógei! Béi dò léuhng jì   Waiter! Please give us two
    bējáu ngóhdeih tīm lā.   more bottles of beer.

312

Ngoihgwokyàhn

Dī yùhjyū jànhaih m̀hcho.   The suckling pig is really
                                      good!

Bùndeihyàhn

Sihk dōdī lā!   Have some more!

Ngoihgwokyàhn

Gau laak. Dòjehsaai.   I've had plenty. Thanks a lot.

Bùndeihyàhn

Fógei! Màaihdāan!   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.)

313

3. <u>choipáai</u> and <u>choidāan</u>, 'menu'

   <u>choipáai</u>, 'menu,' 'bill of fare,' is the list you choose from in a restaurant.

   <u>choidāan</u>, 'menu' is the written-down account of a particular meal.

B. Structure Notes:

   1. directional verb compounds. Ex: <u>ninglàih</u>, 'bring (something) here; and <u>ningheui</u>, 'take (something) there'

      a. Directional verbs use <u>-làih</u> and <u>-heui</u> as suffixes to indicate direction towards and away from the speaker (or other point of reference).

         Ex: ning   carry

             ninglàih 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 <u>heui/làih</u> 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: Nìng jì bējáu làih   Please bring a bottle of beer.
                la.

             B: Hóu, jauh ninglàih.   Right--bringing it right away.
                (See BC and Drills <u>1.3, 10</u>)

      c. Another way of forming sentences with directional verb compounds is to put the logical object of the verb into subject position.

         Ex: Dì bējá yìhgìng nìng-   The beer (I've) already
             làih laak.   brought.

   2. <u>gwo</u> 'pass,' used as verb suffix

      <u>gwo</u>, 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: <u>sihkgwo</u>, 'pass through the experience of eating,'
             'have eaten,' 'ate.'

         (See BC and Drills <u>7, 8, 9, 13</u>)

314

3. <u>meih</u> 'not yet.'

  The negative <u>meih</u> '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 <u>3, 8, 9. 13</u>)

  <u>meih</u> 'not yet,' indicates that the action expressed by the verb is one which the speaker contemplates doing--'I haven't eaten it <u>yet</u>,' (but I'd like to.)

4. <u>mēyéh</u>, (<u>mātyéh</u>) as mass noun.

  <u>mēyéh</u> functions as a mass noun, in taking the mass measure <u>dī</u>:

    Ex: dī mēyéh?   Some what?

    Sihk dī mēyéh a? What will you have to eat?
                [eat-a little-what?]

5. ...,yĭkwaahk....... = '......, or .....?'

  <u>yĭkwaahk</u> 'or' can be called an interrogative conjunction. It connects two verb phrases, indicating: .$\overset{A}{.}$. or .$\overset{B}{.}$., which one?

    Ex: Néih jŭngyi sihk hā, Which do you prefer, to eat
      yĭkwaahk sihk yú ne? shrimp, or to eat fish? <u>or</u>
               Do you want shrimp, or would
               you rather have fish?

      (See BC and Drills <u>2, 3</u>)

  The English possibility of:

    A: Do you want coffee or tea?

    B: No thanks.

is not covered by <u>yĭkwaahk</u>. 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. <u>dōuhaih</u> 'really'

  In the following sentence taken from the Basic Conversation,

    Bātgwo ngóh dōuhaih Although I really like shrimp.
      jŭngyi sihk hā.

  <u>dōuhaih</u> 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.

<div align="center">315</div>

7. sentence suffix <u>ma</u>?

        <u>ma</u>? is an interrogative sentence suffix which makes a question of the affirmative or negative sentence it attaches to. It is not used with a sentence which is already in question form--i.e., it is not used with choice-type and question-word questions.

<div align="center">(See BC)</div>

8. sentence suffix <u>ā</u>

        In the Basic Conversation there is the following exchange:

          A: Siháh lā, hóu ma?   Let's try it, OK?

          B: Hóu ā.   Fine.

        The raised intonation on the final <u>ā</u> expresses liveliness.

<div align="center">(See BC)</div>

9. <u>juhng</u> 'still,' 'in addition,' 'also'

        <u>juhng</u> is an adverb which positions before a verb.

      Ex: 1. Juhng séung oi dī   Also think you want some what?
            mēyéh a?   i.e. What else would you
                                    like to have?

          2. Juhng séung oi dī   We also think we want some soup
            tòng tìm.   too.

<div align="center">(See BC and Drills <u>6,11</u>)</div>

10. <u>dò</u> 'additional;' 'more'

        <u>dò</u> with the above meanings is bound to a following number-measure phrase. When the number is <u>yāt</u> 'one,' the number part may be omitted. Before mass nouns the measure <u>dī</u> follows <u>dò</u>, with the number <u>yāt</u> omitted.

        Ex: 1. dò (yāt) dī   another bottle, one more bottle,
                                an additional bottle

          2. dò léuhng go   two more, an additional two

          3. dò (yāt) dī tòng   more soup, additional soup

<div align="center">(See BC and Drils <u>1.3, 1.4, 5, 10</u>)</div>

11. <u>bātgwo</u> however, but, although

        <u>bātgwo</u> is a conjunction joining two clauses. Its sentence position is first word in the second clause.

      Ex: Yú tùhng hā dōu hóu   Fish and shrimp are both good--
         hóusihk, bātgwo   but I really prefer shrimp.
         ngóh dōuhaih
         jùngyi sihk hā.

<div align="center">316</div>

III. DRILLS

1. Expansion Drill

+ 1. a.   Wún   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 là.   d. Please have a bowl of soup.

     e. Yám dò wún tòng là.   e. Have another bowl of soup.

     f. Yám dōdĬ   tòng là.   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
            <u>sàam jek wún</u>, '3 bowls.' (also <u>sàam go wún</u>, '3
            bowls.')

+ 2. a.   Bùi   a.   <u>cupful</u>

     b.   Bùi chàh   b.   a cup of tea

     c.   Béi bùi chàh   c. Please give me a cup of tea.
       ngóh là.

     d. Ñhgòi néih béi bùi chàh   d. Please give me a cup of tea.
       ngóh là.

+ 3. a.   Būi.   a.   <u>cup</u>

     b.   Jek būi.   b.   a   cup

     c. Nĭng   jek būi làih.   c. Bring   a   cup.

     d. Nĭng dò   jek būi lāih.   d. Bring another   cup.

     e. Nĭng dò léuhng jek būi làih.   e. Bring two more cups.

     f. Nĭng dò léuhng jek būi làih   f. Bring two more cups too.
       tĭm.

+ 4. a.   Baahk faahn.   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. Ñhgòi néih   e. Please
       béi dò wún baahk faahn ngóh là.   give me another bowl of rice.

+ 5. a.   Cháau mihn   a.   <u>fried noodles</u>

     b.   Sihk cháau mihn   b.   eat fried noodles

     c.   Jùngyi sihk cháau mihn   c. like to eat fried noodles

     d.   Jùngyi sihk cháau mihn   d. like to eat fried noodles or
+   yĭkwaahk <u>tòng mihn</u> a?   <u>soup noodles</u>?

e. Néih jùngyi sihk cháau mihn   e. Would you like to eat fried
   yīkwaahk tòng mihn a?   noodles or soup noodles?

---

2. Transformation Drill

    Ex: T: Néih yám mātyéh a?   T: What will you have to drink?
           /chàh/gafē/   /tea/coffee/

        S: Néih yám chàh yīk-   S: Would you like tea, or coffee?
           waahk gafē nē?   (i.e., Which would you like,
                                        tea or coffee?)

1. Néih yám mātyéh a?   1. Néih yám heiséui yīkwaahk
   /heiséui/bējáu/   bējáu a?

2. Néih oi mātyéh a?   2. Néih oi jyùyuhk yīkwaahk
   /jyùyuhk/ngàuhyuhk/   ngàuhyuhk a?

3. Néih heui bīndouh a?   3. Néih heui Jùngwàahn yīkwaahk
   /Jùngwàahn/Gáulùhng/   Gáulùhng a?

4. Néih wán bīngo a?   4. Néih wán Hòh Sàang yīkwaahk
   /Hòh Sàang/Hòh Táai/   Hòh Táai a?

+ 5. Néih jùngyi bīndī a?   5. Néih jùngyi cháau faahn
     /cháau faahn/cháau mihn/   yīkwaahk cháau mihn a?
     (cháau faahn =   Would you prefer fried
     fried rice)   rice, or fried noodles?

  6. Néih jùngyi bīndī a?   6. Néih jùngyi Seuhnghói choi
+   /Seuhnghói choi/Gwóngdùng   yīkwaahk Gwóngdùng choi nē?
     choi/   Would you prefer Shanghai
     (/Shanghai food/Cantonese   food or Cantonese food?
     food/)

  7. Néih jùngyi bīndī a?   7. Néih jùngyi Jùng choi yīk-
+   /Jùng choi/Sāichāan/   waahk Sāichāan nē?
     (/Chinese food/Western food/) Would you prefer Chinese
                                    food, or Western food?

318

3. Response Drill

    Ex: T: /chaau faahn/ chaau   T: /fried rice/fried noodles/
          mihn/

        S1: Néih jùngyi sihk cháau   S1: Do you want to have fried rice,
           faahn yìhwaahk sihk   or fried noodles.
           cháau mihn a?

        S2: <u>Sihdaahn lā</u>. Cháau   S2: Either one. Fried rice and fried
           faahn tùhng cháau   noodles are both fine.
           mihn dou dāk.

1. /jyùyuhk/ngàuhyuhk/   1. S1: Néih jùngyi sihk jyùyuhk
                       yìkwaahk ngàuhyuhk a?

                       S2: Sihdaahn lā. Jyùyuhk tùhng
                         ngàuhyuhk dōu dāk.

2. /Jùngchoi/Sāichāan/   2. S1: Néih jùngyi sihk Jùngchoi
                       yìkwaahk Sāichāan a?

                       S2: Sihdaahn lā. Jùngchoi tùhng
                         Sāichāan dōu dāk.

3. /Seuhnghói choi/Gwóngdùng   3. S1: Néih jùngyi sihk Seuhnghói
   choi/   choi yìkwaahk Gwóngdùng
                       choi a?

                       S2: Sihdaahn lā. Seuhnghói choi
                         tùhng Gwóngdùng choi dōu
                         dāk.

4. /ngàuhnáaih/heiséui/   4. S1: Néih jùngyi yám ngàuhnáaih
                       yìkwaahk heiséui a?

                       S2: Sihdaahn lā. Ngàuhnáaih
                         tùhng heiséui dōu dāk.

5. /chàh/gafē/   5. S1: Néih jùngyi yám chàh
                       yìkwaahk gafē a?

                       S2: Sihdaahn lā. Chàh tùhng
                         gafē dōu dāk.

---

4. Expension Drill

    Ex: T: /jì bējáu/   T: /a bottle of beer/

       S: Béi jì bējáu ngóh lā.   S: Give me a bottle of beer.

1. /jì heiséui/   1. Béi jì heiséui ngóh lā.

+ 2. /<u>jek gāng</u>/   2. Béi jek gāng ngóh lā.
    (a spoon)   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. /tìuh kwàhn/   10. Béi tìuh kwàhn ngóh lā.

11. /jek jĭu/   11. Béi jek jĭu 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).

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5. Expansion Drill: Expand the sentences by adding dò.

Ex: 1. T: Béi bàau yĭnjái   T: Give me a pack of cigarettes.
       ngóh lā!

    S: Béi dò bàau yĭn-   S: Give me another pack of
       jái ngóh lā!   cigarettes.

2. T: Béi léuhng gihn   T: Give me two shirts.
      sēutsāam ngóh
      lā!

    S: Béi dò léuhng gihn S: Give me two more shirts.
       sēutsāam ngóh lā!

+ 1. Béi deui faaijí ngóh lā!   1. Béi dò deui faaijí ngóh lā!
     (chopsticks)   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 yĭnjái ngóh lā! 5. Béi dò léuhng bàau yĭnjái
                                      ngóh lā!

----

6. Substitution Drill: Repeat the first sentence after the teacher,
   then substitute as directed.

  1. Juhng séung yiu dĭ mēyéh nē? 1. Juhng séung yiu dĭ mēyéh
     What else do you want?   nē?

  2. /yám/   2. Juhng séung yám dĭ mēyéh nē?

  3. /sihk/   3. Juhng séung sihk dĭ 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?

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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 faaijí meih a? /shake/	6. Meih.
7. Néih yámgwo nī dī tòng meih a? /shake/	7. Meih.
+ 8. Néih jouhgwo nī dī yéh meih a? /nod/ Have you done this kind of work before? (jouh yéh = do chores; have a job)	8. Jouhgwo.

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8. Transformation Drill

Ex: T: Ngóh sihkgwo cháau   I've eaten fried noodles before.
       mihn.

    S: Ngóh meih sihkgwo cháau   I've never eaten fried noodles
       mihn.   before.

1. Ngóh jàgwo chē.   1. Ngóh meih jàgwo chē.

2. Ngóh heuigwo Méihgwok.   2. Ngóh meih heuigwo Méihgwok.

3. Ngóh jyuhgwo Gáulùhng.   3. Ngóh meih jyuhgwo Gáulùhng.

4. Ngóh yámgwo nī júng bējáu.   4. Ngóh meih yámgwo nī júng
                                      bējáu.

5. Ngóh yuhnggwo faaijí.   5. Ngóh meih yuhnggwo faaijí.

+ 6. Ngóh làihgwo nī gàan jáugā.   6. Ngóh meih làihgwo nī gàan
      (Chinese style restaurant)   jáugā.

9. Expansion Drill

Ex: T: Ngóh meih sihkgwo hā.   I've never eaten prawns.

    S: Ngóh meih sihkgwo hā,   I've never eaten prawns; have
       néih sihkgwo meih a?   you?

1. Ngóh meih sihkgwo yùhjyū.   1. Ngóh meih sihkgwo yùhjyū.
                                    Néih sihkgwo meih a?

2. Ngóh meih yámgwo nī júng tòng.   2. Ngóh meih yámgwo nī júng
                                        tòng. Néih yámgwo meih a?

3. Ngóh meih sihkgwo gó júng   3. Ngóh meih sihkgwo gó júng
      yīnjái.   yīnjái. Néih sihkgwo
                    meih a?

4. Ngóh meih heuigwo gó gàan   4. Ngóh meih heuigwo gó gàan
      jáugā.   jáugā. Néih heuigwo
                    meih a?

5. Ngóh meih dímgwo nī júng choi.   5. Ngóh meih dímgwo nī júng
                                        choi. Néih dímgwo meih a?

322

10. Expansion Drill

Ex: T: Ṁhgòi néih nìng jí   Please bring a bottle of beer.
        bējáu làih.

    S: Ṁhgòi néih nìng dò jí   Please bring another bottle of
        bējáu làih.   beer.

1. Ṁhgòi néih nìng deui faaijí   1. Ṁhgòi néih nìng dò deui
   làih.   faaijí làih.

2. Ṁhgòi néih nìng jek gāng làih. 2. Ṁhgòi néih nìng dò jek gāng
                                      làih.

3. Ṁhgòi néih nìng jek būi làih.   3. Ṁhgòi néih nìng dò jek būi
                                      làih.

+ 4. Ṁhgòi néih nìng go <u>wúnjái</u> làih.   4. Ṁhgòi néih nìng dò go wún-
     /<u>small bowl</u>/   jái làih.

+ 5. Ṁhgòi néih nìng jek séui būi 5. Ṁhgòi néih nìng dò jek séui
     làih. /<u>water glass</u>/   būi làih.

    a. Repeat, teacher giving cue only, students responding with
       sentences in left hand column, thus:

       T: jí bējáu

       S: Ṁhgòi néih nìng jí bējáu làih.

11. Expansion Drill

Ex: T: Néih sihksaai dī hā   Have you eaten up all the
        meih a?   shrimp

    S: Sihksaai laak, ngóh   I've eaten (them all) up, and
        juhng séung yiu dī   I still want some more.
        tìm.   [in addition, want to have
                                  some more]

1. Néih sihksaai dī yú meih a?   1. Sihksaai laak, ngóh juhng
                                     séung yiu dī tìm.

2. Néih sihksaai dī cháau faahn   2. Sihksaai laak, ngóh juhng
   meih a?   séung yiu dī tìm.

3. Néih yám saai dī chàh meih a? 3. Yám saai laak, ngóh juhng
                                     séung yiu dī tìm.

4. Néih yuhngsaai dī chín meih a? 4. Yuhngsaai laak, ngóh juhng
                                     séung yiu dī tìm.

5. Néih sihksaai dī cháau mihn   5. Sihksaai laak, ngóh
   meih a?   juhng séung yiu dī tìm.

6. Néih yámsaai dī tòng meih a?   6. Yámsaai laak, ngóh juhng
                                     séung yiu dī tìm.

323

12. Response Drill

Ex: T: Yú tùhng hā, néih   T: Which do you like better, fish
+   jùngyi bīn yeuhng   or prawns? [fish and prawns,
         a? (type, kind)   you like which kind more?]

    S: Yú tùhng hā, ngóh   S: Fish and prawns, I like both.
       léuhng yeuhng dōu
       jùngyi.

1. Jùngchoi tùhng Sāichāan, néih   1. Jùngchoi tùhng Sāichāan,
   jùngyi bīn yeuhng a?   ngóh léuhng yeuhng dōu
                                       jùngyi.

2. Gwóngdùng choi tùhng Seuhnghói   2. Gwóngdùng choi tùhng Seuhng-
   choi, néih jùngyi bīn yeuhng   hói choi, ngóh léuhng
   a?   yeuhng dōu jùngyi.

3. Cháau mihn tùhng tòng mihn,   3. Cháau mihn tùhng tòng mihn,
   néih jùngyi bīn yeuhng a?   ngóh léuhng yeuhng dōu
                                       jùngyi.

4. Cháau faahn tùhng baahk faahn,   4. Cháau faahn tùhng baahk
   néih jùngyi bīn yeuhng a?   faahn, ngóh léuhng yeuhng
                                       dōu jùngyi.

+ 5. Jùnggwok choi tùhng Yahtbún   5. Jùnggwok choi tùhng Yahtbún
     choi, néih jùngyi bīn yeuhng a?   choi, ngóh léuhng yeuhng
     (Chinese food)   dōu jùngyi.
     (Japanese food)

13. Response Drill

Ex: T: Néih heuigwo géidō   T: How many times have you been
       chi a?   there?

    S: Yāt chi dōu meih   S: I've never been even once.
       heuigwo.

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 sihkgwo géidō chi a?   4. Yāt chi dōu meih sihkgwo.

5. Néih fàangwo Seuhnghói géidò   5. Yāt chi dōu meih fàangwo.
   chi a?

324

14. Expansion Drill

Ex: T: Kéuih yáuh léuhng   T: He has two cars.
        ga chē.

    S: Kéuih yáuh léuhng   S: He has two cars, but I don't
        ga chē, daahnhaih   even have one.
        ngóh yāt ga dōu
        mouh.

1. Gó go hohkwàang yáuh géi jí   1. Gó go hohksàang yáuh géi jí
   yùhnjíbāt.   yùhnjíbāt, daahnhaih ngóh
                                           yāt jí dōu móuh.

2. Kéuih yáuh léuhng go taaitáai.   2. Kéuih yáuh léuhng go taai-
                                              táai, 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 sīgēi yáuh léuhng ga   4. Gó go sīgēi yáuh léuhng_ga
   chē.   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.

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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. Dím dōdī lā!   2. Mhhóu dím 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. Jouh chèuhngdī lā!   7. Mhhóu jouh gam chèuhng a.
8. Jouh dyúndī lā!   8. Mhhóu jouh gam dyún a.

325

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) yìhm 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. bātgwo	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. choi	n:	food; a particular food, a dish
9. choipáai	n:	menu, bill of fare
10. dím	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. faaijí	n:	chopsticks
17. fógei	n:	waiter in restaurant
18. gaaisiuh	v:	recommend; introduce
19. gāng	n:	spoon

327

20.	-gwo	Vsuf:	indicates experience; to have done something before
21.	Gwóngdùng choi	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.	jouh yéh	vo:	do chores; have a job
27.	juhng	adv:	still, in addition, also (+ verb)
28.	Jùngchoi	n:	Chinese food
29.	Jùnggwok choi	n:	Chinese food
30.	ma?	ss:	sen. suf. making a question of the sentence it attaches to
31.	Màaihdāan!	Ph:	The check please!
32.	meih	adv:	negative, 'not yet'
33.	m̀hcho	Ph:	good [not-wrong], 'not bad!'
34.	ngoihgwokyàhn	n:	foreigner(s)
35.	nìng	v:	carry (something)
36.	nìng...heui	v:	take, carry off (something)
37.	nìng...làih	v:	bring (something)...here
38.	Sāichāan	n:	Western meal
39.	Seuhnghói choi	n:	Shanghai food
40.	séui būi	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 choi	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 __M__.
51.	yéh	n:	work (as in __jouh yéh__) (with restricted use)
52.	yeuhng	m:	kind, type

328

53. yìkwaahk...?   cj: or?

54. yúhjyū   n: roast suckling pig

I. BASIC CONVERSATION

A. **Buildup**:
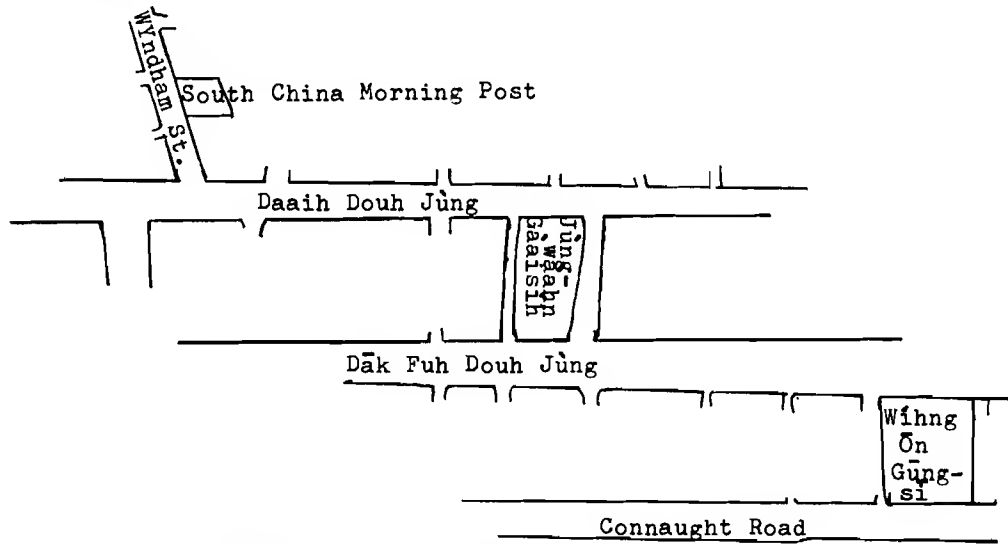
(Mr. Wong approaches another pedestrian
on the street in front of the South China
Morning Post building on Wyndham Street)

Wòhng Sàang

dím heui?	how go?, how (do you) go (to)?
dím heui Wihng Ôn Gūngsí a?	how do you go to the Wing On Company?
yàuh	from
yàuh nîdouh	from here
yàuh nîdouh dím heui Wihng Ôn Gūngsí a?	how do you get to the Wing On Company from here?
Chéng mahn néih, yàuh nîdouh dím heui Wihng Ôn Gūngsí a?	Could you please tell me how to get to the Wing On Company from here?
louhyàhn	pedestrian

Louhyàhn

lohk	down

lohkheui	go down [down go]
hàahng lohkheui	walk down (to)
hàahng lohkheui Daaih Douh Jūng	go down to Queen's Road Central
hàahng lohkheui Daaih Douh Jūng sìn	first go down to Queen's Road Central
yihn(jî)hauh	then, after that

Hàahng lohkheui Daaih Douh Jūng sìn, yihnhauh jyun jó.

Wòhng Sàang

Jyun jó.

Louhyàhn

gàaisíh	food market
Jùngwàahn Gàaisíh	Central Market
hàahngdou Jùngwàahn Gàaisíh	walk to Central Market
-dou	verb suf. to verbs of action indicates arrival at goal.

Gám, yātjihk hàahngdou Jùngwàahn Gàaisíh, jyun yauh.

Then, go straight till you get to Central Market, and turn right.

gwojó gàaisíh	get past the market

Gwojó gàaisíh, jauh haih Dāk Fuh Douh Jùng laak.

When you get past the market, you are on Des Voeux Road Central.

mahn yàhn lā	ask someone

Heuidou gódouh, joi mahn yàhn lā.

When you get there, ask again.

(Mr. Wong arrives at Wing On and approaches a salesclerk:)

Wòhng Sàang

bouhfahn	department (in a store)
gó go bouhfahn	that department
maaih làangsāam gó go bouhfahn	the sweater department [the department that sells sweaters]

331

Maaih lāangsāam gó go bouh- 　fahn hái bīndouh a?	Where is the sweater 　department?

<u>Sauhfoyùhn</u>

séuhng	go up
séuhng sàam láu	go up to the third floor 　(Chinese and American 　style of counting; 2nd 　floor British style of 　counting)
chéng	invite; please
Chéng séuhng sàam láu lā.	Please go up to the second 　(<u>or</u> third) floor.

B. <u>Recapitulation</u>:

<u>Wòhng Sàang</u>

Chéng mahn néih, yàuh nīdouh 　dím heui Wíhng Ōn Gūngsī a?	Could you please tell me how 　to get to the Wing On 　Company from here?

<u>Louhyàhn</u>

Hàahng lohkheui Daaih Douh 　Jūng sīn, yìhnhauh jyun jó.	First go down to Queen's Road 　Central, then turn left.

<u>Wòhng Sàang</u>

Jyun jó.	Turn left.

<u>Louhyàhn</u>

Gám, yātjihk hàahngdou 　Jūngwàahn Gàaisíh, jyun yauh.	Then go straight till you get 　to Central Market, and turn 　right.
Gwojó gàaisíh, jauh haih Dāk 　Fuh Douh Jūng laak.	When you get past the market, 　you are at Des Voeux Road 　Central.
Heuidou gódouh, joi mahn yàhn 　lā.	When you get there, ask again.

(Mr. Wong gets to the store and asks a clerk:)

<u>Wòhng Sàang</u>

Maaih lāangsāam gó go bouhfahn 　hái bīndouh a?	Where is the sweater 　department?

332

Sauhfoyùhn

Chéng séuhng sàam láu là!   Please go up to the second
                                             floor.

II. NOTES

1. <u>Paired conjunctions</u>:

   ...<u>sìn</u>, <u>yìhnhauh</u> (or <u>yìhnjìhauh</u>).... = 'first..., then....'

   This set of paired conjunctions connects two primary clauses in
a sentence of sequential relationship.

   Ex: Hàahng lohkheui Daaih Douh   Go down to Queen's Road
       Jùng sìn, yìhnhauh   Central first, then turn left.
       jyun jó.

               (See BC and Drills <u>10, 11</u>)

2. <u>Directional verbs</u>.

   a. Examples of directional verbs are:

       1. séuhng = up

       2. lohk   = down

       3. yahp   = in

       4. chēut = out

       5. gwo   = over, across

   b. In Cantonese these words pattern as verbs. They can be preceded by
      m̀h, and form a question on the <u>Vm̀hV</u> pattern.

       Ex: A: Néih lohk m̀hlohk a?   Are you going down? (Said at
                                        top of escalator)

           B: M̀hlohk.   No, I'm not going down.

   c. These directional verbs can be followed by either a placeword
      object, or one of the two directional suffixes, <u>-làih</u> and <u>-heui</u>,
      or both.

       Ex: 1. Kéuih séuhng sàam láu.   He went up to the 2nd floor.

           2. Ngóh dōu séuhngheui.   I went up too.

           3. Kéuih séuhng(làih)   He came up to the 2nd floor.
              sàam láu.

           4. Kéuih chēutheui Daaih   He went out to Queen's Road
              Douh Jùng.   Central.

               (See Drills <u>13, 14</u>)

333

d. The directional verbs may combine with a preceding verb of movement, such as hàahng 'walk,' jyun 'turn,' nìng 'carry.'

Ex: 1. Kéuih hàahng lohk-   He walked down to the second
       (heui) sàam láu.   floor.

    2. Kéuih jyun yahp(heui) He turned into Des Voeux Road
       Dāk Fuh Douh Jūng.   Central.

    3. Mhgòi néih nìng   Please bring it out.
       chēutlaih.

(See Drill 12)

3. deihhá, làuhhah, hahbihn differentiated.

    1. deihhá simply means 'ground floor.'

    2. làuhhah [floor-below] is a pronoun of place whose meaning derives
       from position in relationship to another location. If you are on
       the 3d floor làuhhah is a floor below the 3d floor. If you are
       on the ground floor làuhhah is the basement.

    3. hahbihn [below-side] is also a locative whose meaning derives from
       position in relationship to another position. It can mean
       'downstairs' in relation to upstairs, 'under' something, 'below'
       something.

4. Two-part Verb forms: performance and achievement. Chinese verbs are
    often in two parts, with the first part telling of the performance
    and the second part telling of the achievement. For example:

        tái + dóu   = look + successful = see
        wán + dóu   = search + successful = find
        heui + dou = go + arrive = reach (a place)
        gwo + jó   = pass + accomplish = get past (a place)
        chéng + dóu = invite + successful = invite (someone) and have
                                            him accept

    The second part of these two-part verbs we regard as suffix to the
    first part.

5. -dou as verb suffix, indicates reaching the destination or goal.

        Ex: 1. heuidou = arrive [go-arrive]

                Kéuih heuidou gódouh,... When he got there,... or
                                          When he gets there,...

            2. duhkdou = read to [read-arrive]

                Kéuih duhkdou sa'ahsei   He read to page 34.
                yihp.

                (See BC and Drills 3,4)

334

6. -jó verb suffix = accomplish the performance: 'get/got it done'

       Ex: Gwojó Jùngwàahn Gàaihsíh,   When you get past the Central
          jyun jó.   Market, turn left.

    The -jó indicates that the action of the verb to which it is
attached is viewed from the standpoint of its being accomplished.

       Ex: gwojó X = 'accomplish going past X'

              (See BC and Drill _9_)

7. daih- = ordinal prefix.

   a. daih- prefixed to a number makes it an ordinal number:

       Ex: sàam fo = 3 lessons

          daih sàam fo = the 3d lesson

              (See Drill _3_)

   b. daihyih- is ambiguous.

      daihyih-, bound to a following measure, may mean 'the second';
'the next'; or 'another, some others   Only rarely is there any
mixup in an actual situation.

       Ex: 1. daihyih ga chē   the second car

           2. daihyih tìuh gāai   the next street, the second
                               street. (i.e. the first one
                               after the place you're
                               talking about)

          3. daihyih go gùngyàhn   another servant

          4. daihyih dī gùngyàhn   other servants

     In this lesson we practice only the first two meanings.

    daihyih as 'other' you will meet in Lesson 16.

8. yàuh (and hái) as 'from ..PW..'

      yàuh (or alternately, hái) serves as 'from' in the PW phrase:
         yàuh ..PW.. + .Verb.of.movement. = go/come/etc. from ..PW..

Though similar to co-verbs in having an object, yàuh differs from
co-verbs in not normally being preceded by m̀h, but using the verb
haih between m̀h and itself.

       Ex: M̀hhaih yàuh nīdouh chēut-   Don't exit from here.
         heui.

Occasionally you may hear someone say M̀hyàuh nīdouh chēutheui or some
other phrase with m̀hyàuh, but it is not common usage. Therefore we
class yàuh (and hái used in this position) not as a co-verb but as a
preposition.

          (See BC and Drill _6_)

9. <u>yihp</u> 'page' and <u>fo</u> 'lesson' classed as measures.

 Note that in the grammatical sense <u>yihp</u> and <u>fo</u> are measures, inasmuch as they can follow numbers directly. From the point of view of having substantive meaning, they are like nouns.

<div align="center">(See Drills <u>3,4</u>)</div>

10. <u>chéng</u>... = invite (someone to do something); Please .V.

 <u>chéng</u> basically means 'invite.' <u>chéng</u> + Verb is used as a polite imperative:

  Ex: Chéng séuhng sàam láu. Please go up to the 3d floor
              [invite you to go up]

<div align="center">(See BC)</div>

 As polite imperative it is only used affirmatively. To say 'Please don't.V.' with <u>chéng</u>, the negative attaches to the following verb.

  Ex: Chéng mhséuhng sàam láu. Please don't go up to the 3d
              floor.

<div align="center">336</div>

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.	/làuhseuhng/ <u>upstairs</u> [floor-above]	7. Kéuih hái làuhseuhng dáng néih. He's waiting for you upstairs.
+ 8.	/làuhhah/ <u>downstairs</u> [floor[below]	8. Kéuih hái làuhhah 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.

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2. Response Drill: Students gesture the directions.

Ex: 1. T: Màhnwàh Jáudim
       hái chìhnbihn,
       haih m̀haih a?
       /hauhbihn/

    T: The Mandarin Hotel is in
       front, isn't it?
       /behind, in the back/

    S: M̀haih, hái hauh-
       bihn.

    S: No, it's in the back.

    2. T: Màhnwàh Jáudim
       hái chìhnbihn,
       haih m̀haih a?
       /chìhnbihn/

    T: The Mandarin Hotel is in
       front, isn't it?
       /in front, ahead/

337

S: Haih. Hái chìhn-   S: That's right, it's in front.
   bihn.

1. Méihgwok Ngàhnhòhng hái jósáu-   1. M̀haih, hái yauhsáubihn.
   bihn, haih m̀haih a?
   /yauhsáubihn/

2. Néih sīnsàang (ge) séjihlàuh   2. M̀haih, hái hauhbihn.
   hái chìhnbihn, haih m̀haih
   a? /hauhbihn/

3. Wòhng Sàang hái chēutbihn, haih   3. Haih, hái chēutbihn.
   m̀haih a? /chēutbihn/

4. Léih Táai hái yahpbihn, haih   4. M̀haih, hái chìhnbihn.
   m̀haih a? /chìhnbihn/

5. Tīnsīng Máhtàuh hái yauhsáubihn, 5. Haih, hái yauhsáubihn.
   haih m̀haih a? /yauhsáubihn/

6. Maaih hàaih gó go bouhfahn hái   6. M̀haih, hái deihhá.
   yih láu, haih m̀haih a?
   /deihhá/

7. Maaih syù gó go bouhfahn hái   7. M̀haih, hái làuhhah.
   làuhseuhng, haih m̀haih a?
   /làuhhah/

   Comment: Note (#2 above) that <u>ge</u> can be omitted in everyday
            speech in modification structure before <u>séjihlàuh</u>.

            a. Repeat, students taking both parts, teacher
               cueing thus:

               1. /Màhnwàh Jáudim/chìhnbihn/hauhbihn/

            <u>or</u> 2. /Màhnwàh Jáudim/chìhnbihn/

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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
                                             40̲

+   f. seuhngchi duhkdou <u>daih</u> sei'ah   f. last time read to the
        yihp   40<u>th</u> page.
        (<u>ordinal number marker</u>,
        <u>-st</u>, <u>-nd</u>, <u>-rd</u>, etc.)

     g. Ngóhdeih seuhngchi duhkdou   g. Last time we read to
        daih sei'ah yihp.   the 40th page.

338

+ 2. a. <u>fo</u>

    b. géi fo a?

    c. daih géi fo a?

    d. duhk daih géi fo a?

    e. seuhngchi duhk daih géi fo a?

    f. Ngóhdeih seuhngchi duhk daih géi fo a?

  3. a. daih sahp yihp

+   b. <u>dáhòi</u> bún syù daih sahp yihp

    c. dáhòi bún syù daih sei'ah sàam yihp

    d. Dáhòi bún syù daih sàam baak sei'ah sàam yihp.

2. a. <u>lesson</u>

    b. how many lessons?

    c. which[th] lesson?

    d. read which lesson?

    e. last time read which lesson?

    f. What lesson did we do last time?

3. a. the 10th page

    b. <u>open</u> your book to page 10

    c. open your books to the 43rd page (page 43)

    d. Open your books to page 343.

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4. Response Drill

    Ex: 1. T: Ngóhdeih seuhng-chi duhkdou daih géi yihp a? /43/   T: What page did we get to last time?

          S: Duhkdou daih sei'ahsàam yihp.   S: We got to page 43.

      2. T: Ngóhdeih seuhng-chi duhk daih géi fo a? /3/   T: What lesson did we do last time?

          S: Daih sàam fo.   S: We did lesson 3.

1. Ngóhdeih seuhngchi duhkdou daih géi yihp a? /86/

2. Ngóhdeih seuhngchi duhk daih géi fo a? /7/

3. Ngóhdeih seuhngchi duhk daih géi fo a? /15/

4. Ngóhdeih seuhngchi duhkdou daih géi yihp a? /254/

5. Ngóhdeih seuhngchi duhk daih géi fo a? /26/

1. Duhkdou daih baatsahpluhk yihp.

2. Daih chāt fo.

3. Daih sahpńgh fo.

4. Duhkdou daih yih baak ńgh-sahpsei yihp.

5. Daih yahluhk fo.

---

5. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Sàam láu yáuh dí mēyéh maaih a?
   What's for sale on the 2nd floor? What do they have (for sale) on the 2nd floor?

   1. Sàam láu yáuh dí mēyéh maaih a?

2. /sei láu/

   2. Sei láu yáuh dí mēyéh maaih a?

3. /làuhhah/

   3. Làuhhah yáuh dí mēyéh maaih a?

4. /làuhseuhng/

   4. Làuhseuhng yáuh dí mēyéh maaih a?

5. /yahpbihn/

   5. Yahpbihn yáuh dí mēyéh maaih a?

6. /seuhngbihn/

   6. Seuhngbihn yáuh dí mēyéh maaih a?

7. /hahbihn/

   7. Hahbihn yáuh dí mēyéh maaih a?

Comment: Note in #1 and #2 above the absence of ordinalizing prefix <u>daih</u> in connection with <u>láu</u>, 'floor, story'.

Compare: <u>sàam láu</u> = the third floor.
             <u>daih sàam fo</u> = the third lesson.

             <u>daih</u> is not used before numbers when modifying <u>láu</u>.

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6. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Yàuh nídouh, dím heui Tìnsìng Màhtàuh a?
   How do you get to the Star Ferry from here?

   1. Yàuh nídouh, dím heui Tìnsìng Màhtàuh a?

2. /Màhnwàh Jáudim/

   2. Yàuh nídouh, dím heui Màhnwàh Jáudim a?

3. /Méihgwok Ngàhnhòhng/

   3. Yàuh nídouh, dím heui Méihgwok Ngàhnhòhng a?

4. /Jùngwàahn Gàaisíh/

   4. Yàuh nídouh, dím heui Jùngwàahn Gàaisíh a?

5. /Hèunggóng Chāansāt/

   5. Yàuh nídouh, dím heui Hèunggóng Chāansāt a?

340

Comment: hái is used in place of yàuh by some speakers, with
no difference in meaning.

Ex: Hái nídouh, dím heui   How do you get to the
T**ī**ns**ī**ng Máhtàuh a?   Star Ferry from here?
or Yàuh nídouh, dím
heui T**ī**ns**ī**ng Máhtàuh
a?

---

7. Expansion Drill

Ex: T: /W**í**hng**Ŏ**n G**ū**ngs**ī**/   T: The Wing**Ŏ**n Company

S: Chéng mahn néih, dím   S: Can you please tell me how to
heui W**í**hng**Ŏ**n G**ū**ng-   get to the Wing**Ŏ**n Company?
s**ī** a?

1. /Jùnggwok Jáug**ā**/   1. Chéng mahn néih, dím heui
Jùnggwok Jáug**ā** a?

2. /Jùngwàahn Gàaisíh/   2. Chéng mahn néih, dím heui
Jùngwàahn Gàaisíh a?

3. /T**ī**ns**ī**ng Máhtàuh/   3. Chéng mahn néih, dím heui
T**ī**ns**ī**ng Máhtàuh a?

4. /Gáulùhng W**í**hng**Ŏ**n G**ū**ngs**ī**/   4. Chéng mahn néih, dím heui
Gáulùhng W**í**hng **Ŏ**n G**ū**ngs**ī**
a?

5. /Nèihd**ē**un Douh/   5. Chéng mahn néih, dím heui
Nèihd**ē**un Douh a?

---

8. Alteration Drill

Ex: T: Gwo sàam gàan,   T: Pass three buildings, then
jauh dou laak.   (you) arrive. (i.e., It's
just 3 buildings away.)

S: Gwojó daih sàam gàan, S: When you've passed the third
jauh dou laak.   building, then you're there.

+ 1. Gwo sàam go gàaiháu, jauh   1. Gwojó daih sàam go gàaiháu,
dou laak.   jauh dou laak.
Pass three intersections   When you've passed the
[street-mouth], and there   third intersection, it's
it is.   right there.

2. Gwo y**ā**t gàan, jauh haih laak. 2. Gwojó daih y**ā**t gàan, jauh
haih laak.

3. Gwo sàam gàan, jauh jyun jó.   3. Gwojó daih sàam gàan, jauh
jyun jó.

341

4. Gwo sei go gàaiháu, jauh
   jyun yauh.

5. Gwo léuhng gàan, jauh táidóu
   laak.

6. Gwo sàam go gàaiháu, jauh tìhng
   lā.

4. Gwojó daih sei go gàaiháu,
   jauh jyun yauh.

5. Gwojó daih yih gàan, jauh
   táidóu laak.

6. Gwojó daih sàam go gàaiháu,
   jauh tìhng lā.

    Comment: -jó may be added to gwo in left hand column, but not
        subtracted from right hand. Instead of gwojó on
        right, hàahngdou is permissable.

---

9. Alteration Drill

    Ex: T: Gwojó Méihgwok Jáu-
        dim, jauh jyun yauh.

        S: Méihgwok Jáudim
        gwodí, jyun yauh.

    T: After you pass the Hilton,
       turn right.

    S: Beyond the Hilton, turn right.

1. Gwojó Jùngwàahn Gàaisíh, jauh
   jyun yauh.

2. Gwojó WìhngŌn Gūngsī, jauh
   haih laak.

3. Gwojó Màhnwàh Jáudim, jauh
   jyun jó.

4. Gwojó Nèihdēun Douh, jauh
   haih laak.

5. Gwojó daih sàam go gàaiháu,
   jauh jyun yauh.

1. Jùngwàahn Gàaisíh gwodí,
   jyun yauh.

2. WìhngŌn Gūngsī gwodí, jauh
   haih laak.

3. Màhnwàh Jáudim gwodí, jyun
   jó.

4. Nèihdēun Douh gwodí, jauh
   haih laak.

5. Daih sàam go gàaiháu gwodí,
   jyun yauh.

---

10. Substitution Drill: Repeat the first sentence after the teacher,
    then substitute as directed.

1. Mhgòi néih heui Jùngwàahn sìn,
   yìhnhauh heui Gáulùhng.
   Please go to the Central
   District first, and after
   that go to Kowloon.

2. /Méihgwok Ngàhnhòhng/
   /Jùngwàahn Gàaisíh/

3. /Màhnwàh Jáudim/
   /WìhngŌn Gūngsī/

1. Mhgòi néih heui Jùngwàahn
   sìn, yìhnhauh heui Gáu-
   lùhng.

2. Mhgòi néih heui Méihgwok
   Ngàhnhòhng sìn, yìhnhauh
   heui Jùngwàahn Gàaisíh.

3. Mhgòi néih heui Màhnwàh
   Jáudim sìn, yìhnhauh heui
   WìhngŌn Gūngsī.

4. /Jùnggwok Jáugā/
   /Tīnsīng Màhtàuh/

4. Ṁhgòi néih heui Jùnggwok
   Jáugā sīn, yìhnhauh heui
   Tīnsīng Màhtàuh.

5. /séjihlàuh/fàan ūkkéi/

5. Ṁhgòi néih heui séjihlàuh
   sīn, yìhnhauh fàan ūkkéi.

---

11. Expansion Drill

1. /heui máaih yéh/
   /fàan hohk/

1. Ngóh séung heui máaih yéh
   sīn, yìhnhauh fàan hohk.
   I think I'll go shopping
   first, and after that go
   to school.

2. /heui yám chàh/fàan gùng/

2. Ngóh séung heui yám chàh
   sīn, yìhnhauh fàan gùng.

3. /heui taam Wòhng Táai/
   /heui wán Léih Síujé/

3. Ngóh séung heui taam Wòhng
   Táai sīn, yìhnhauh heui
   wán Léih Síujé.

4. /heui Jùngwàahn Gàaisíh/
   /fàan ūkkéi/

4. Ngóh séung heui Jùngwàahn
   Gàaisíh sīn, yìhnhauh
   fàan ūkkéi.

5. /yám būi chàh/
   /chēutheui mùhnháu dáng kéuih/

5. Ngóh séung yám būi chàh sīn,
   yìhnhauh chēutheui mùhnháu
   dáng kéuih.

↔ 6. /wuhn sāam/dá dihnwá giu chē/
   /change clothes/phone for
   a cab/

6. Ngóh séung wuhn sāam sīn,
   yìhnhauh 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: Ngóh yàuh deihhá   S: I walked from the ground floor
       hàahng séuhng   up to the 1st floor.
       (heui) yih láu.

2. T: /sàam láu/yih láu/   T: /2nd floor/1st floor/

   S: Ngóh yàuh sàam   S: I walked from the 2nd floor
      láu hàahng lohk   down to the 1st floor.
      (heui) yih láu.

1. /yih láu/deihhá/   1. Ngóh yàuh yih láu hàahng
                                   lohk (heui) deihhá.

343

2. /sàam láu/ǹgh láu/

2. Ngóh yàuh sàam láu hàahng
   séuhng (heui) ǹgh láu.

3. /luhk láu/sei láu/

3. Ngóh yàuh luhk láu hàahng
   lohk (heui) sei láu.

4. /chāt láu/baat láu/

4. Ngóh yàuh chāt láu hàahng
   séuhng (heui) baat láu.

5. /baat láu/luhk láu/

5. Ngóh yàuh baat láu hàahng
   lohk (heui) luhk láu.

---

13. Expansion Drill: Students should gesture the directions.

Ex: T: Ngóh hái sàam láu.   I am on the 2nd floor.
    /sei láu/   /3rd floor/

    S: Ngóh hái sàam láu,   I am on the 2nd floor, now
       yìhgā séuhng sei láu.   I'm going up to the 3rd
                                floor.

1. Ngóh hái yih láu. /sàam láu/   1. Ngóh hái yih láu, yìhgā
                                      séuhng sàam láu.

2. Ngóh hái sàam láu. /yih láu/   2. Ngóh hái sàam láu, yìhgā
                                      lohk yih láu.

3. Ngóh hái deihhá. /yih láu/   3. Ngóh hái deihhá, yìhgā
                                      séuhng yih láu.

4. Ngóh hái yih láu. /deihhá/   4. Ngóh hái yih láu, yìhgā lohk
                                      deihhá.

5. Ngóh hái deihhá. /sei láu/   5. Ngóh hái deihhá, yìhgā
                                      séuhng sei láu.

---

14. Expansion Drill

Ex: T: Ngóh hái Dākfuh   T: I am at Des Voeux Road
       Douh Jùng.   Central. /Wing On Company/
       /Wìhng Ōn Gūngsí/

    S: Ngóh hái Dākfuh Douh   S: I'm at Des Voeux Road Central,
       Jùng, yìhgā ngóh   now I'm going into Wing On
       yahpheui Wìhng Ōn   Company to wait for you.
       Gūngsí dáng néih.

1. Ngóh hái Dākfuh Douh Jùng.   1. Ngóh hái Dākfuh Douh Jùng,
   /Jùngwàahn Gàaisíh/   yìhgā ngóh yahpheui
                                   Jùngwàahn Gàaisíh dáng
                                   néih.

344

2. Ngóh hái Wíhng Ōn Gūngsī. /Dākfuh Douh Jùng/	2. Ngóh hái Wíhng Ōn Gūngsī, yìhgā ngóh chēutheui Dākfuh Douh Jùng dáng néih.
3. Ngóh hái Méihgwok Ngàhnhòhng. /Daaih Douh Jùng/	3. Ngóh hái Méihgwok Ngàhnhòhng, yìhgā ngóh chēutheui Daaih Douh Jùng dáng néih.
4. Ngóh hái Daaih Douh Jùng. /Méihgwok Ngàhnhòhng/	4. Ngóh hái Daaih Douh Jùng, yìhgā ngóh yahpheui Méihgwok Ngàhnhòhng dáng 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.
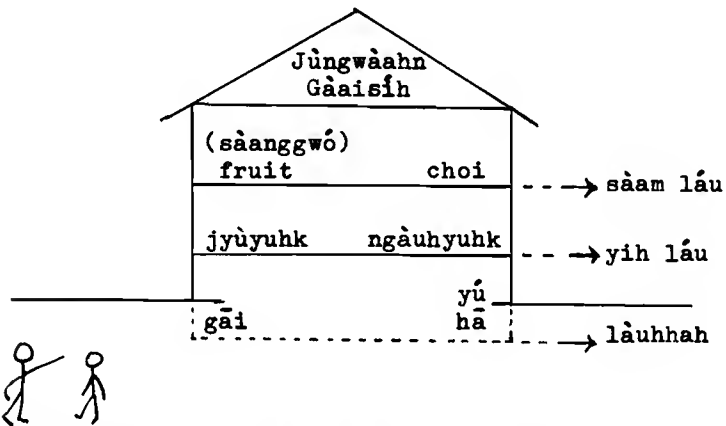
1. Maaih gāi gó go bouhfahn hái bīndouh a?	1. Làuhhah jósáubihn.
2. Maaih choi gó go bouhfahn hái bīndouh a?	2. Sàam láu yauhsáubihn.
3. Bīndouh yáuh pìhnggwó tùhng cháang maaih a?	3. Sàam láu jósáubihn.
4. Bīndouh yáuh jyùyuhk maaih a?	4. Yih láu jósáubihn.
5. Maaih hā gó go bouhfahn hái bīndouh a?	5. Làuhhah yauhsáubihn.
6. Bīndouh yáuh yú maaih a?	6. Làuhhah 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 <u>làuhhah</u> instead of <u>deihhá</u>.

---

16. Response Drill


```
                    Gūngsī

        hàaih              bou
        fu              lāangsāam      --→ sei láu

        bīu jūng
        bāt                syù         --→ sàam láu

                           gāng
        būi                wún         --→ yih láu

        sēutsāam           maht
        yúhlàu             jē          --→ deihhá
```
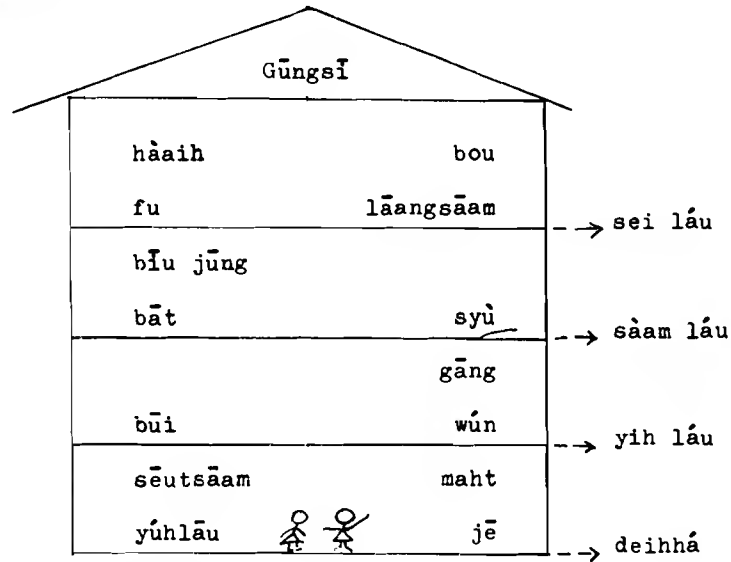
Ex: 1. T: Máaih hàaih   T: What floor do I go up to
        séuhng géi   buy shoes?
        láu a?

     S: Séuhng sei láu   S: Go up to the 3rd floor.
        lā.

    2. T: Máaih jē hái géi   T: What floor do you buy umbrellas
        láu a?   on?

     S: Hái deihhá.   S: On the ground floor.

1. Máaih lāangsāam séuhng géi   1. Séuhng sei láu lā!
   láu a?

2. Máaih bāt séuhng géi láu a?   2. Séuhng sàam láu lā!

3. Máaih jē hái géi láu a?   3. Hái deihhá.

4. Máaih syù hái géi láu a?   4. Hái sàam láu.

5. Máaih hàaih séuhng géi láu a?   5. Séuhng sei láu lā!

6. Máaih bīu séuhng géi láu a?   6. Séuhng sàam láu lā!

7. Máaih sēutsāam hái géi láu a?   7. Hái deihhá.

8. Máaih bou hái géi láu a?   8. Hái sei láu.

9. Máaih būi hái géi láu a?   9. Hái yih láu.

10. Máaih fu séuhng géi láu a?   10. Séuhng sei láu 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 yùhlàu 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:

B. And he responds:

1. Where did we read to last time?

1. We read to page 300.

2. What lesson did we read last time?

2. Lesson 14.

3. Could you please tell me how to get to the Mandarin Hotel?

3. Go straight, and when you get to the 3d intersection, turn left. Go two blocks and you'll be there.

4. How do you get to the Central Market from here?

4. Turn left at the next intersection and it's two blocks down.

5. (in a dept store:) Where is the umbrella department?

5. On the ground floor.

6. Where is the shoe department?

6. Go up to the 1st floor.

7. I'm going down to the ground floor to buy a raincoat I'll wait for you there, OK?

7. Wait just a sec, and I'll go with you.

8. Turn left just beyond the library.

8. You can't turn in there-- I'll stop at the intersection, OK?

9. What's for sale on the 4th floor?

9. Sweaters and shoes and fabrics.

10. Go up to the 3d floor first, then go down to the 1st floor.

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.	chēutlàih	v:	come out
6.	chēutbihn	PW:	outside, exterior
7.	dá dihnwá giu chē	VP:	phone for a cab
8.	dáhòi	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.	duhkdou...	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.	hái	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 Gàaisíh	PW:	Central Market
24.	-làih	Vsuf:	attaches to verbs of motion, indicating direction towards the speaker
25.	làuhhah	PW:	[floor-below] downstairs
26.	làuhseuhng	PW:	[floor-above] upstairs
27.	lohk	v:	descend
28.	lohkheui	v:	go down
29.	louhyàhn	n:	pedestrian
30.	séuhng	v:	ascend
31.	seuhngbihn	PW:	above; on top
32.	seuhngchi	TW:	last time
33.	...sin, yìhnhauh...	PCj:	...first, then...
34.	wuhn sāam	VO:	change clothes
35.	yàhn	n:	someone
36.	yàuh	prep:	from
37.	yìhn(jì)hauh	Cj:	afterwards, then
38.	yihp	m:	page

349

IV. CONVERSATIONS FOR LISTENING

Lesson Two

1. At a party:

   Man   : Síujé gwaising a?

   Woman: Ngóh sing Chàhn. Sīnsàang gwaising a?

   Man   : Síusing Hòh. Chàhn síujé haih m̀haih Gwóngdùngyàhn a?

   Woman: M̀haih a. Ngóh haih Seuhnghóiyàhn. Néih nē? Néih haih m̀haih
   Méihgwokyàhn a?

   Man   : Haih a. Ngóh haih Méihgwokyàhn.

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 m̀haih Gwóngdùngyàhn a?

   Second student: Haih.

   First student: Néih pàhngyáuh haih m̀haih dōu haih Gwóngdùngyàhn a?

   Second student: M̀haih a. Kéuih haih Seuhnghóiyàhn.

Lesson Three

   The following conversations take place among
   some university students between classes.

1. A: Léih Sàang sīk m̀sīk góng Yahtbúnwá a?

   B: Sīk sèsíu.

   A: Gám, kéuih sīk m̀sīk góng Yīngmán nē?

   B: Dōu sīk sèsíu.

   A: Bīngo gaau kéuih góng Yīngmán ge nē?

   B: Haih Wòhng Sàang gaau kéuih ge.

2. A: Néih sīk m̀sīk góng Gwokyúh a?

   B: Deuim̀jyuh. Ngóh tèng m̀chingchó - m̀gòi néih joi góng yātchi.

   A: Néih sīk m̀sīk góng Gwokyúh a?

   B: Sīk sèsíu jē.

   A: Gám, néih sīk m̀sīk Yīngmàhn nē?

   B: Sīk góng, m̀sīk sé. Néih nē?

   A: Ngóh dōu m̀sīk. 'Yāt yih sàam' dōu m̀sīk góng.

350

IV. CONVERSATIONS FOR LISTENING

Lesson Two

1. At a party:

Man   : Síujé gwaising a?

Woman: Ngóh sing Chàhn. Sīnsàang gwaising a?

Man   : Síusing Hòh. Chàhn síujé haih m̀hhaih Gwóngdùngyàhn a?

Woman: M̀hhaih a. Ngóh haih Seuhnghóiyàhn. Néih nē? Néih haih m̀hhaih
        Méihgwokyàhn a?

Man   : Haih a. Ngóh haih Méihgwokyàhn.

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 m̀hhaih Gwóngdùngyàhn a?

Second student: Haih.

First student: Néih pàhngyáuh haih m̀hhaih dōu haih Gwóngdùngyàhn a?

Second student: M̀hhaih a. Kéuih haih Seuhnghóiyàhn.

Lesson Three

             The following conversations take place among
             some university students between classes.

1. A: Léih Sàang sīk m̀hsīk góng Yahtbúnwá a?

   B: Sīk sèsíu.

   A: Gám, kéuih sīk m̀hsīk góng Yīngmán nē?

   B: Dōu sīk sèsíu.

   A: Bīngo gaau kéuih góng Yīngmán ge nē?

   B: Haih Wòhng Sàang gaau kéuih ge.

2. A: Néih sīk m̀hsīk góng Gwokyúh a?

   B: Deuim̀hjyuh. Ngóh tèng m̀hchīngchó - m̀hgòi néih joi góng yātchi.

   A: Néih sīk m̀hsīk góng Gwokyúh a?

   B: Sīk sèsíu jē.

   A: Gám, néih sīk m̀hsīk Yīngmàhn nē?

   B: Sīk góng, m̀hsīk sé. Néih nē?

   A: Ngóh dōu m̀hsīk. 'Yāt yih sàam' dōu m̀hsīk góng.

3. A: Néih gaau bĭngo Gwóngdùngwá a?

   B: Ngóh gaau Wòhng Táai.

   A: Kéuih haih m̀hhaih Méihgwokyàhn a?

   B: M̀hhaih. Kéuih haih Yĭnggwokyàhn.

   A: Kéuih sĭk m̀hsĭk sé Jùngmàhn nē?

   B: M̀hsĭk. Kéuih hohk góng, daahnhaih m̀hhohk sé.

   A: Kéuih hohk m̀hhohk Gwokyúh a?

   B: Ngóh m̀hjĭdou a.

Lesson Four

1. Man   : Ngóh go bĭu maahn sèsíu. Néih go haih m̀hhaih a?

   Woman: M̀hhaih. Ngóh go haih jéun ge.

   Man   : Gám, yĭhgā géidímjūng a?

   Woman: Yĭhgā ngāamngāam sahpyih dím.

   Man   : Ngóh go bĭu yĭhgā haih sahpyāt dím daahp sahp.

   Woman: Gám, néih go maahn léuhnggojih.

2. Woman: Yĭhgā haih m̀hhaih baat dím sàamgogwāt a?

   Man   : M̀hhaih. Ngóh go bĭu yĭhgā haih baat dím daahp baat jē.

   Woman: Néih go bĭu jéun m̀hjéun a?

   Man   : Jéun. M̀hfaai m̀hmaahn.

   Woman: Gám, ngóh go faai yāt go jih.

   Man   : Waahkjé haih.

3. Woman: Jóusàhn, Wòhng Sàang. Néih jĭ m̀hjĭ yĭhgā géidímjūng a?

   Man   : A, jóusàhn, Chàhn Síujé. Ngóh go bĭu yĭhgā haih gáu dím daahp yāt.

   Woman: Néih go bĭu haih m̀hhaih faai sèsíu a?

   Man   : Waahkjé haih. Ngóh m̀hjĭ.

   Woman: Néih jĭ m̀hjĭ Léih Táai géidímjūng hohk Gwóngdùngwá a?

   Man   : Ngóh jĭdou. Haih sahp dím 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, m̀hgòi.

Hostess: Sihk béng lā.

Guest: Hóu aak, m̀hgòi.

Hostess: Sihk yĭn 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 Sàang sàam dím bun yiu yám chàh.

Servant : Sihk m̀hsihk béng a?

Mrs. Wong: Sèsíu 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 tiuh fu. Nī léuhng tiuh yiu géidò chín a?

Clerk: Nī tiuh sahpbaat mān, gó tiuh yahyih mān.

Customer: Gám, ngóh máaih nī tiuh lā.

2. In a department store:

Customer: Nī gihn sēutsāam haih m̀hhaih yahsei mān a?

Clerk   : M̀hhaih. Haih yahgáu mān.

Customer: Gó gihn dōu haih yahgáu mān, haih m̀hhaih nē?

Clerk   : Haih. Néih haih m̀hhaih léuhng gihn dōu máaih nē?

Customer: M̀hhaih. Ngóh máaih nī gihn, m̀hmáaih gó gihn.

3. In a department store:

Clerk   : Máaih mēyéh a?

Customer: Ngóh séung máaih séutsāam. Nĺ gihn géidò chĺn a?

Clerk   : Nĺ gihn sahpyih māan jō. 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 chĺn jí a?

   Clerk   : Go baat ngàhnchĺn. Oi géidō jí a?

   Customer: Oi léuhng jí.

   Clerk   : Sái m̀hsái máaih yĺnjái a?

   Customer: Hóu, béi bāau ngóh lā!

2. Customer: Nĺ dĺ bou géidō chĺn máh a?

   Clerk   : Yahsàam go bun. Néih yiu géido máh a?

   Customer: Ngóh m̀hyiu laak. Gó dĺ nē? Géidō chĺn máh a?

   Clerk   : Gó dĺ sahpsàam go bun ngàhnchĺn máh. Néih máaih m̀hmáaih a?

   Customer: Hóu. Ngóh oi léuhng máh.

   Clerk   : Yahchāt māan léuhng máh lā.

3. Clerk   : Máaih mēyéh a?

   Customer: Ngóh séuhng máaih dĺ ngàuhyuhk. Dĺm máaih nē?

   Clerk   : Nĺ dĺ sei go baat ngàhnchĺn gàn. Gó dĺ chāt go bun
                ngàhnchĺn gàn.

   Customer: Béi sàam gàn gó dĺ ngóh lā.

   Clerk   : Sàam gàn yahyih go bun.

   Customer: Ngóh dōu séung oi léuhng gàn nĺ dĺ.

   Clerk   : Hóu aak, gàn go luhk ngàhn chĺn lā.

Lesson Eight

1. In a department store:

   Clerk   : Jóusàhn. Séung máaih mēyéh a?

   Customer: Yáuh móuh baahk séutsāam a?

   Clerk   : Haih m̀hhaih néih jeuk ga?

```
Customer: Haih.
Clerk   : Néih jeuk géidō houh a?
Customer: Sàamsahp luhk, waahkjé sàamsahp baat.
Clerk   : Nī gihn haih sàamsahpluhk.
Customer: Nī gihn mhgau daaih. Yáuh móuh sàamsahpbaat ge nē?
Clerk   : Deuimhjyuh - sàamsahpbaat ge maaihsaai laak.
```

2. In a department store:
```
Customer: Yáuh móuh baahk hàaih maaih a?
Clerk   : Yáuh. Néih jùng mhjùngyi nī deui nē?
Customer: Géi leng. Géi(dō) chín deui a?
Clerk   : Nī deui haih Méihgwok hàaih. Chāt'ahgáu mān deui.
Customer: Yáuh móuh pèhngdī ge nē?
Clerk   : Yáuh. Gó deui haih Yahtbún hàaih. Yahńgh mān deui jē.
Customer: Mhgòi néih béi deui Yahtbún ge ngóh lā.
Clerk   : Hóu aak.
```

3. In a department store:
```
Customer: Yáuh móuh maht a?
Clerk   : Yáuh. Nī dī néih jùng mhjùngyi nē?
Customer: Géi jùngyi. Dím maaih a?
Clerk   : Luhk go bun ngàhnchín deui. Néih jeuk géi houh a?
Customer: Mhjī - 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 mhoi hàaih nē?
Customer: Mhoi laak. Mhgòi.
```

4. At a grocery store:
```
Customer: Yáuh móuh tòhng maaih a?
Clerk   : Yáuh. Máaih géidō bohng nē? Ńgh bohng gau mhgau a?
Customer: Mhsái gam dò. Léuhng bohng gau laak. A! Ngóh séung oi dī
          ngàuhyuhk, dím maaih a?
Clerk   : Sei go baat ngàhnchín gàn.
Customer: Béi yāt gàn ngóh lā.
Clerk   : Hóu.
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354

<u>Lesson Nine</u>

1. Mr. Wong phones Mrs. Ho:

   Amah   : Wéi.

   Caller : Haih m̀haih chāt-sàam-lìhng-sei-ńgh-lìhng a?

   Amah   : M̀hgòi néih daaihsēngdī. Ngóh tèng m̀hchīngchó.

   Caller : Chāt-sàam-lìhng-sei-ńgh-lìhng, haih m̀haih a?

   Amah   : Haih. Wán bīngo a?

   Caller : M̀hgòi néih giu Hòh Táai tèng dihnwá lā.

   Amah   : Hóu. Dáng (yāt)ján.

   Mrs. Ho: Wéi.

   Caller : Hòh Táai, jóusàhn.

   Mrs. Ho: Jóusàhn.

   Caller : Ngóh haih Wòhng Sàang a. Néih jī m̀hjī Chàhn Sīnsàang ge
            dihnwá géidò houh a?

   Mrs. Ho: A! Jī. Kéuih ge dihnwá haih ńgh sei sàam yih yāt lìhng.

   Caller : Hóu, m̀hgòi.

   Mrs. Ho: M̀hsái m̀hgòi.

2. Mr. Wong calls a businessman at his office:

   Secretary: Wái.

   Caller   : Wái. Haih m̀haih sàam baat luhk lìhng ńgh gáu a?

   Secretary: Haih. Wán bīnwái nē?

   Caller   : Ngóh séung wán Léih Sàang tèng dihnwá.

   Secretary: Deuim̀hjyuh laak. Kéuih chēutjó gāai bo.

   Caller   : Gám, kéuih géidímjūng fàanlàih nē?

   Secretary: Léuhng dím lèhng jūng gamseuhnghā lā.

   Caller   : Hóu. M̀hgòi néih.

   Secretary: M̀hsái m̀hgòi.

3. Mr. Ho telephones Mr. Chan:

   Amah   : Wéi. Wán bīngo a?

   Caller: Wái. M̀hgòi néih giu Chàhn Sīnsàang tèng dihnwá lā.

   Amah   : Kéuih fàanjó gūng bo. Gwaising wán kéuih a?

   Caller: Sing Hòh ge. Kéuih géisìh fàanlàih nē?

   Amah   : M̀hjī bo.

   Caller: Dáng kéuih fàanlàih m̀hgòi néih giu kéuih dá dihnwá béi ngóh
           lā. Ngóh ge dihnwá haih....

355

Amah   : Ñhgòi néih dáng yātján; ngóh ló jí bāt sìn. Wéi, néih ge
          dihnwá haih....

Caller: Chāt-yāt-yāt-yih-lìhng-chāt.

Amah   : Hóu lā. Kéuih fàanlàih, ngóh giu kéuih dá béi néih lā.

Lesson Ten

1. Asking directions:

   A: Chéng mahn Tīnsīng Máhtàuh hái bīndouh a?

   B: Hái Màhnwàh Jáudim deuimihn.

   A: Ngóh ñhjí Màhnwàh Jáudim hái bīndouh bo.

   B: Nē -- hái gó bihn gó gàan - néih tái ñhtáidóu a?

   A: A, táidóu. Ñhgòisaai.

   B: Ñhsái ñhgòi.

2. Two friends discuss restaurants:

   A: Néih séjihlàuh hái ñhhái Hèunggóng nī bihn a?

   B: Hái. Hái Daaih Douh Jūng.

   A: Gódouh jógán yáuh móuh hóu ge chàhlàuh a?

   B: Yáuh. Ngóh séjihlàuh gaaklèih yáuh gàan hóu hóu ga. Ngóh hóu
      jungyi hái gódouh yám chàh ga.

   A: Ngóh séjihlàuh jógán ge chàhlàuh dōu ñhhaih géi hóu, daahnhaih
      yáuh gàan géi hóu ge chāansāt. Ngóh jùngyi hái gódouh sihk
      ngaan.

3. Mrs. Ho compliments Miss Wong on her sweater:

   Mrs. Ho   : Néih gihn lāangsāam hóu leng. Hái bīndouh máaih ga?

   Miss Wong: Hái Jùngwàahn yāt gàan gūngsī máaih ge.

   Mrs. Ho   : Bīn gàan nē?

   Miss Wong: Hái ngóh séjihlàuh gaaklèih gó gàan.

   Mrs. Ho   : Haih ñhhaih hái chējaahm deuimihn 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, bīn wái a?

   Hòh Sàang : Ngóh haih Hòh Yaht-sīn a. Néih jí ñhjí Méihgwok Jáudim

hái bīndouh a? Yáuh go pàhngyáuh <u>yātján</u> sàam dím hái
gódouh dáng ngóh. Kéuih wáh ngóh jī Méihgwok Jáudím
hái Seuhnghói Ngàhnhòhng gàakléih, daahnhaih ngóh
<u>wán m̀hdóu</u>.

Léih Sàang: Méihgwok Jáudím m̀hhaih hái Seuhnghói Ngàhnhòhng gaakléih.
Hái Jùnggwok Ngàhnhòhng deuimihn. Néih jī m̀hjī Jùnggwok
Ngàhnhòhng hái bīndouh a?

Hòh Sàang : O. Gám, ngóh jī laak. M̀hgòisaai. Joigin.

      1) yātján = dángyātjahn = 'in a little while'

      2) wán m̀hdóu = can't find it, search but not success-
         ful

Lesson Eleven

1. A clerk totals the bill for a customer at a grocery store:

Clerk   : Sei jī bējáu, luhk jī heiséui, sahp go cháang...sahpsàam
       go yih lā.

Customer: Nàh, nīdouh yāt baak mān.

Clerk   : Hóu, dáng ngóh jáaufàan béi néih lā. Aiya, deuim̀hjyuh,
       m̀hgau sáanjí tìm. Néih yáuh móuh sáanjí a?

Customer: Ngóh dōu móuh bo.

Clerk   : Gám, m̀hgòi néih dáng jahn, ngóh wán yàhn cheunghòi kéuih
       lā.

Customer: Hóu lā.

Clerk   : Nīdouh jáaufàan baatsahpluhk go baat béi néih.

Customer: Néih yáuh móuh yāt mān ngán a?

Clerk   : Yáuh, néih séung yiu géidō nē?

Customer: M̀hgòi néih cheung sahp mān ngóh lā.

Clerk   : Hóu.

Customer: M̀hgòisaai.

2. At the teller's window in the bank Mr. Wong puts down a $500 bill
   and says:

Mr. Wòhng: M̀hgòi néih tùhng ngóh cheunghòi kéuih lā!

Teller   : Cheung géidō a? Haih m̀hhaih ngoisaai sahp mān jí a?

Mr. Wòhng: M̀hhaih. Oi sei jèung yāt baak mān jí, sahp jèung sahp
       mān.

Teller   : M̀hgau sahp mān jí bo. Oi gáu jèung sahp mān jí, sahp go
       yāt mān ngán, hóu m̀hhóu a?

Mr. Wòhng: Hóu, <u>oi</u> dī sáangán dōu hóu.

      1) oi = here: to have in your possession

357

3. Talking about a borrowed book:

A: Néih gàmyaht mhgeidāk daai gó bún syù fàanlàih béi ngóh a?

B: Aiya! Mhgeidāk tìm! Jànhaih deuimhjyuh laak! Néih géisìh (géisí) yiu yuhng a?

A: Ngóh dáng jahn yiu ga. Yātján ngóh hohk Yìngmán móuh syù tái, mhdāk ge bo!

B: Gám, ngóh yìhgā fàan ūkkéi ló béi néih lā.

A: Yiu fàan ūkkéi ló àh. Mhhóu laak. Néih jí mhjí nìdouh bīngo yáuh nī bún syù hóyíh jejyuh béi ngóh sìn ga?

B: A! Chàhn Sàang dōu yuhng gó bún syù hohk Yìngmán, dáng ngóh giu kéuih je béi néih lā.

A: Hóu aak! Mhgòisaai.

    1) gàmyaht = today

    2) yātján = dángyātjahn = '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, tùhng 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 sīnsàang giu ngóh daai kéuih tái Jèung Yīsāng. Kéuih haih ngóhdeih gè pàhngyáuh.

Wòhng Táai: Bīn go Jèung Yīsāng a? Haih mhhaih Seuhnghói Ngàhnhòhng gó go a?

Léih Táai : Móuh cho, haih kéuih laak.

Wòhng Táai: Gám, ngóh sung néihdeih heui lā. Ngóh ngāamngāam yiu heui ngàhnhòhng ló chín.

Léih Táai : Hóu aak. Mhgòisaai 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 yìhgā yiu heui ngóh néuipàhngyáuh ūkkéi taam kéuih màhmā.

358

A: Kéuih màhmà yáuh mēyéh sih a?

B: Móuh mēyéh sih. Kéuih giu ngóh heui kéuihdeih douh sihk faahn jē.

A: O--kéuihdeih jyuh hái bīn a?

B: Kéuihdeih ngàamngàam jyuh hái néih hauhbihn.

A: Haih mē? Gám, ngóh sung néih heui lā.

B: Ṁhgòisaai.

1) Yáuh mēyéh sih a? = What's going on?

2) Móuh mēyéh sih = Nothing special.

3. Mr. and Mrs. Lee at home:

Léih Táai : Ngóh yātján yiu heui gūngsī máaih yéh. Néih yáuh móuh
chín a?

Léih Sàang: Ngóh dāk sèsíu ja. Ngóh ngàamngàam séung heui ngàhnhòhng
ló chín. Néih géidímjūng cheutgaai a?

Léih Táai : Hmmm...Ngóh yiu dáng Hòh Táai dihnwá bo.

Léih Sàang: Gám...Ngóh yìhgā heui ngàhnhòhng ló chín sìn. Néih
yātján làih ngóh sèjihlàuh ló chín, hóu ṁhhóu a?

Léih Táai : Hóu! ...A, ...néih yáuh móuh yéh yiu máaih a?

Léih Sàang: Móuh laak.

1) ngàamngàam séung heui = just thinking of going

2) yātján = 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 yàhn haih ṁhhaih néih
pàhngyáuh a?

B: Haih bo! Ṁhgòi néih fàanjyuntàuh lā. Ngóh yáuh dī yéh séung wah
kéuih jī ge.

A: Hóu aak. Kéuih haih ṁhhaih sing Jèung ga?

B: Ṁhhaih, kéuih sing Chàhn ge.

A: Kéuih giujouh mēyéh méng a?

B: Kéuih giujouh Gwok-wàh.

A: Chàhn Gwok-wàh...Hmm...Gám, ṁhhaih laak.

B: Ṁhhaih mēyéh a?

A: Kéuih ṁhhaih Léih Síujé ge nàahmpàhngyáuh laak.

2. A young girl calls home:

Wòhng Táai: Wéi!

Sìu-Yìng   : Wéi, màhmā àh? Ngóh haih Sìu-Yìng a. Ngóh yìhgā hái
             Màhnwàh Jáudim yám chàh. Néih làih m̀hlàih a?

Wòhng Táai: Néih tùhng bīngo yám chàh a?

Sìu-Yìng   : Ngóh tùhng Hòh Méi-Wàh. Nīdouh dī béng hóu leng ga.
             Néih làih lā.

Wòhng Táai: Néih yáuh pàhngyáuh hái douh, ngóh m̀hlàih la.

Sìu-Yìng   : Làih lā, màhmā, ngóh séung néih <u>yātján</u> tùhng ngóh heui
             máaih yéh a.

Wòhng Táai: Gám àh, sái m̀hsái ngóh jà chē làih ā?

Sìu-Yìng   : Nījógán hóu sìu wái paak chē ge bo. Néih giu <u>dīksí</u> làih
             lā.

Wòhng Táai: Hóu lā, ngóh jauh làih laak.

                1) yātján = in a little while

                2) dīksí = taxi

3. Asking directions:

   A: Chéng mahn nī tiuh haih m̀hhaih Daaih Douh Jùng a?

   B: M̀hhaih, néih hái nīdouh yātjihk heui, haahng dou daih sàam go
      <u>gàaiháu</u> gó tiuh jauh haih laak.

   A: O, m̀hgòi.

                        (He goes on...)

   A: Chéng mahn, Daaih Douh Jùng ńgh baak lìhng sei houh hái m̀hhái
      nījógán a?

   C: Ńgh baak lìhng sei houh àh. Nē, chìhnbihn yauhsáubihn daih sàam
      gàan jauh haih laak.

   A: Gó douh yáuh móuh wái paak chē ga?

   C: <u>Hóu chíh</u> móuh bo.

   A: Hóu. M̀hgòisaai.

                1) gàaiháu = intersection [street-mouth]

                2) hóu chíh = very likely..., most likely...

4. Passenger and taxi driver:

   A: M̀hgòi Nèih Dèun Douh, ńgh baak yihsahp sei houh.

   B: Hóu.

                        (They ride for awhile)

   A: Gwojó daih yih go gàaiháu yauhbihn, tìhng chē lā.
      <u>Ei</u>! Gwojó la, m̀hgòi néih tanhauh sèsíu lā.

   B: O, m̀hdāk bo, hauhbihn yáuh chē làih, m̀hhóyíh tanhauh.

                1) Ei! = mild exclamation

                2) gwojó la = here: we've overshot it, we've passed it. gwo =
                   pass by

360

A: Gám, joi <u>sái</u> gwodī, fàanjyuntàuh lā.

B: Dāk.

> The driver makes a U-turn at the
> intersection and goes back)

A: Hóu. Hái douh tìhng.

> (He pays the driver $3 for the $2.70 ride)

    Ṁhsái jáau la.

B: Dòjeh.

    1) sái = drive

Lesson Fourteen

  1. Lunchtime:

Wòhng Sàang: A, Léih Síujé. Heui bīndouh a?

Léih Síujé : O, Wòhng Sàang. Ngóh <u>ngāamngāam fòng gùng</u>. Néih nē?

Wòhng Sàang: Ngóh ngāamngāam hái ngàhnhòhng ló chín fàanlàih. Sihk
        faahn meih a?

Léih Síujé : Meih a! Néih nē?

Wòhng Sàang: Ngóh dōu meih a, ngóh chéng néih heui sihk faahn lā,
        hóu ṁhhóu a?

Léih Síujé : Hóu aak, heui bīn gàan nē?

Wòhng Sàang: Gwóngjàu Jáugā dī <u>yìhm guhk gāi</u> hóu leng ga, néih
        sihkgwo meih a?

Léih Síujé : Meih sihkgwo.

Wòhng Sàang: Gám, ngóhdeih heui siháh lā.

> (They arrive at the restaurant)

Wòhng Sàang: Fógei! Ngóhdeih séung yiu jek yihm guhk gāi, mm...Léih
        Síujé, juhng yiu meyéh choi tìm nē?

Léih Síujé : <u>Gaailáan cháau ngàuhyuhk</u> lā, mm...yāt jek gāi <u>taai</u> dò,
        ngóhdeih sihk ṁhsaai, yiu bun jek jauh gau la, joi
        dím go <u>sài yèuhng choi tòng</u>, hóu ṁhhóu a?

Wòhng Sàang: A. Hóu, Léih Síujé jànhaih sīk dím choi ge laak. Fógei
        ṁhgòi néih faai dī bo.

    1) ngāamgnāam = just now

    2) fòng gùng = leave work, get off from work

    3) yìhm guhk gāi = salt-roasted chicken

    4) gaailáan cháau ngàuhyuhk = stir fried beef and
                           broccoli

    5) taai = too

    6) sài yèuhng choi tòng = watercress soup

361

Léih Síujé : Nídouh dí choi jànhaih mhcho, ngóh dōu yiu daai ngóh
            māhmā làih siháh.

                    (They finish eating)

Wòhng Sàang: Fógei, màaihdāan.

Fógei   : Sīnsàang, yahsàam mān lā!

Wòhng Sàang: Nídouh yah ńgh mān, mhsái jáau laak.

Léih Síujé : Wòhng sīnsàang, dòjehsaai bo.

Wōhng Sàang: Mhsái haakhei.

2. Miss Lee takes her foreign friend to a restaurant for lunch:

A: Nī gàan jáugā mhcho ga. Dí yéh yauh pèhng yauh leng.

B: O. Haih mē?

A: Wai, fógei! Mhgòi néih níng go choipáai làih táiháh lā.

W: Hóu. Jauh làih.

A: Nídouh yáuh Gwóngdùng choi, Seuhnghói choi. Néih séung sihk bīn
   yeuhng nē?

B: Ngóh séung siháh Gwóngdùng choi. Mhgòi néih gaaisiuhháh lā.

A: Gám, dím go yúhjyù, joi yiu go daaih hā. Hóu mhhóu a?

B: Hóu aak. <u>Giu go Yèuhngjàu cháau faahn</u> siháh lā.

A: Mmm...Néih séung oi go mēyéh tòng tìm nē?

B: <u>Sàiyèuhngchoi tòng</u> lā.

A: A, fógei, mhgòi ló dò léuhng jì heiséui làih lā.

B: Mmm, dí cháau faahn tùhng daaih hā jànhaih mhcho laak.

A: Sihk dōdí tìm lā! Mhhóu haakhei a.

B: Gau la! Dòjehsaai.

A: Fógei! Màaihdāan!

        1) giu = order, call for (without having to look at a listed
           menu)

        2) Yèuhngjàu cháau faahn = Yangchow fried rice

        3) Sàiyèuhngchoi tòng = watercress soup

3. Deciding where to eat:

A: Néih jùngyi sihk mēyéh nē?

B: Néih wah lā, ngóh mēyéh dōu sihk gé.

A: Gám, néih séung sihk Jùngchoi yìkwaahk sàichāan nē?

B: Dōu dāk; néih wah lā.

A: Gam, ngóhdeih heui sihk Gwóngdùng choi, hóu mhhóu a?

B: Hóu! Néih jì mhjì bīndouh ge Gwóngdùng choi hóusihk a?

A: Jùnggwok Chàhlàuh ge géi hóu. Heui gódouh, hóu m̀hhóu a?

B: Hóu aak. Jà m̀hjà chē heui nē?

A: M̀hsái la. Jùnggwok Chàhlàuh hái deuimihn jē. Ngóhdeih hàahng heui lā.

4. Time for lunch. Two women friends:

A: A! Yìhgā jauh <u>faai</u> sahp-yih dím la. Ngóhdeih heui sihk aan sin, hóu m̀hhóu a?

B: Hóu aak!

A: Nīdouh jógán yáuh gàan hóu <u>yáuh méng</u> ge Gwóngdùng jáugā. Ngóh daai néih heui siháh lā.

B: Hóu a.

<center>(In the restaurant a waiter
gives them a menu card:)</center>

Waiter: Léuhng wái séung dím dī mēyéh choi nē?

A   : Wòhng Táai, néih jùngyi sihk dī mēyéh a?

B   : Ngóh m̀hsīk dím ga. Néih gaaisiuh géi yeuhng jauh dāk la.

A   : Gám, ngóh dím géi yeuhng nīdouh yáuh méng ge béi néih siháh lā. Fógei, yiu go <u>gùlòu yuhk</u>, yāt go daaih hā, <u>dōu yiu sai ge</u>.

B   : Joi yiu yāt go jyùhuhk tòng, hóu m̀hhóu a?

A   : Hóu aak! Fógei, juhng yiu yāt go jyùyuhk tòng tìm. Faaidī bo.

Waiter: Hóu.

A   : Wòhng Táai, sihk dōdī lā.

B   : Gau la--nīdouh 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! Màaihdāan. (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

<center>363</center>

Lesson Fifteen

1. Asking directions:

   A: Chéng mahn néih, Méihgwok Gūngsī hái bīndouh a?

   B: Hái Dāk Fuh Douh Jùng.

   A: Yáuh nīdouh dím heui a?

   B: Hái nīdouh yātjihk hàahng, gwojó daih yih go gàaiháu, yìhnhauh jyun yauh.

   A: Jyun yauh jíhauh nē?

   B: Joi yātjihk hàahng, gwojó gàaisíh, jauh haih Dāk Fuh Douh Jùng. Heuidou gódouh, néih jauh táidóu ga laak.

   A: Hóu, mhgòi.

   B: Mhsái mhgòi.

2. At a department store, looking for a friend who works there:

   A: Chéng mahn, Léih Síu-lìhng Síujé hái bīndouh a?

   B: Léih Síu-lìhng, kéuih hái bīn go bouhfahn jouh sih ga?

   A: Hái maaih làangsāam gó go bouhfahn.

   B: O, haih laak. Kéuih wah ngóh jī yáuh wái sīnsàang yiu wán kéuih, yìhgā kéuih hái yahpbihn dáng néih.

   A: Gám, ngóh hái bīndouh yahpheui a?

   B: Hmm...Néih hái nīdouh yātjihk hàahng, yìhnhauh jyunchēut jósáubihn, Léih Síujé jauh hái gódouh laak.

   A: Mhgòisaai.

   B: Mhsái mhgòi.

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 Sīnsàang hái mhhái douh a?

   B: Bīn wái Wòhng Sīnsàang a?

   A: Wòhng Wihng-yihp Sīnsàang.

   B: Mhhái nīdouh bo. Chéng néih séuhngheui sei láu mahnháh lā.

   (Goes up)

   A: Chéng mahn, Wòhng Wihng-yihp Sīnsàang hái mhhái douh a?

   C: Néih wán bīngo a? Ngóhdeih nīdouh móuh sing Wòhng ge bo.

   A: Haih mē? Deuimhjyuh bo. Daahnhaih ngóh ngāamngāam mahngwo yih láu yāt go yàhn, kéuih wah Wòhng Wihng-yihp jyuh hái sei láu ge bo.

   C: Oh! Wòhng Wihng-yihp! Kéuih haih mhhaih gaau Gwóngdùngwá ga?

   A: Móuh cho, haih kéuih laak.

C: Kéuih jyuh hái sàam láu, néih hàahng fàan lohk heui lā.

A: Hóu, m̀hgòisaai.

4. Discussing Cantonese lessons:

A: Yìhgā bīngo gaau néih góng Gwongdùngwá a?

B: Dōu haih Jèung Sàang.

A: Hohkdou daih géi fo a?

B: Daih sahpńgh fo ge la.

A: Daih sahpńgh fo góng mēyéh ga?

B: Haih góng heui gūngsī máaih yéh gé, nī fo jànhaih hóu <u>yáuh yuhng</u>. Hohkjó nī fo ngóh jauh hóyíh tùhng gūngsī ge fógei góng Gwóng-dùngwá laak.

A: Haih àh.

B: Haih a! Go fógei juhng wah ngóh ge Gwóngdùngwá hóu hóu tīm.

A: Haih ā. Néih ge Gwóngdùngwá haih m̀hcho aak.

B: Néih gám góng, ngóh jauh jànhaih m̀hhóu yisi la.

      1) yáuh yuhng = useful

GRAMMATICAL INDEX

Numbers to the left of the period refer to
lesson numbers, and those to the right, to
page numbers.

ā, ss: a (QV) + raised intonation
    for liveliness, 14.316

a, ss: sen. softener, 2.40-41

àh, ss: 'I suppose,' indicating
    rhetorical question, 8.186

aak, ss: a (QV) + -K (QV), 5.114

adjectives, 4.92; 8.183-85; as
    modifier to nouns, 8.187

adverbs, 1.25

auxiliary verbs, 3.68; compared with
    co-verbs, 12.270

bātgwo, 14.316

bīn-M?, 'which?', 8.177, 8.188

bīnwái?, substituting for gwaising?,
    9.214

bo, ss: for definiteness, 9.207

boundwords, 6.136

chéng V, 'please V', polite
    imperative, 15.336

chìhnbihn, 12.285

co-verbs, 12.270

daai, 'bring/take along', 12.272;
    'take/bring along', contrasted
    with sung, 12.282-83

daih-, ordinal prefix, 15.335

daihyih-, 1) the second, 2) the
    next, 15.335

dāk, 'OK', 11.245; 'ready', 11.245;
    with quantity phrase object,
    = 'have only X amount', have
    sufficient amount, 11.245; in
    yáuhdāk V', 'have available
    to V', 11.246

deihhá, differentiated from làuhhah
    and hahbihn, 15.334

dī, as adj. suffix, 8.185; general
    measure for mass nouns, 7.159;
    plural measure, 7.158; substi-
    tute for noun in a follow
    sentence, 7.158

dialect variations, hl tone substi-
    tuted for hf tone, 1.6; initial
    consonant l substituted for n,
    3.63; ng before words beginning
    with /a/o/u/, 4.94

directional verbs, 15.333; preceded
    by verbs of movement, 15.334

directional verb compounds, 14.314;
    position of noun object, 14.314

dò, 'additional,' 'more', bound to
    following Nu-M phrase; nominal
    construction, 14.316; patterning
    like adj., patterning like N,
    patterning like Nu, 8.188;
    'large amount' in phrases of
    indefinite amounts, 11.247-48

-dò/-síu phrases, with following
    Measure, 11.248; with following
    N, 11.247

dōu, also, both, all, 3.68; even,
    3.68

dōuhaih, 'really' as intonation
    marker lightening a blunt
    statement, 14.315

-dōu, Vsuf indicating reaching desti-
    nation or goal, 15.334

-douh, PW formant, 10.226

-dóu, Vsuf, indicating successful accomplishment of performance of the verb, 10.228

fo, 'lesson', classed as Measure, 15.336

Fres words, 6.136

ga, fusion of ge, noun-forming bound-word (QV) + ss. a (QV), 2.43

ga, ss: fusion of ss. ge, 'that's the way it is,' and ss. a, sentence softener, 11.256

gàn, 'follow', compared with gànjyuh, 12.271

gànjyuh, (follow', compared with gàn, 12.271

-ge, noun-forming boundward, 2.43

ge, as nominal, adj + ge = Noun Phrase, 8.185; suffix to adj in modification structure, 8.187; as nominal, substituting for noun, 8.187

ge, ss., matter-of-fact 'that's the way it is' connotation, 3.64

ge, as possessive marker, 9.207-08; overlap with Measure, 9.208

gé, ss. ge, 'that's the way it is' + rising intonation for uncertainty, 11.248

géi(dō)?,as interrogative number, 6.137

géi?, how many?, compared with géi, several, 6.137; compared w. géidō?, 6.137

géi, several,compared with géi? 'how many?', 6.137

go jih, omission of in time phrases, 9.210

gó, 'that', 6.136

-gwo, Vsuf, experiential verb suffix, 14,314

hahbihn, differentiated from deihá and làuhhah, 15.334

-háh, Vsuf for casualness, 5.115

haih, as first verb in series, 3.64

haih..X..laih ge, phrase frame for nouns, 7.160

hái, location verb, 10.22; in multi-verb clauses follows verbs of thrust (ex: jài, 'put,' 'place'), precedes or follows verbs of station (ex: jyuh, 'live'), 12.273; as preposition 'from', interchangeable with yàuh, 15.341

hauhbihn, back side, 12.285

hóyih, 'can' in the sense of 'can do a favor', 'willing and able', 13.293

hóyih, 'can', in the sense of 'permitted to', 13.293

indirect object, 6.137

ja, ss: fusion of ss. jè (QV) and ss. a (QV), implies 'not much', 11.256

jauh, 'then', in two-clause sentence, 13.292

jauh, 'right away,' 'immediately', in single-clause sentence, 13.292

jè, ss: 'merely', 3.64

jip, 'fetch,' 'meet', 12.272-73

-jó, Vsuf accomplishment of intended action, 9.207; 'accomplish the performance', 15.335

juhng, still, in addition, also, 14.316

jùngyi, differentiated from séung, 9.209

-k, word suffix, suffixed to certain sentence suffixes, indicating liveliness, 5.114

là, ss: for polite suggestion in imperative sentence, 4.93; for polite imperative, 5.114

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. a (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. a (QV) + -k (QV)	5.7
āam (var: ngāam)	啱	fitting, proper, right	2CP
āamāam (var: ngāamngāam)	啱啱	exactly	4.5
āamjeuk (var: ngāamjeuk)	啱著	well-fitting (for clothes), fits well	8.2
aan (var: ngaan)	晏	noon, midday	9
Aiya!	哎吔	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] [dī]	白飯	boiled or steamed rice	14.1
baat	八	eight	4.0
bàau	包	package, Measure for cigarette pack	7.1
bàhbā [go]	爸爸	father	12.3
bāt [jì]	筆	writing implement, either pen or pencil	6.1
bātgwo	不過	however; but; although	14

béi	俾	give	6
béi	俾	let, allow	7CP
bējáu [jī] [bùi] [jēun]	啤酒	beer	5.2
béng [go] [dī] [faai]	餅	cake	5
bīn-?	邊	which?	8
bīnbihn?	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
-bihn	便(邊)side		10
bīu [go]	錶[個]	watch, wristwatch	4
bo	噃	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[隻][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
chàh [bùi] [wùh]	茶[杯][壺] 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[碗][碟]fried rice		14.2
cháau mihn [wún] [dihp]	炒麵[碗][碟]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

372

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 chóh 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
cheunghòi	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 sāam [gihn]	長衫[件]	cheongsaam. Chinese style dress for women, with high collar and slit skirt	8.7
chēut cheutheui cheutlàih	出 出去 出嚟	out, emerge go out come out	15
chēutbihn	出便(邊)	outside, exterior	15.1
chēut gāai	出街	to go out (from one's own house)	9.3
chi	次	time, occasion	1CP;3
chīn	千	thousand	11.17
chìhnbihn	前便(邊)	front side, in front, at the front	12.15
chín [dī]	錢[啲]	money	6
chìngchó	清楚	clear	3
chìhngyìhng	情形	circumstances, conditions	7CP
cho	錯	mistake (v/n)	9
chóh	坐	sit	5
choi [dihp] [go]	菜[碟][個]	food; a particular food, a dish	14
choidāan [jēung]	菜單[張]	menu of a specific dinner	14N
choipáai [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
dáhòi	打開	open (as of book)	1CP;15.3
daai	帶	carry; bring/take something along; bring/take someone along	11;12

-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
fàanlàih	返嚟	come back, return (here)	9
fàan (ng)ūkkéi	返屋企	go [return] home	9.3
faai	快	fast	4
faaijí [deui] [jek] [sēung]	筷子[對][隻][雙]	chopstick(s)	14.5
fānjūng	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 [tìuh]	褲[條]	trousers, slacks, long pants	6.1
fu	副	pair; M. for eyeglasses	11.13
fut	闊	wide	8.3
ga	㗎	sen. suf: a fusion of noun-forming boundword ge and sen.suf a (QV)	2.9
ga (var: ge, [gə])	㗎	sen. suf. for matter of fact assertion: 'that's a fact'	3
ga	架	M. for vehicles	12
gāai [tìuh]	街[條]	street	13
gaaisiuh	介紹	recommend; introduce	14
gàaiháu [go]	街口[個]	street opening; i.e., intersection	15.8
gàaisíh [go]	街市[個]	food market	15
gáai(sīk)	解(釋)	explain	7CP

374

daaih	大	large	8
Daaih Douh Jùng	大道中	Queen's Road Central	10.3
daaihsēng	大聲	loud (voice)	2CP
Daaihsēngdī!	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 [dī]	搭客(的)	passenger	13
daahp	搭	tread on. in time expression daahp combines with the numbers on the clock face to indicate the 5-minute subdivisions of the hour. Thus, daahp yāt = 5 after, daahp yih = 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 [tìuh]	底褲(條)	underpants, undershorts	6.3
dáikwàhn [tìuh]	底裙(條)	slip, petticoat	6.1
dáisāam [gihn]	底衫(件)	underwear	8.13
dāk	得	OK, all right	7CP;11
dāk...	得....	have only..., only have .X.quantity. (dāk with a quantity phrase as object implies that the quantity is insufficient.)	11
yáuh -dāk-	有-得-	available, can. (used between the verb yáuh (or its negative móuh) and a second verb, forms a phrase: 'have (or not have) available for .V.-ing'; 'can .V.'	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
dáng	等	wait (for)	4
dáng Person.Verb	等	allow, let Person do something; wait while Person does something	9
dáng (yāt)ján or dáng yātjahn	等(一)陣 等一陣	wait awhile; in a little while	9.3

375

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
Deuimhjyuh.	對唔住	Excuse me; I beg your pardon; I'm sorry.	1
deuimihn	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 Adj, somewhat Adj, Adj-er. Attached to predicate Adj. means: a little too Adj.	2CP;8
dihnwá [go]	電話[個]	telephone	9
dím	點	to order (food, by pointing out your choice from a list.)	14
dím?	點	how?	3
dím bun	點半	1:30 o'clock	9.7
dím(jūng)	點(鐘)	o'clock. (represents the hour place in a time phrase)	4
diuhtàuh	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.	多謝嗮	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: hái douh	11

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 [bùi] [wùh]	喀啡杯壺	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? (var: géidímjūng?)	幾點 (幾點鐘)	what time is it? [which number - o'clock?]	4
géidō?	幾多	how much?, how many?	6
géidò	幾多	quite a lot	11.11

377

géidō houh?	幾多號	what number?	9
géisí? (var: géisíh?)	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-	嗰	that; those	6
gó bihn	嗰便(邊)	over there, on that side	10
gódí	嗰的	those (in reference to unit nouns); that (in reference to mass nouns)	7
gódouh	嗰度	there [that-place]	10.1
góng	講	speak	1CP;2CP; 3
góng Person jī	講.....知	tell Person	9.8
góng Person tèng	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
gùngyàhn [go]	工人[個]	servant, laborer	9
gwai	貴	expensive	8.1
gwaising?	貴姓	what is (your) surname? (polite)	2
gwaisingmìhng?	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 tìm.	過的添	Go further on; i.e. Keep going. (said to taxi driver)	13
Gwokyúh	國語	Mandarin spoken language [National-language]	3

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...嚟嘅	is...; grammatical structure emphasizing enclosed noun	7
hái PW	喺	from PW	15.6
hái PW	喺	location verb, translated as '(is) in/on/at' (requires PW 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 [jī] [jēun] [būi]	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

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.	好呃	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 m̀hhóu 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	喳	sen. suf: a fusion of sen. suffixes je and a, 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]	仔女[啲]	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] [bùi]	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	啫	sen. suf: only, merely; that's all	3
jē [bá]	遮	umbrella	6.1
je	借	lend, borrow	11
jejyuh	借住	lend or borrow temporarily	11

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-snaped objects	11
jih [go]	字[個]	written figure; word; used in telling time, indicates the 5-minute divisions of the hour, thus: yāt go jih = 5 minutes; 5 min. past the hour.	4;7CP
jihgéi	自己	my-, your-, him-self; our-, your-, them-selves	2CP
jí	支	M. for pens, pencils, bottles, and other things that are small thin and striplike in size	6.1
jí(dou)	知	to know (something)	3
jí [jèung]	紙[張]	banknote; paper	11
jídou	知道	point to	3CP
jip	接	meet, fetch, pick up (a person)	12
jíu [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
jósáubihn	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 yātchi	再講一次	say it again	3
jouh	做	do; work; act as	2CP;3CP; 12.2
jouh sāam	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
Jóusàhn.	早晨	Good morning.	1
jūng [go]	鐘[個]	clock	6.1

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 Gàaihsíh	中環街市	Central Market (in Hong Kong)	15
jùngyi	鍾意	like; prefer; like to	8
júng	種	type, kind	8
jyuh	住	live, reside	12
-jyuh	住	V. suf. indicating temporarily, for a short time	11
jyùyuhk [gàn] [bohng] [dĬ] 豬肉(斤)(磅)(的)		pork	7
jyúyàhn [wái] [go] 主人(位)(個)		host, hostess	5
jyun	轉	turn	13
-k		glottal stop ending to certain sen. suffixes, giving sentence a lively air	5
kàhmyaht	琴日	yesterday	4CP
kámmàaih	冚埋	to close, shut (as of books)	1CP
kéuih	佢	he/him, she/her, it	2
kéuihdeih	佢地	they, them, their	2.1
kwàhn [tìuh]	裙(條)	skirt	6.1
lā	啦	sen. suf. for polite imperative, polite suggestion.	4
lā	啦	sen. suf. la for change + raised intonation for casualness	4
la	啦(嘿)	sen. suf. indicating change-- (that change has occurred, or is about to occur, or may occur)	4CP;4; 5
la	啦(嘿)	sen. suf. to imperative sentence, giving connotation of friendly advice	13.12
laak	嘞	sen. suf. la indicating change or potential change + suffix -k indicating lively mood (la + -k = laak)	2CP;5
lāangsāam [gihn]	冷衫(件)	sweater	8.1
laih	例	example	7CP
laihgeui	例句	example, example sentence	3CP

382

làih	嚟	for the purpose of	7CP
làih	嚟 (来)	come	12
-làih	嚟	attaches to verbs of motion, indicating direction towards the speaker	15
...làih ge	嚟 嘅	see: haih...làih ge	7
Làuh	劉	Lau (sur.)	1.1
làuhhah	樓 下	downstairs [floor-below]	15.1
làuhseuhng	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 dím, thus: -dím lèhng jūng = a little after the hour	9
léuhng	兩	two	4.1
lihnjaahp [go]	練習 (個)	exercise, drill	3CP
lìhng	零	zero	9
ló	攞	fetch, go get (something)	9
ló chín	攞錢	withdraw money (from bank)	10.9
lohk	落	descend	15
lohkheui	落去	go down	15
louhyàhn [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
màhmā	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 嘞	All sold out.	8
-màaih	埋	V. suf. meaning together, close	1CP
Màaihdāan!	埋單	The check please! (said to a waiter in restaurant)	14

máaih	買	buy	6
maahn	慢	slow	4.8
mān	蚊	dollar	6
mahn	問	ask	2CP;10
mahntàih [go] [dī]	問題[個][的]	question	3CP
Màhnwàh Jáudim	文華酒店	Mandarin Hotel	10
mātyéh?	也嘢	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
m̀h-	唔	not	1
m̀hcho	唔錯	good, 'not bad' [not-mistake] (said in commenting favorably about something)	14
M̀hgányiu.	唔緊要	That's all right; It doesn't matter; Never mind.	1
m̀hgeidāk	唔記得	forget (not remember)	11
m̀hginjó	唔見咗	lose, lost; 'nowhere to be seen'	11
m̀hgòi	唔該	Thank you (for a service)	5
M̀hgòi néih...	唔該你	Please..., Would you please... (sen. preface preceding a request)	3
m̀hhaih géi Adj	唔係幾...	not very Adj, not Adj	8.1
m̀hhaih hóu Adj	唔係好...	not very Adj	8.4
m̀hhóu .V.	唔好...	don't .V. (as a command) [not good to .V.]	1CP;3CP; 5
V.dāk m̀hhóu	得唔好	badly, not well	2CP
M̀hhóu 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

M̀hhóu yisi.	唔好意思	I'm sorry; It's embarrassing. (used in apologizing for social gaffe)	4
M̀hjí(dou)...a?	唔知(道)..呀	I wonder...?	6.1
m̀hsái	唔使	no need to, not necessary	5
M̀hsái haakhei.	唔使客氣	[don't need to be polite.] 'No thanks!' (to an offer) 'You're welcome.' (when someone thanks you)	5
M̀hsái la.	唔使啦	[Not necessary] No thanks. polite phrase used in declining a courtesy or a gift.	5
M̀hsái m̀hgòi.	唔使唔該	[Not necessary to (say) thanks] Polite response when someone thanks you for something you have done for him.	5
mīyéh?	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 ...V, not have available to ...V (used in combination with following verb)	11
móuhgéidò	冇幾多	not much, not many	11.11
mùhnháu [go]	門口[個]	doorway	10.6
nàahmpàhngyáuh [go]	男朋友[個]	boyfriend	12.3
Nàh!	嗱	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
néuihpàhngyáuh [go] [wái]	女朋友[個][位]	girlfriend	12.3
ńgh	五	five	3
ngāam	啱	fitting, proper, right	2CP
ngāamjeuk	啱著	well-fitting (for clothes), fits well	8.2

ngāamngāam(var:āamāam)	啱啱	exactly, just	4.5
ngaan (var:aan)	晏	noon, midday	9
ngàhnchín [go]	銀錢[個]	money [silver-money]	7
ngàhnhòhng [gàan]	銀行[間]	bank	10
ngán	銀	coin	11.1
ngáhngéng [fu]	眼鏡[副]	eyeglasses	11.13
ngáhngéngdói [go]	眼鏡袋[個]	eyeglasses case	11.13
ngahp táu	頷頭	nod the head	3CP
ngàuhnáaih [dī]	牛奶[的]	milk [cow-milk]	5.2
ngàuhyuhk [gàn] [bohng] [dī]	牛肉[斤][磅][的]	beef	7
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
ngoihgwokyàhn [go]	外國人[個]	foreigner [outside-country-person] (in practice, this word refers to Caucasians only)	14
ngūk (var: ūk) [gàan]	屋[間]	house	10.3
ngūkkéi (var: ūkkéi)	屋企	home	9.3
nī	呢	this	6
nī bihn	呢便	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 táu	擰頭	shake the head	3CP
níng	拎	carry (something)	14
níngheui, níng...heui	拎去拎去	take, carry something away	14
nínglàih, níng...làih	拎嚟拎嚟	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
pàhngyáuh [go]	朋友[個]	friend	2
pèhng	平	cheap	8
pìhnggwó [go]	蘋果[個]	apple	5.1
-saai	晒	completely	8

sàam	三	three	3
sàam go gwat	三個骨	three quarters after the hour	4.6
sáanngán [dī]	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
saimúi [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
sauhfoyùhn [go]	售貨員(個)	salesclerk [sell-goods-personnel]	6
sáudói [go]	手袋(個)	(woman's) handbag	11.13
sèsíu	些少	a little	3
sé	寫	write	3
séjihlàuh [gàan]	寫字樓(間)	office [write-words-building]	10.2
sei	四	four	3
seuhngbihn	上便(邊)	above, upstairs	15.1
seuhngchi	上次	last time, the previous time	4CP;15.3
Seuhnghói	上海	Shanghai	2
Seuhnghói choi	上海菜	Shanghai food	14.2
Seuhnghóiwá	上海話	Shanghai dialect (spoken language)	3
Seuhnghóiyàhn [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 [bùi] [dī]	水杯(的)	water	5.2
séui būi [jek]	水杯(隻)	water glass	14.10
sēutsāam [gihn]	恤衫(件)	shirt	6
sīgēi [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

sìhhauh	時候	time	7CP
sīk	識	know how (to do something)	3
sīk	識	know someone	3.11
sīk	色	color (n.)	8
sihk	食	eat	5
sihk (ng)aan	食晏	eat lunch	2.1
sihk yīn	食烟	to smoke [eat-tobacco]	5
sīnsàang [go]	先生[個]	husband	12.2
sīnsàang [go] [wái]	先生[個][位]	man, gentleman	1N;2
Sīnsàang	先生	Mr.	1N
Sīnsàang	先生	'Sir,' polite term of direct address	2
sīnsàang [go]	先生[個]	teacher	1
sin	線	line, thread (n.)	9
sìn	先	first	3CP;9
...sìn, yìhnhauh...	...先,然後...	...first, then...	15
sìnji	先至	then	7CP
sing	姓	be surnamed, have the surname; surname	1
síujé [wái] [go]	小姐[位][個]	unmarried woman; woman, lady	1N;2
Síujé	小姐	Miss (polite term of direct address; also, title following surname)	1
Síu sihk.	少食	Thanks, I don't smoke. [seldom-smoke] (response by non-smoker when offered a cigarette.)	5.8
Síusing...	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 [tìuh]	呔[條]	tie	6.2
Taaitáai	太太	Mrs.	1N;1
taaitáai [go] [wái]	太太[個][位]	married woman; wife	1N;12.2
Taai	太	Mrs. (title to surname)	1
taam	探	to visit	12
tái	睇	look, look at	1CP;3CP; 10

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	踉後	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
tìm	添	sen. suf. indicating speaker is taken by surprise by a situation contrary to his expectation	11
tìm	添	in addition, also, more	4
Tīnsīng Máhtàuh	天星碼頭	Star Ferry Pier	10
tìhng	停	to stop	13
tìuh	條	M. for trousers, ties, and certain other objects long and narrow in shape	6.1
Tòihsāan	台山	Taishan, a county in Southern Kwangtung about 100 mi. west of Hong Kong	2.1
Tòihsāanwá	台山話	Taishan dialect	3.7
Tòihsāanyàhn	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
ūk (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

wah	話	say; opine	8.3
wah yàhn jī	話人知	tell someone (any personal noun or pronoun can fill yàhn position)	9
wah yàhn tèng	話人聽	tell someone	9.8
wái	位	polite M. for persons	6.1
wái [go]	位[個]	a place, seat	13
wānjaahp	温習	to review	4CP
wán	揾	look for, search	9
Wán bīnwái a?	揾邊位呀	(on telephone:) Who do you wish to speak to?	9
wán yàhn	揾人	look someone up	9.9
làih wán person	嚟揾….	come/go see someone	9.9
heui wán person	去揾….		
Wéi!	喂	Hello! (telephone greeting)	9
WihngŌn 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. re money, to change into... (followed by denomination of money desired); to exchange one national currency for another (followed by currency desired)	11
wuhn sāam	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
yàhn [go]	人[個]	person	2,6
yàhn [go]	人[個]	someone	15
yàhnhaak [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

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	日本話	Japanese (spoken) language	3.1
Yahtbúnyàhn	日本人	Japanese person	2.1
Yahtmán	日文	Japanese (written) language	3.6
Yahtmàhn	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-ing. (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
yìhgā	而家	now, at this moment	1CP;2CP; 3CP;4
Yí!	噫	Exclamation of distress	11

...yikwaahk...?	...抑或...	..., or...? (connects two verbal expressions)	14
yīn [bāau] [dī]	烟[包][啲]	tobacco	5
yīnjái [jī]	烟仔[支]	a cigarette	7.1
yìhn(jī)hauh	然(之)後	then; immediately afterwards	15
Yīngmán	英文	English language	3
Yīngmàhn	英文	English language	3
Yīnggwokyàhn [go]	英國人[個]	Englishman, person from England	2.1
yihp	頁	page	4CP;15.3
yiu	要	want, require	2CP
yiu	要	must; need; have to	5
yiu + money expression 要		want _X_ amount, costs _X_ amount. (i.e., the asking price is _X_ amount)	6.1
yiu	要	going to, intend to	9
yú	魚	fish	7.1
yúhjyū [jek]	乳豬[隻]	roast suckling pig	14
yúhlāu [gihn]	雨褸[件]	raincoat	6.1
yùhnbāt [jī]	鉛筆[支]	pencil	6.1
yùhnjíbāt [jī] [dī]	原子筆[支][啲]	ballpoint pen	6.2
yuhng 用		use	7CP;11

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