CANTONESE

BASIC COURSE
VOLUME ONE

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

FOREIGN SERVICE INSTITUTE
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DEPARTMENT OF STATE
PREFACE

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 ]☭[ before ]嘹[ where ]嘹[ is standard in Canton and Hong Kong.

James R. Frith, Dean
School of Language Studies
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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,
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 grammat-
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 rhythms and natural speed.

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

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

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

Pronunciation Practice:

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

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

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

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

Pattern Drills:

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

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

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

Students will find that going over the drills in a session with the tape recorder before performing them in class with the teacher aids their grasp of the material and smooths their delivery. In class students look at their books to check the example for each drill,
to learn what their task is. Then they perform the drill with books closed, relying on the pattern of the example sentence and the cues provided to know what to say. A drill is mastered when the student can respond to the cues promptly, smoothly, and without reference to the book.

The types of drills follow:

1. **Substitution Drills.**

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

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

2. **Expansion Drills.**

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

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

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

   **Example:**
   
   T: Hat
   S: Hat
   T: Blue hat
S: Blue hat
T: Two blue hats
S: Two blue hats

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

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

3. Response Drills.

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

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


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

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

5. Combining Drills.

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

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


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.
CANTONESE BASIC COURSE

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.
B.............Brown.
A......................
B......................

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 recognise 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
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

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<td>adverb</td>
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<td>auxiliary verb</td>
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<tr>
<td>bf</td>
<td>boundform, boundword</td>
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<td>Cj</td>
<td>conjunction</td>
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<td>CoV</td>
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<tr>
<td>(-)</td>
<td>doesn't occur</td>
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<tr>
<td>[ ]</td>
<td>1. re pronunciations (phonetic transcription)</td>
</tr>
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<td></td>
<td>2. in cumulative vocabulary list, following noun entries ±M for the N</td>
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<td></td>
<td>3. within the text of English glosses = literal translation of the Cantonese term.</td>
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CLASSEHROOM 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. Yi̍kō náihdeih têngjyuh ngóh góng.
   Now you (plu.) listen while I speak. (i.e., listen, but don't repeat.)

2. Yi̍kō ngóh góng, náihdeih gânjyuh ngóh góng.
   Now I'll speak and you repeat after me.

3. Kāmmáaih bún syû, or Kāmmáaih dī syû.
   Close the book. or Close the books.

4. Dâhói bún syû, or Dâhói dī syû.
   Open the book. or Open the books.

5. Yi̍kō yõ̍t go yõ̍t go góng.
   Now recite one by one.

6. Yi̍tcháih góng.
   Recite all together. (i.e., in chorus)

7. Yi̍kō yi̍tcháih gânjyuh ngóh góng.
   Now all together repeat after me.

   Say it again.

9. Ōhhóu tái syû.
   Don't look at your book(s).
Lesson 1  Cantonese Basic Course

I. Basic Conversation

A. Buildup:

(At the beginning of class in the morning)

Hôh sâang  student
Hôh  Ho, surname
Sâang  Mr.
Hôh Sâang  Mr. Ho
jóusâhn  "good morning"
Hôh Sâang, jóusâhn.  Good morning, Mr. Ho.
sînsâang  teacher
Sînsâang
Léih  Lee, surname
Tâih  Mrs.
Léih Tâai  Mrs. Lee
Léih Tâai, jóusâhn.  Good morning, Mrs. Lee.

Hôh sâang  excuse me
Deuiânhjyuh  I
ngôn  am, is, are
bâih  not
âm-  am not, is not, are not
âmâhâih  I'm not Mrs. Lee.

Deuiânhjyuh, uţôh âhhaih Léih Tâai.

Tâai.  Excuse me, I'm not Mrs. Lee.
sîng  have the surname
Chân  Chan
Ngôn sîng Chân.

Sînsâang
sâujè  Miss; unmarried woman
Chân sâujè  Miss Chan
A
A, deuiânhjyuh, Chân sâujè.  Oh, a mild exclamation

Hôh sâang  Oh, excuse me, Miss Chan.

Sîngânyiu.  That's all right. OR It doesn't matter.
(At the end of the day, the students are leaving class.)

Hoḥsāaŋ
Joġin. Goodbye.

Sīnsāaŋ
Joġin. Goodbye.

B. Recapitulation:
(At the beginning of class in the morning!)

Hoḥsāaŋ
Hôh Sâaŋ, jōusāhn. Good morning, Mr. Ho.

Sīnsāaŋ
Lēih Tāai, jōusāhn. Good morning, Mrs. Lee.

Hoḥsāaŋ
Deui̍hjyuh, ngōh ànhxāīh Lēih Tāai. Excuse me, I'm not Mrs. Lee.
Ngōh sing Chāhn. My name is Chan.

Sīnsāaŋ
A, deui̍hjyuh Chāhn Siūjē. Oh, excuse me, Miss Chan.

Hoḥsāaŋ
Ngānliū. That's all right.

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

Hoḥsāaŋ
Joġin. Goodbye.

Sīnsāaŋ
Joġin. Goodbye.

Introduction to Pronunciation:
A. Tones:

You have probably heard that Chinese languages are tone languages, and know this means that sounds which are the same except for rise and fall of the voice mean different things. This sometimes leads to confusion and/or merriment when a foreigner gets a tone wrong in a phrase, and says 'lazy' when he means 'broken,' 'sugar' when he means 'soup,' 'ghost' when he means 'cupboard,' and so on--and on and on.
In Cantonese there are seven tones, that is seven variations in voice pitch having the power to combine with an otherwise identical syllable to make seven different meanings. This is best illustrated by examples, which your teacher will read to you:

si  think (High falling tone)
si  history (High rising tone)
si  try (Mid level tone)
si  poem (High level tone)
si  time (Low falling tone)
si  a market (Low rising tone)
si  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. si, si____; si si____; si si____; si si____; sih sih____;
sih sih____; sih sih____.
2. si si si____; si si si____; si si si____; si si si____;
sih sih sih____; sih sih sih____.
3. si si____; si si____; sih sih____; sih sih____; sih sih____;
si sih____.
4. si sih____; si sih____; si sih____; si sih____; si sih____;
si sih____.
5. fan fan fan____; fan fan fan____; fan fan fan fan____;
fahn fahn fahn____; fahn fahn fahn____.
6. fan fan____; fahn fahn____; fan fan fan____; fahn fahn____;
fahn fahn____; fahn fahn____; fahn fan fan fan____;
fahn fahn fahn____.
7. ba ba ba____; ba ba ba____; mah mah mah____; mah mah mah____;
bah bah mah mah mah____.
8. bin bin bin____; bin bin bin____; bin bin bin bin____;
mihn mihn mihn____; mihn mihn mihn____.
9. bit bit bit____; bin bin bin bit bit____; mihn mihn mihn bit____; bin bin bin bit bit____; mihn mihn mihn bit____.
10.  

Discussion of Tones:

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

1. high level  
   -  
2. high falling  
   -  
3. high rising  
   -  
4. mid level  
   -  
5. low falling  
   -  
6. low rising  
   -  
7. low level  
   -  

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:  
-  
-  
-  

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

ex:  
-  
-  

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

ex:  
-  
-  

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

```
<table>
<thead>
<tr>
<th>Tone</th>
<th>Value</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>high level</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>mid level</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>low level</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>high rising</td>
<td>35</td>
<td>2</td>
</tr>
<tr>
<td>low rising</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>high falling</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>low falling</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>
```
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
sàam clothing 衣
2. fàn divide 分
fàn minute 分
3. Hòu Sàang Mr. Ho
hohksàang student 學生
4. sì think 思
sì 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: sì 詩
   si 思
   si 史
   si 試

Ex: Lower register: sìh 時
   sìh 市
   sìh 事

The rising, falling, and level contours of the tones are indicated by the presence or absence of diacritics over the vowel.
of each syllable. The diacritics are: ', ', '; representing falling, rising, and level respectively.

Ex: à falling
    á rising
    ā level

The absence of a diacritic represents level tone.

Ex: a

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

à         high level
a         mid level
âh        low level
â         high falling
âh        low falling
á         high rising
âh        low rising

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

Ex. sahp ten
    sëhng whole, entire

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

<table>
<thead>
<tr>
<th>Si</th>
<th>53</th>
</tr>
</thead>
<tbody>
<tr>
<td>Si</td>
<td>35</td>
</tr>
<tr>
<td>Si</td>
<td>33</td>
</tr>
<tr>
<td>Sih</td>
<td>21</td>
</tr>
<tr>
<td>Sih</td>
<td>23</td>
</tr>
<tr>
<td>Sih</td>
<td>22</td>
</tr>
</tbody>
</table>

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 ì and ìg occur as vowels, and in these cases the diacritics are placed above the ì of ìg and the ì.
LESSON 1

CANTONESSE BASIC COURSE

Ex: ̀m  'not'
 nga  'five'

Tones in Sequence:

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

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

Ex: ḥ + ḥ becomes ḥl + ḥ

燒豬 1. siu jju  ----  sǐujyù 燒豬
roast pig roast pork

傷風 2. sèung fung ---- sēung fŏng 傷風
hurt wind to catch cold

傷風疹 3. sèung fŏng tim! ---- sēung fŏng tim! 傷風疹
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: ḥ + ḥl becomes ḥl + ḥl

租屋 1. jòu ūk  ----  jòu ūk 租屋
rent house to rent a house

西餐 2. sāi chān  ----  sāichān 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 sin sàang  ----  sin{sàng 先生
first born man, teacher, Mr.

張生 Jèung Sàang  ----  Jèung Sàng 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:

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

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

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

Intonation also has another job within a sentence—it can express how the speaker feels about what he is saying. By expressive rise and fall of his voice, by varying his "tone of voice," the speaker can indicate that he is angry or happy, doubtful or certain, being polite or rude, suggesting or demanding.
Cantonese sentences too exhibit intonation contours. Sentence-final contours in particular are much more varied in Cantonese than in English, and capable of expressing quite a range of emotional implications.

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

**Sentence Stress:**

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

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

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

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

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

Another example, from a headline in a newspaper:

Boy Scratching Cat Is Caught, Destroyed

How do you stress that one?

**Sentence Pause:**

Another feature important in establishing natural sentence rhythm is pause—the small silences between groups of syllables. Note the following English sentences:
In considering him for the job he took
into account his education, previous
experience, and appraised potential.

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

We will not discuss Cantonese stress and pause features in this
Introduction, other than to say that Cantonese sentences, like
English ones, do exhibit stress and pause phenomena, as well as
intonational ones. What this effectively means for you as a student
is that you must not concentrate solely on learning words as
individual isolated units; but in imitating the teacher's spoken
model, you should be alert to his delivery of phrase-length segments
and whole sentences, and should mimic the stress, pause, and 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. bö bö , pò pò , mò mò , fò fò
2. dò dò , tò tò , nò nò , lò lò
3. jà jà , chá chá , 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.)
### 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:

- **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 \( n \).
B. Lateral release: The air release can be over the surface of the side of the tongue. Prolong the English sound ₁. ₁₁₁₁₁. Then breathe in and out through your mouth without moving your tongue from its ₁ position. Can you feel that the air passes laterally one or both sides of your mouth? For me, the air release for ₁ 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 produce some sounds—which we refer to as voiced sounds—and do not vibrate in the production of other sounds—which are referred to as voiceless. For example, in English the 'z' sound is a voiced sound and the 's' sound is a voiceless one.
Prolong the buzzing sound of 'z'--zzzzz. You can hear the voicing, and if you put your hand on your throat over the Adam's apple, you can feel the vibration of the vocal chords. Prolong the hissing sound of 's'--ssssss. Notice that voicing ceases, the vocal chords do not vibrate. In Cantonese the only consonants that are voiced are the nasals--m, n, and ng.

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

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

**Vowels:**

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

1. **Air Flow:**

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

2. **Vibrating of vocal chords (Voicing):**

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

   A feature of voicing which is potentially significant for vowels is vowel length. In some languages different vowel
length in an otherwise identical syllable can produce different words.

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

\[
\text{staa\textsuperscript{t}t} \quad \text{\textquoteleft state\textquoteright} \\
\text{statt} \quad \text{\textquoteleft place\textquoteright}
\]

3. **Positioning:**

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

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

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

Horizontally, tongue position is described in terms of front, central, and back. In English the vowels of 'pit,'
'pet,' and 'pat' are all front vowels, with the points of reference for 'front' being the blade of the tongue and the dental ridge. 'Pit,' 'pet,' and 'pat' are high front, mid front, and low front respectively. For the central vowels the points of reference in the oral passageway are the center surface of the tongue and the hard palate. In English the vowels of 'putt' and 'pot' are central vowels. For the back vowels the points of reference in the passageway are the back surface of the tongue and the soft palate. In English the vowels of 'put,' 'pale,' 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 Chân

ch is an initial consonant in Cantonese. We describe the ch sound in terms of voicing, air flow, and position of tongue against the roof of the mouth. Like the American ch sound in "chance," the Cantonese ch is voiceless. In terms of air flow the American and Cantonese ch's are alike—both are stops with aspirated release. The tongue pressing against the roof of the mouth stops the flow of air entirely, then lets go and allows the air to flow through again, accompanied by a puff of air. The tongue position for the American ch and Cantonese ch differs. For the Cantonese ch sound, the tongue rests flat against the dental ridge (the ridge just behind the upper teeth) and the blade part of the tongue, that part just back from the tip, blocks the air passage at the dental ridge. The blade of the tongue is pressed flat against the ridge: [ʈʂ]. 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: Chân ch ch ch Chân
chân ch ch ch chân
2. \( j \), as in ｔｏｇｉｉ, ｊｏｕｓｉｈ, ｊｅｕｎｇ, ｓｉｕｊｅ

\( j \) is an initial consonant in Cantonese. We describe the \( j \) sound in terms of voicing, air flow, and position of the tongue against the roof of the mouth. Unlike the American \( j \) sound (in 'joy'), the Cantonese \( j \) sound is voiceless. In terms of air flow the American and Cantonese \( j \)'s are alike—both are stops with unaspirated release. The tongue, pressing against the roof of the mouth, stops the flow of air entirely, then lets go and allows the air to flow through again, without aspiration (accompanying puff of air). The tongue position for the Cantonese \( j \) is the same as that for the Cantonese \( ch \), different from that of the American counterpart. For the Cantonese \( j \) sound the blade of the tongue, resting flat against the dental ridge, blocks the air passage: [t\( \mathbf{c} \)]. 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)

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Joe (3 times)</td>
<td>j( \mathbf{o} )u (3 times) 早</td>
</tr>
<tr>
<td>2. joy (3 times)</td>
<td>j( \mathbf{o} )i (3 times) 再</td>
</tr>
<tr>
<td>3. Jess (3 times)</td>
<td>j( \mathbf{e} ) (3 times) 稼</td>
</tr>
</tbody>
</table>

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. J\( \mathbf{o} \)u 早 (3 times) j\( \mathbf{e} \) 娇 (3 times) |
| 2. j\( \mathbf{o} \)i 再 (3 times) j\( \mathbf{e} \) 娼 (3 times) |

Some speakers of Standard Cantonese use slightly different tongue positions for the \( j \) sound, depending on whether it comes before a rounded or unrounded vowel. Other speakers use the tongue position described for \( j \) above throughout. Those that use different positions
before rounded and unrounded vowels use the position described above before unrounded vowels. Before rounded vowels they retract their tongue a bit and use the tip of the tongue instead of the part just behind the tip as contact point for making ４. Listen and see if your teacher's ４ sounds the same or different before rounded and unrounded vowels.

Listen: (Watch the teacher:)

<table>
<thead>
<tr>
<th>Rounded</th>
<th>Unrounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>จ่อ 朱</td>
<td>จบ 侣</td>
</tr>
<tr>
<td>จอ 尤</td>
<td>จา 見</td>
</tr>
<tr>
<td>จอู 早</td>
<td></td>
</tr>
</tbody>
</table>

What has been said in regard to lip-rounding for the ４ applies also to จธ sounds in Cantonese, but we will not practice this feature in relation to จธ until it comes up in the Basic Conversations.

3. น ก, as in น ก

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

Listen and repeat:

น ก (ง) (6 times)

The only reason this sound may be hard for English speakers is that we don't have any words beginning with น ก 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 ฮ part of "sing" silently, beginning to voice on the น ก part:

สิ่ง on
(ฮ)น ก on
------น ก on

Now try initial น ก again:

Listen and repeat:

น ก (ง) (5 times)
4. o, and in Hōh, ngōh
   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:
   ngōh 你 (5 times)
   Hōh 何 (5 times)

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

   Listen, watch the teacher, and repeat:
   1. deiū̄hjīuh jyuh jyuh
   2. jyuh 住 (3 times)
   3. yū 魚 (fish) (3 times)

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

   Watch your teacher, listen, and repeat:
   lēu  'spit out'
   hēu 腳  'boot'
   dēu  'tiny bit'
7. eung, as in jāung

  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:
  Jēung jō (5 times)

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

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

  In Cantonese, a vowel before a nasal final is not nasalized—All of the air is released through the mouth for the vowel portion. Test whether you can keep the vowel open before nasal final by stopping you nose as you say:
  Jēung (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. hōu 靴 boot  hōung 芳 fragrant
2. lēu to spit out lēuhng 麗 两 two
3. geu 錆 to saw geung 羅 ginger
4. jeuk 裝 to wear Jèung 張 surname Cheung

8. eui, as in deui̯hjyu̯h

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

Listen and repeat:
1. deui̯hjyu̯h 對音佳 (3 times)
2. deui 對 (3 times)

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

Listen and watch for differences in *eu* sound: (Read across)
1. Jèung 張 Jèung Jèung Jèung
2. deui 對 deui deui deui
3. Jèung 張 deui 對 (4 times)
4. deui 對 Jèung 張 (4 times)

9. an, as in Chähn, jousähn, ñghánjyu

*an* is a two-part final composed of the backed mid central vowel *a* [ə] plus the dental nasal consonant *n*. Tongue height for the Cantonese *a* [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. Chähn (4 times) 陳
2. jousähn (4 times) 早晨
3. ñghánjyu (4 times) 晚餐

Compare English and Cantonese syllables:

Listen and repeat: (Read across)

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Chähn Chähn 陳</td>
</tr>
</tbody>
</table>
LESSON 1  CANTONESE BASIC COURSE

2. sun  sun  san  săn  

10. m as in  m

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

Listen and repeat:
1. m̀hха́i (2 times)
2. hài m̀hха́i а? (2 times)

11. Tone practice with words in Lesson 1:

Listen and repeat:
1. J̀ung, jòu, sing ; H̀oh, Léih, hài  
2. J̀ung, jòu, sing ; H̀oh, Léih, hài  
3. J̀ung, J̀ung ; H̀oh, H̀oh  
4. jòu, jòu ; Léih, Léih  
5. jòu, Léih ; Léih, jòu  
6. sing, sing ; hài, hài  
7. sing, hài ; hài, sing  
8. J̀ung, H̀oh ; jòu, Léih ; sing, hài  
9. H̀oh, J̀ung ; Léih, jòu ; hài, sing  

II. Notes:

A. Culture Notes

1. Surname and titles.
   a. Titles follow surnames: (Drills 1-6)
      Léih S̀àng  'Mr. Lee'
      Léih Tàai  'Mrs. Lee'
      Léih Siújé  'Miss Lee'
   b. S̀àng/S̀ìns̀àng and Tàai/Taítàai
      S̀àng and S̀ìns̀àng, Tàai and Taítàai are alternate forms for
'Mr.' and 'Mrs.' respectively.
      Léih S̀ìns̀àng  'Mr. Lee'
      Léih Taítàai  'Mrs. Lee'

      Native speakers differ in respect to their use of S̀àng and
S̀ìns̀àng, and Tàai and Taítàai 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, Sâng 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;' sínssâng = 'man.'

c. Sínsâng as 'teacher'

Sínsâng meaning 'teacher' may be used with or without a
surname attached. A woman teacher named Wong may be addressed
as Sínsâng, or as Wóhng Sínsâng.

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

In addressing a woman whose name you do not know, it is
appropriate to address her as Siujé, 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 Siujé. Ex: Wóhng
Siujé. It is the custom for Chinese women to use their maiden
names in business life, so it often turns out that someone
addressed as Siujé is married.

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

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

Sing is the surname one is born with. For married women,
equivalent to the English née. The English and American custom
is for a woman's surname to change at the time of marriage to
that of her husband. The Cantonese sing does not change upon
marriage. When you ask a woman her surname, ordinarily she
gives her maiden name in response. If it is a social gathering, she might add something like "Ngòh sín-sàang 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, Fukienese (also called Hokkiene 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, Fukienese, or Hakka. However, if two speakers of two different Chinese languages can read, they can communicate, since Chinese has a uniform writing system which is not based on sound. (A Western comparison can be made in the number system, in which '2' is intelligible without reference to pronunciation.)

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

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

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

2. Sentence Types—full sentences and minor sentences.
   a. Full sentences have two parts—subject and predicate, in that order. Examples from the Basic Conversation of Lesson One are:
      1. Ngôh mkhain Lêih Tâai. I am not Mrs. Lee.
   In these sentences Ngôh 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. Hôh Sàang, jôusâhn. Good morning, Mr. Ho.
      3. Ngânyiu. That's all right. [literally: Not important.]

3. Verbs.
   In Cantonese, words which can be preceded by the negative mà 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 mà (new word).
   Is Ngôh a verb? Ask the teacher whether it's OK to say mà Ngôh.
   Is hàih a verb? Ask the teacher whether it's OK to say mà hàih.

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 mà-, '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 buahnyu, '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 ǹhôu 'don't' in the Classroom Phrases of Lesson 1 and sësìu 'a little' in Lesson 3.

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

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

III. DRILLS

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

   Ex: T: Lèih Tâai, jousân.  T: Good morning, Mrs. Lee.
   S: Lèih Tâai, joigin. S: Goodbye, Mrs. Lee.

1. Châhn Tâai, jousân.
   1. Châhn Tâai, joigin.
2. Substitution Drill: Substitute the cue in the appropriate position following the pattern of the example sentence.

Ex: T: Léih Táai, jousahn. T: Good morning, Mrs. Lee. /Chahn/ S: Chahn Táai, jousahn. S: Good morning, Mrs. Chan.
+ 1. Chahn Táai, jousahn. /Léih/ 1. Léih Táai, jousahn.
+ 2. Léih Táai, jousahn. /Wohon/ 2. Wohon Táai, jousahn.

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

Ex: T: Wohon Såang, jousahn. T: Good morning, Mr. Wong. /Táai/ S: Wohon Táai, jousahn. S: Good morning, Mrs. Wong.
2. Wohon Siuje, jousahn. /Láuh/ 2. Láuh Siuje, jousahn.
4. Expansion Drill: Expand the cue sentence as indicated in the example.

   Ex: T: Gong ahhaih Wong Saaang.
   S: Deuijhyuh, gong ahhaih Wong Saaang.

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

   1. Gong ahhaih Leih Siujee.
   2. Gong ahhaih Chahn Saaang.
   3. Gong ahhaih Jeeung Tai.
   5. Gong ahhaih Wong Tai.

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

   Ex: T: Gong ahhaih Leih Tai.
   S: Gong ahhaih Leih Tai, gong sing Jeeung.

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

   1. Gong ahhaih Hoh Tai.
   2. Gong ahhaih Chahn Siujee.
   3. Gong ahhaih Mah Saaang.
   4. Gong ahhaih Wong Tai.
   5. Gong ahhaih Leih Tai.

   /Chahn/
   /Mahn/
   /Wong/
   /Jeeung/
   /Hoh/
6. Conversation Drill: Carry on the suggested conversation following the model of the example.

Ex: A: Chân Sâang, jôusàhn. A: Good morning Mr. Chan.
   B: Deuiâmhyuh, ngôh mûhhaìh Chân Sâang. Ngôh sing Jêung.
   A: A, deuiâmhyuh, Jêung Sâang.
   B: Mhgânyiu.

      A: A, deuiâmhyuh, Wôhng Sijoê.
      B: Mhgânyiu.

      A: A, deuiâmhyuh, Lêih Sijoê.
      B: Mhgânyiu.

      A: A, deuiâmhyuh, Wôhng Sâang.
      B: Mhgânyiu.

      A: A, deuiâmhyuh, Lêih Sâang.
      B: Mhgânyiu.

LESSON 1  CANTONESE BASIC COURSE

B: .................... B: Ōhgâñyiu.

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Vocabulary Checklist for Lesson 1

1. A ex: Oh
2. Châhn sur: Chan
3. deujåhjyuh ph: Excuse me; I beg your pardon; I'm sorry.
4. haih v: is, am, are, were, etc.
5. Hôh sur: Ho
6. hohksãang n: student
7. Jèung sur: Cheung
8. Joigin Ph: Goodbye
9. Jóusâhn Ph: Good morning
10. Làuh sur: Lau
11. Léih sur: Li
12. Mán sur: Ma
13. mì adv: not
14. Ōhgâñyiu Ph: That's all right; It doesn't matter; Never mind.
15. ngôh pro: I, me, my
16. Sâang t: Mr.
17. sînsâang n: man (see notes); teacher
18. Sînsâang t: Mr. (see notes)
19. sing v: have the surname
20. siujé n: unmarried woman; woman, lady (see notes)
21. Siujé t: Miss
22. Tâai t: Mrs.
23. taaitáai n: married woman (see notes)
24. Taaitáai t: Mrs. (see notes)
25. Wôhng sur: Wong

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30
CLASSROOM PHRASES

A. Learn to respond to the following classroom instructions:

1. Yiţng ē nghō mah nēih, nēih ē. Now I'll ask you, and you answer me.
3. Gaijuhk. Continue. (i.e., Do the next one, Keep going.)
4. Nēih jouh __, nēih jouh __. You do A, you do B.

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

5. Ngāam laak. OR Āam laak. That's it. (After student succeeds in saying something right.)
11. Chaambō. Approximately. (i.e., Good enough for now, but not perfect.)
12. Yiu suhk dī. Get it smoother. (When a student's recitation is halting.)
I. BASIC CONVERSATION

A. Buildup:

(At a party in Hong Kong)

sínsâng

Sínsâng

man

gwaising

Sínsâng

your surname (polite)

a

sentence suffix, to soften
abruptness

siujé

woman

sïujé gwaising a?

What is your surname, Miss?

Ngôh sing Wôhng.

Sínsâng

My name is Wong.

(Wôhng sïujé.

(bowing slightly)

Miss Wong.

nê?

sïujé

sentence suffix for
questions

Sínsâng nê?

And you? (polite)

sïusing

my name (polite)

Síusing Lâu.

My name is Lau.

(Lâu Hêang

(bowing slightly)

Mr. Lau.

Sínsâng

(Indicating a young lady standing beside Miss Wong)

mâyêh or mîyêh or mîyêh

what?

sing mâyêh a?

have what surname?

pâhngyûuh

friend

néih

your

néih pâhngyûuh

your friend

Nêih pâhngyûuh sing mâyêh a?

What is your friend’s name?

sïujé

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

Gwôngdùng
Kwagtung
yâhn
person
Gwôngdùngyâhn
Cantonese person, a person
haih âhhaih a?
from Kwagtung province
is/not-is? a question
formula
Kéuïh haïh âhhaih Gwôngdùngyâhn
Is she Cantonese?
a?

Seuhnghôï
Shanghai
Seuhnghôïyâhn
Shanghai person
âhhaih a. Kéuïh haïh Seuhnghôïyâhn.
No, she's from Shanghai.

gâm,...
Well then, ...", 'Say', ...
'Sentence prefix, resuming
the thread of previous
discussion.
Gâm, néïh nê?
And you?

dōu
also
dōu haïh Seuhnghôïyâhn
also am Shanghai person
Ngôh dōu haïh Seuhnghôïyâhn.
I'm also from Shanghai.

B. Recapitulation:

(At a party in Hong Kong)

Sînsâng
Sîujé gwaising a?
What is your (sur)name, Miss?
LESSON 2  CANTONESE BASIC COURSE

Ngôh sîng Wôhng.  Siujé  My name is Wong.

Sînsåang  (bowing slightly)

Wôhng Siujé.  Siujé  Miss Wong.

Sînsåang mē?  Siujé  And you?

Siusìng Lâuh.  Sînsåang  My name is Lau.

Sîujé  (bowing slightly)

Lâuh Sàng.  Sînsåang  Mr. Lau.

(Neih lànhkà-yúh sìng mē-yēh a?)  What is your friend’s name?

Sîujé  Kôuih sìng Mâh ge.  Her name is Ma.

Sînsåang  Kôuih hâih Æhhaih Gwôngdûnyâhn a?  Is she Cantonese?

Sîujé  Æhhaih a. Kôuih hâih Séuñghôiyâhn.  No, she’s from Shanghai.

Sînsåang  Gâm, neih mē?  And you?

Sîujé  Ngôh dōu hâih Séuñghôiyâhn.  I’m also from Shanghai.

Problem sounds in Lesson Two:  Initials

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

b, d, g, and j sounds in Cantonese are voiceless, in contrast to the voiced English sounds spelled with the same letters.

Positioning for Cantonese b and g sounds is the same as for English.

For the d sound the tongue tip is more forward in Cantonese than in English—against the base of the upper teeth for Cantonese, on the dental ridge for English. Position for the j sound has been dis-
cussed in Lesson One. The sounds are unaspirated, as are their English counterparts, but the Cantonese and English sounds contrast with respect to tenseness—the Cantonese initial consonants being tense and the English lax in isolated words and in stressed position in a sentence.

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

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>b: bean</td>
<td>bIn go 邊個 who</td>
</tr>
<tr>
<td>beau</td>
<td>bou 布 cloth</td>
</tr>
<tr>
<td>buoy</td>
<td>būi 杯 cup</td>
</tr>
<tr>
<td>bun</td>
<td>bān 客 guest</td>
</tr>
<tr>
<td>buy</td>
<td>baai 拜 worship</td>
</tr>
<tr>
<td>d: doe</td>
<td>dou 到 arrive</td>
</tr>
<tr>
<td>die</td>
<td>daai 帶 bring</td>
</tr>
<tr>
<td>ding</td>
<td>dīng 帥 surname Ting</td>
</tr>
<tr>
<td>deem</td>
<td>dim 店 shop (Noun)</td>
</tr>
<tr>
<td>g: gay</td>
<td>gei 記 record (Verb)</td>
</tr>
<tr>
<td>gum</td>
<td>gam 柴 so</td>
</tr>
<tr>
<td>guy</td>
<td>gāsi 界 border</td>
</tr>
<tr>
<td>guava</td>
<td>gwôngdung廣東 Kwangtung</td>
</tr>
<tr>
<td>j: joy</td>
<td>joi 再 again</td>
</tr>
<tr>
<td>gee</td>
<td>ji 至 until, to</td>
</tr>
<tr>
<td>Jew</td>
<td>jiu 照 reflect</td>
</tr>
<tr>
<td>Joe</td>
<td>jou 灶 stove</td>
</tr>
</tbody>
</table>

2. P, t, k, and ch. As initials, phonetically [pʰ], [tʰ], [kʰ], and [tʃʰ].

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

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

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>p:</td>
<td>pàhngyáuh朋友 friend</td>
</tr>
<tr>
<td>pingpong</td>
<td></td>
</tr>
<tr>
<td>pay</td>
<td>pèi 被 to throw over the shoulders</td>
</tr>
<tr>
<td>pie</td>
<td>pêai 满 send</td>
</tr>
<tr>
<td>Poo</td>
<td>pou 铺 shop (N)</td>
</tr>
<tr>
<td>putt</td>
<td>pêt 匹 M for horses</td>
</tr>
<tr>
<td>t:</td>
<td>tāi 倍 necktie</td>
</tr>
<tr>
<td>tie</td>
<td></td>
</tr>
<tr>
<td>team</td>
<td>tim 拆 additional</td>
</tr>
<tr>
<td>top</td>
<td>taap 塔 pagoda</td>
</tr>
<tr>
<td>tong</td>
<td>tong 銅 iron (Verb)</td>
</tr>
<tr>
<td>k:</td>
<td>kaau 靠 lean on</td>
</tr>
<tr>
<td>cow</td>
<td></td>
</tr>
<tr>
<td>Kay</td>
<td>kei 即 hope</td>
</tr>
<tr>
<td>cut</td>
<td>kêt 咳 cough</td>
</tr>
<tr>
<td>cup</td>
<td>kâp 級 step (Noun)</td>
</tr>
<tr>
<td>ch:</td>
<td>châk 摺 guess</td>
</tr>
<tr>
<td>chuck</td>
<td></td>
</tr>
<tr>
<td>chew</td>
<td>chiu 起 exceed</td>
</tr>
<tr>
<td>chow</td>
<td>chau 臭 bad smell</td>
</tr>
<tr>
<td>chip</td>
<td>chip 娘 concubine</td>
</tr>
</tbody>
</table>

3. un, as in Yahtbùn, Yahtbùnyànhn

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

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

Compare Cantonese and English:

1. bùn 本 boon (3 times)
2. boon 本 (3 times)
4. **eui practice**

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

kéuih (5 times) 併
deuíbmôjyuh (5 times) 對唔住
deuí (5 times) 對

5. **iu**

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

Listen and repeat:
1. siujé (3 times)
2. siu (3 times)

6. **Tone practice**

1. dǒu dǒu , sing sing , haih haih .
2. dǒu sing haih , haih sing dǒu .
3. dǒu sing , sing haih , dǒu haih ,
   haih dǒu .
4. dǒu dǒu , jéung jéung .
5. jéung, dǒu , dǒu jéung .
6. siu siu , néih néih .
7. siu néih , néih siu .
8. haih yâhm , yâhm haih .

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II. Notes

A. Culture Notes:

1. A **Gwóndûngyânh** 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 **Gwóndûngyânh**.

2. Polite forms in social conversation:

   a) **Sínjâng** and **siujé** are polite formal substitutes for néih—'you' as terms of direct address.
1. 番示 həi'gwaːi'zəŋ a? What is the gentleman's (i.e., your) name?
2. 番示 həi'gwaːi'zəŋ a? What is the lady's (i.e., your) name?

(See Drill 11)

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

Ex:
Mr. Lee (to Mrs. Chan):
番示 həi'gwaːi'zəŋ Gwông- Is the lady (i.e., Are you) dûngyân a? from Kwângtung?

(See Drill 14)

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

Ex:
Mr. Lee (to Miss Chan):
Chânh 番示 həi'gwaːi'zəŋ Gwôngdûngyân a? Is Miss Chan (i.e., Are you) from Kwângtung?

(See Drill 14)

d) gwaî- and siu-
1. gwaî- is a polite form meaning "your," referring to the person you are talking to.

Ex: gwaî'zəŋ = your name. The literal meaning of gwaî- "precious, valuable."

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

(See Drill 11)

3. Ngôh sîng seems more commonly used than siu'sîng, but gwaî'zəŋ is more common than Nêih sîng mêyôh 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 'Sîng mêyôh?' than as 'Gwaî'zəŋ a?'

B. Structure Notes.

Some people in speaking about Cantonese and other Chinese languages, say "Cantonese has no grammar." In this they are referring
to the fact that words in Cantonese (and other Chinese languages) do not undergo the changes of form which English words experience in relation to tense: see, saw, seen; to number: boy, boys; to case: I, me, my, mine; to word class: photograph, photographer, photography, photographic; to subject-verb concord: He sits, They sit.

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

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

    Ex:

    | Subject | Verb           |
    |---------|----------------|
    | Ngôh    | haih           |
    | Nêih    | haih           |
    | Kêuih   | haih           |
    | Kêuihdeih | haih         |
    |          | Chân Siújé.   |
    |          | ngôh pângyáu. |
    |          | Gwôngdúngyânh.|
    |          | Seuhnhóiyânh. |

    (See Drill 3)


    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: yân = person, people
    Yinggwokyânh = 'Englishman, Englishmen,'

        Singular/Plural

    | (a) Kêuih | haih Yinggwokyânh. He is an Englishman. |
    | (b) Kêuihdeih | haih Yinggwokyânh. They are Englishmen. |

    (See Drill 3)

3. Pronoun forms.

    1. Cantonese has three personal pronouns:
        1. Ngôh = I, me, my
        2. Nêih = you, your (singular)
        3. Kêuih = he, she, it, him, her

    2. Plurality is marked in personal pronouns by the plural
       suffix -deih:
1. ngôh = I
   ngôhdeih = we (both inclusive and exclusive)
2. nêih = you (sing.)
   nêihdeih = you (plu.)
3. kêuih = he, she, it
   kêuihdeih = they
   (See Drill 3)

4. Modification structures: Noun modification:
   In Cantonese a modifier precedes the noun it modifies:
   
   Example: Modifier + Noun head
   
   Ngôn  pânggyáuh hain Yinggwokyâhn.
   My  friend is an Englishman.

   We will refer to this modifier-modified noun structure as a
   Noun Phrase (NP), consisting of modifier and head.
   (See Drills 5a, 12, 13)

5. Sentence suffixes.
   
   What we call sentence suffixes are also called "final
   particles" and "sentence finals."
   
   Sentence suffixes are used in conversation, and are a
   means by which the speaker signals the listener what he feels
   about what he's saying—that he is doubtful, definite, sur-
   prised, sympathetic, that he means to be polite, or sar-
   castic.

   Some sentence suffixes have actual content meaning. For
   example, mē, 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 a
   
   The sentence suffix a has the effect of softening the
sentence to which it is attached, making it less
abrupt than it would otherwise be.

Examples from this lesson:

1. Kóuhíh mǐnháih Is she a Cantonese?
   Gwóngdùngyàhn a?

In English a courteous tone of voice is perhaps the
best counterpart to the a sentence suffix.
(See Basic Conversation (BC), and Drill 7)

2. Sentence suffix nē

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

Example:

Ngóhíh Gwóngdúngyàhn; I am a Cantonese; how
yàhn; něih nē? about you?

Sentence suffix a is not substitutable for nē in
this type of sentence, a not having an interrogative
sense of its own.
(See BC, and Drill 14)

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

Ex: A: Něih háih mǐnháih Are you a Cantonese?
   Gwóngdùngyàhn a?

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B: Ōhhaih ā. Ngôh haih  No, sirree, I'm a Shanghai man.
  Seuhnhôiyâhn.

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.


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: Kōuih haih Ōhhaih  Is he an American?
  Méihgmokýâhn ā?  [He is-not is American-
                  person ā?]

Responses: Haih. Yes. [Is,]
  Ōhhaih. 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. méyôh? 'what?' (variant pronunciations métyôh? and sîyôh?) is an example of a question-word.
In Cantonese question-word (QW) questions pattern like statement sentences—they have the same word order as statement sentences, with the question-word occupying the same position in the sentence which the reply word occupies in the statement.

Example: Kêuih sing [mei]h a? [He is surnamed what?] What is his name?

Kêuih sing Wông. [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. Kêuih sing Wông ge. She is one who has the surname Wong. or She's a person named Wong.

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

-ge is a fusion of ge + sentence suffix a

Example: A: Kêuih haih êmhaih Is he named Wong? sing Wông ga?

B: êmhaih--Kêuih No, he's not named Wong. Êmhaih sing Wông ge. His name is Ho.

Kêuih sing Hôh.

(See Drill 9)
9. mā tyeh, mēyeh, and mī yeh = variant pronunciations for 'what?'
mā tyeh is occasionally used in conversations as an
emphatic form; normally the spoken pronunciation is mēyeh or
mī yeh, some people favoring mēyeh, others mī yeh. We have
written mēyeh 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 ngōh
sentences, to another student in kōu ih and nē ih sentences.

Ex: T: Kōu ih haih Seunghóiyáhn.
    S: Kōu ih ám hái n Seunghóiyáhn.

   T: He (or she) is from Shanghai. (Shanghai person)
   S: He (or she) is not from Shanghai.

1. Kōu ih haih Seunghóiyáhn.
   1. Kōu ih ám hái n Seunghóiyáhn.
   + 2. Kēui deih haih Gwōngdúngyáhn.
       (They are Cantonese.)
       2. Kēui deih ám hái n Gwōngdúngyáhn.
       (I am a Chinese.)
       3. Ngōh ám hái n Jūnggwokyáhn.
       (We are Chinese.)
   + 5. Nēih haih Yinggwokyáhn.
       (You are an Englishman.)
       5. Nēih ám hái n Yinggwokyáhn.
       (You are an American)
       (You (pl.) are Americans.)
       7. Nēi deih ám hái n Māihgwok-
yáhn.
       (I am a Japanese.)
       8. Ngōh ám hái n Yahtbúngyáhn.
       (I am a Tōishan man.)

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

Ex: T: Kēui deih haih
    Gwōngdúngyáhn /Seunghóiyáhn/
    /Shanghai people/
    /Shanghai people/
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S: Kéuihdeih haih Seunghóiyähn.
    /Méihgwokyähn/
    /Méihgwokyähn/
2. Kéuihdeih haih Méihgwokyähn.
    /Yínggwokyähn/
    /Yínggwokyähn/
    /Jùnggwokyähn/
    /Gwongdúng-yähn/

S: They are Shanghai people.

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

Ex: T: Ngóh haih Seunghóiyähn. /néihdeih/

I am from Shanghai.

S: Néihdeih haih Seunghóiyähn. /néihdeih/

You (plu.) are from Shanghai.

T: Néihdeih haih Seunghóiyähn. /néihdeih/

You (plu.) are from Shanghai.

/Chinese/

S: Néihdeih haih Jùnggwokyähn.

You (plu.) are Chinese.

1. Kéuih haih Yinggwokyähn.
    /kéuihdeih/

1. Kéuihdeih haih Yinggwokyähn.

2. Kéuihdeih haih Yinggwokyähn.
    /néihdeih/

2. Néihdeih haih Yinggwokyähn.

3. Néihdeih haih Yinggwokyähn.
    /Méihgwokyähn/


    /ngóh/


    /sín-sẢang/


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

Ex: T: Kéuih áhhaíh Léih Táai.

She is not Mrs. Lee.
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S: Kêuíh êhháiài Léih Tääi, ngóh haih.  She is not Mrs. Lee, I am.


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

S: Néih haih êhháiài Méihgwokyähn a?  S: Are you an American?

1. Ngóh haih Gwобходимyähn.  1. Néih haih êhháiài Gwolicitedyähn a?
2. Ngóh haih Wöhng Sääang.  2. Néih haih êhháiài Wöhng Sääang a?
3. Kêuíh haih Léih Sääang.  3. Kêuíh haih êhháiài Léih Sääang a?
4. Ngóh haih Méihgwokyähn.  4. Néih haih êhháiài Méihgwokyähn a?
5. Ngóhdeih haih Yahtbûnyähn.  5. Néihdeih haih êhhái Yahtbûnyähn a?

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

T: Ngóh haih Gwобходимyähn.
S: Ngóh pahngyäuh haih Gwolicitedyähn.

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

Ex: T: 捷妹需耶海 a? 需妹海梅匈洛可呀 a? /Ingwowyahn/
S: 需海姆, 需妹海啊 a? /Yingwowyahn/

S: 需海姆, 需妹海啊 a? /Yingwowyahn/

1. 需海姆需妹海梅匈洛可呀 a? 需妹海梅匈洛可呀 a? /Meehgwowyahn/ 1. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
2. 需海姆需妹海梅匈洛可呀 a? 需妹海梅匈洛可呀 a? /Gwongdungyahn/ 2. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
3. 需妹海梅匈洛可呀 a? /Gwongdungyahn/ 3. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
4. 需妹海梅匈洛可呀 a? /Gwongdungyahn/ 4. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
5. 需海姆需妹海梅匈洛可呀 a? /Toihsaanyahn/ 5. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/

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

Ex: A: 需海姆需妹海梅匈洛可呀 a? 需妹海梅匈洛可呀 a? /Meehgwowyahn/ 1. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
B: 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/ 2. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
A: 需妹海梅匈洛可呀 a? /Gwongdungyahn/ 3. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
B: 需妹海梅匈洛可呀 a? /Gwongdungyahn/ 4. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
A: 需妹海梅匈洛可呀 a? /Gwongdungyahn/ 5. 需海姆, 需妹海梅匈洛可呀 a? /Meehgwowyahn/
B: 需妹海梅匈洛可呀 a? /Gwongdungyahn/
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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: Kēuih sing Wôhng.  T: Her name is Wong. /Cheung/
     /Jêung/
S: Kēuih Ōhhaih sing S: Her name is not Wong, it's
     Wôhng, sing Jêung. Cheung.

1. Kēuih sing Jêung. /Hôh/  1. Kēuih Ōhhaih sing Jêung,
  sing Hôh.
2. Kēuih sing Hôh. /Chàhn/  2. Kēuih Ōhhaih sing Hôh, sing
  Chàhn.
  sing Lêih.
  Lâuh.
  Wôhng.

9. Response Drill

Ex: T: Kēuih haih Ōhhaih sing    Is her name Chan? /Ho/
    Chàhn ga? /Hôh/          +
S: Ōhhaih. Kēuih sing Hôh  No, her name is Ho.
    ge.

    ga? /Chàhn/               
    ga? /Hôh/           
    ga? /Lêih/      
    ga? /Mâh/     
    ga? /Jêung/   

Comment:
  a. Sentence suffix ge is a fusion of ge + a = ga.
b. In the choice-type question form, sing is preceded by haih m̤h haih to make the question.

10. Expansion Drill:

Ex: T: Néihdeih haih Méih-gwok yähn.
/ngóhdeih/
S: Néihdeih haih Méih-gwok yähn; ngóhdeih dou haih Méingwok-yähn.

1. Kéuihdeih haih Yinggwok yähn.
/ngóhdeih/
You are Americans. /we/

/kéuihdeih/
You are Americans; we are also Americans.

3. Wôhng Tzái haih ngóh pâng-yâuh. /kéuih/

/néihdeih/

5. Ngóhdeih haih sing Chāhn ge.
/kéuihdeih/

11. Conversation Exercise

Example:

1. A: Ŝiu jě gwaising a?
B: Ŝiusing Hôh.
A: Hôh Ŝiu jě.

2. A: Sînsâang gwaising a?
B: Ŝiusing Lâuh.
A: Lâuh Sâang.

1. A: Sînsâang ..........?
B: ............. Léih.
A: .............

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2. A: Sinsaang ........?
   B: ...............Cháhn.
   A: ...............  2. A: Sinsaang gwaising a?
   B: Siusing Cháha.
   A: Cháhn Sàang.

3. A: Sinsaang ........?
   B: ...............Jèung.
   A: ...............  3. A: Sinsaang gwaising a?
   B: Siusing Jèung.
   A: Jèung Sàang.

4. A: Siujé ............?
   B: ...............Wông.
   A: ...............  4. A: Siujé gwaising a?
   B: Siusing Wông.
   A: Wông Siujé.

5. A: Siujé ............?
   B: ...............Hôh.
   A: ...............  5. A: Siujé gwaising a?
   B: Siusing Hôh.
   A: Hôh Siujé.

12. Conversation Drill

Ex: A: Néih pàhngyáuh sing mèyh a?  What is your friend's name?
   B: Kèuïh sing Wông ge.  His name is Wong.

1. A: ...............?  1. A: Néih pàhngyáuh sing mèyh a?
   B: ......Hôh.........  B: Kèuïh sing Hôh ge.

   B: ......Làuh.........  B: Kèuïh sing Làuh ge.

3. A: ...............?  3. A: Néih pàhngyáuh sing mèyh a?
   B: ......Wông.......  B: Kèuïh sing Wông ge.

   B: ......Jèung.......  B: Kèuïh sing Jèung ge.

5. A: ...............?  5. A: Néih pàhngyáuh sing mèyh a?
   B: ......Léih.......  B: Kèuïh sing Léih ge.


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13. Conversation Drill

Ex: A: Nêih pânhgyâuh sing meyêh a?
    B: Kêuih sing Wôhng ge. B: His name is Wong.

A: Kêuih haih êmhhaïh
   Gwôngdùngyâihn a?
B: Òmhhaïh. Kêuih haih
   Yehtbùnyâihn.

1. A: ................?
   B: ................Hôh.
   A: ....Yinggwokyâihn a?
   B: ......Mêihgwokyâihn.

2. A: ................?
   B: ................Leïh.
   A: ...Seuhnhôiïyâihn a?
   B: ......Tôihsaânyâihn.

3. A: ................?
   B: ................Châihn.
   A: ....Mêihgwokyâihn a?
   B: ......Yinggwokyâihn.

4. A: ................?
   B: ................Mâh.
   A: ...Gwôngdùngyâihn a?
   B: ......Seuhnhôiïyâihn.

5. A: ................?
   B: ................Wôhng.
   B: Kêuih sing Wôhng ge.
14. Conversation Drill: Carry on the suggested conversations following the pattern of the example.

Ex: A: Sïnsåang haih ìnhhài Meêhgwokyåhn a?
B: ìnhhài--ngôk haih Yînggwokyåhn. Siujé nê?
A: Ngôh haih Gwôngdúngyåhn.

Is the gentleman (i.e. Are you) an American?
No, I'm an Englishman. And the lady (i.e. you)?
I am a Cantonese.

B: (Man) : ......Seuhnghoíyåhn.
A: (Woman): ......Yahtbùnyåhn.

2. A: (Man) : Siujé ...... ......Yahtbùnyåhn......
B: (Woman): ......Jûnggwokyåhn......
A: (Man) : ......Meêhgwokyåhn.

3. A: (Man) : Sïnsåang ...... Yînggwokyåhn
B: (Man) : ......Meêhgwokyåhn.
A: (Man) : ......Gwôngdúngyåhn.


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 to you:

1. What is your name?  1. My name is ________.
3. Is your friend also an American?  3. Yes, he is.
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.
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. Gâm 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. Gwôngdung pw: Kwangtung, a province in SE China
8. Gwôngdôngyân [go] n: Cantonese person, person from Kwangtung Province
10. kúuih Pro: he, him, his
11. kêuïhdeih Pro: they, them, their
12. mútyêh? QW: what?
<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Méihgwokyáhn</td>
<td>n: American</td>
</tr>
<tr>
<td>14.</td>
<td>mýéh?</td>
<td>QW: what?</td>
</tr>
<tr>
<td>15.</td>
<td>mýéh?</td>
<td>QW: what?</td>
</tr>
<tr>
<td>16.</td>
<td>nö</td>
<td>ss: sen. suf. for questions</td>
</tr>
<tr>
<td>17.</td>
<td>náih</td>
<td>Pro: you, your</td>
</tr>
<tr>
<td>18.</td>
<td>néihdeih</td>
<td>Pro: you, your (plu.)</td>
</tr>
<tr>
<td>19.</td>
<td>ngóhdeih</td>
<td>Pro: we, our, us</td>
</tr>
<tr>
<td>20.</td>
<td>pàhngyáuh [gò]</td>
<td>n: friend</td>
</tr>
<tr>
<td>21.</td>
<td>Seuhnghōi</td>
<td>pw: Shanghai</td>
</tr>
<tr>
<td>22.</td>
<td>Seuhnghōiyáhn</td>
<td>n: person from Shanghai</td>
</tr>
<tr>
<td>23.</td>
<td>Sīnsàang</td>
<td>n: &quot;Sir,&quot; term of direct address</td>
</tr>
<tr>
<td>24.</td>
<td>sīnsàang</td>
<td>n: man</td>
</tr>
<tr>
<td>25.</td>
<td>sìujé</td>
<td>n: 'Miss,' Madame, term of direct address</td>
</tr>
<tr>
<td>26.</td>
<td>sìueing</td>
<td>Ph: my surname is (polite)</td>
</tr>
<tr>
<td>27.</td>
<td>Tōihseān</td>
<td>pw: Toishan, a county in southern Kwangtung about 100 miles west of Hong Kong.</td>
</tr>
<tr>
<td>28.</td>
<td>Tōihseānyáhn</td>
<td>n: person from Toishan</td>
</tr>
<tr>
<td>29.</td>
<td>yáhn</td>
<td>n: person</td>
</tr>
<tr>
<td>30.</td>
<td>Yahtbúnyáhn</td>
<td>n: Japanese person</td>
</tr>
<tr>
<td>31.</td>
<td>Yinggwokyáhn</td>
<td>n: Englishman, person from England</td>
</tr>
</tbody>
</table>
LESSON 3  CANTONESE BASIC COURSE

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. Ngoh jidou bingo, bingo jauh 1. I'll point to someone, and that person should speak.
2. Yiho ngaoh duhk, ndehdei 2. Now I'll read aloud and you (plu.) first listen.
3. Yiho ndehdei mahhou tai 3. Now don't look at your books, and recite after me.
4. Yiho ndehdei ganjyu laih- 4. Do (the problems) according to the pattern set in the example sentence.
5. Yiho ngaohdeih tain daih yat 5. Now we'll look at the first exercise.
7. Yauh mouh mahntaih? 7. Are there any questions? OR Do you have any questions?

Responses:

Yauh. Have. (i.e., Yes, I have a question)
Mouh. Don't have. (i.e., No, I don't have any questions.)

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)

**Wôhng Sâujé**

わ
mêyêh wá a?
gông
gông mêyêh wá a?
Kêuihdeih gông mêyêh wá a?

ji or jidou
ji wêjì a?

Nêih ji êhji kôuihdeih
gông mêyêh wá a?
Gwokyûn
gông Gwokyûn

Haih ânhhaih gông Gwokyûn a?

**Chân Sàang**

Ânhhaih,
Seuhngôiwá
Kêuihdeih gông Seuhngôiwá.

**(They) are not.**
Shanghai dialect
They're speaking the Shanghai dialect.

**Jèung Sâujé**

sîk
sîk gông Seuhngôiwá

mê?

Nêih sîk gông Seuhngôiwá mê?

You can speak Shanghai dialect?!

**Chân Sàang**

sèsîu

a little, somewhat
jē

Sīk sèsiu jē.

Wòhngh Siūjé

tūhng
Seuhngboiwa tūhng Gwokyūh
dōu
kēuih dōu sīk gōng
Seuhngboiwa tūhng Gwokyūh
kēuih dōu sīk gōng
ga
Seuhngboiwa tūhng Gwokyūh kēuih
dōu sīk gōng ga.

Jéung Siūjé

Yingmán or Yingmāha
Gām, néih sīk āhsīk Yingmān a?

Chāhn Sāang

sīk gōng sèsiu
sé
āhsīk sé
daahnhaih
daahnhaih āhsīk sé
Sīk gōng sèsiu, daahnhaih āhsīk sé.

Jéung Siūjé

hohk
sēung

sēung hohk
sēung hohk Yingmān
dī
sēung hohk dī Yingmān

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

and

Shanghai dialect and Mandarin
both

he speaks both
he speaks both Shanghai dialect and Mandarin.

sen. suf. for matter of fact assertion.

He speaks both Shanghai dialect and Mandarin.

English language

Well, do you know English?

can speak a little

can't write

but

but can't write

I can speak a little, but I can't write.

study, learn

wish to, want to, would like to

would like to learn

would like to learn English

a little, some

would like to learn a little English
Ngôn sëung hohk dĩ Yingmán--
dim a?
dim gõng a?
Yingmán, dim gõng a?
yät yih sâm sei ūng
Yät yih sâm sei ūng, Yingmán
dim gõng a?

I'd like to learn a little English--
how?
how (do you) say?
how is it said in English?
one two three four five
How do you say 'one two three four five' in English?

Châhn Sâang
One two three four five.

Jèung Siujé
chingchô
mënchingchô
Ngôn tông mënchingchô.
yät chi
gõng yät chi
joi
joi gõng yät chi
mõngôi néih
Mõngôi néih joi gõng yät chi.
clear
not clear
I didn't hear clearly.
one time, once
say (it) once time
again
say (it) once again
Would you please ... Would you please say it once again?

B. Recapitulation:

Wông Siujé:
Nõih ji áhji kêuihdeih gõng méyêh
wá a? Haih âhhaih gõng Gwokyâh a?
What language are they speaking?
Are they speaking Mandarin?

Châhn Sâang:
Âhhaib. Kêuihdeih gõng Seuhnhôì-
wâ.
(They) are not. They're speaking the Shanghai dialect.

Jèung Siujé:
Nõih sîk gõng Seuhnhôìvâ më?
You can speak the Shanghai dialect?

Châhn Sâang:
Sîk sêsîu jê.
I know a little, that's all.
Wôhng Siuýé:
Seuhng hôiwa tûhng Gwoyûh
kêuih dûi sik gông ga.
He speaks both Shanghai dialect
and Mandarin.

Jâung Siuýé:
Gâm, nêih sik âhsîk Yîngmàn a?
Well, do you know English?

Chânh Sâng:
Sîk gông sêsiu, daahnhaih âhsîk
sê.
I can speak a little, but I
can't write.

Jôung Siuýé:
Ngôh sêung hohk dî Yîngmàn--
Yêt yih sâm sei ågh, Yîngmàn
dîm gông a?
I'd like to learn a little
English--How do you say
'one two three four five'
in English?

Chânh Sâng:
One two three four five.

Jôung Siuýé:
Ngôh têng hâchîngchô. Ngôìôî
nêih joi gông yât chi.
I didn't hear clearly. Would
you please say it once again.

Pronunciation
1. Open vowels before nasal consonants:
   Practice the open vowel before a nasal final in the syllables of
   that structure you have had thus far in the text. Hold your nose,
   listen, and repeat:
   -m: gâm 般 , sàam 杉
   -n: Yahtbûn 呼 , Chânh 陳 , jûsânh 晨
   -ng: sêung 想 , Jâung 梁 ,
   gông 橋 , sînsàang 先生
   sing 性 , gwaising 被性

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:
   ngôh 我
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neih 你
nei 呢
Məh 鳥
Yingmian 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. Jëung Jëung Jëung

4. eui practice: (Remember that the -i here represents the lip-rounded yu sound.)
   1. kéuih kéuih kéuih
   2. deuimjyu 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 hok, Júnggwok

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

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

Listen and repeat:
   1. hok 學 (5 times)
   2. Júnggwok中國 (5 times)
   3. ngóh hok 我學, ngóh hok, ngóh hok
   4. joi hok 再學, joi hok, joi hok

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5. hohk 孫 gông , hohk gông , hohk gông

7. ng as in ūgh

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

Listen and repeat:

想 五 1. sêng sêng , ūgh ūgh
我 五 2. ngôh ngôh , ūgh ūgh
一二三四五 3. yât yih sâm sei ūgh

II. NOTES
A. Culture Notes:
1. Chinese languages

Gwóngdṳ̂ngwá: The language spoken in the area roughly coinciding with Kwangtung Province in SE China is called Gwóngdṳ̂ngwá '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 Gwóngdṳ̂ngwá, of which the recognized standard is the language of Canton and Hong Kong. This book will not concern itself with the many dialects, but will concentrate solely on Standard Cantonese. (The dialect of Cantonese spoken by most American Chinese is Tōihsänwá, spoken in Taishan county in Southern Kwangtung, from whence most American Chinese emigrated.)

Gwokyún: [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.

Seuhng hôiwá: 'Shanghai dialect' spoken in the area around Shanghai on the East Coast of China.
2. Dialect differences in Standard Cantonese: initial ² n ³

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 ³ sound for an ² sound in words and syllables which begin with ². Some educated speakers do not have initial ² in their speech, and substitute ³ wherever ² occurs. This is quite common in Hong Kong.

Ex: nêih → léih 'you (sing.)'
nêihdeih → lêihdeih 'you (plu.)'

B. Structure Notes:

1. Uninflected verb forms in Cantonese:

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

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

(See Drill 1, 6)

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

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

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

Example: Kêuih sîk gông Gwokyúh. He can speak Mandarin.
Kêuih sîh sîk gông Gwokyúh. He can't speak Mandarin.
Kêuih sîk sîh sîk gông Gwokyúh a?
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): Këuihdeih gông mêtsh wá a? What language are they speaking?
(CHQ): Haih mông haih gông Gwoyûh a? Are they speaking Mandarin?
(Neg): Mông gông Gwoyûh— (They're) not speaking Mandarin—
(Aff): Këuihdeih gông Seunghoîwá 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: Nëih sîk gông Seunghoîwá mē?! What?! You can speak Shanghai dialect?!

(See BC and Drill 2.)

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

Ex: Sîk gông sësiu jē. I can speak just a bit, that's all.

5. Sentence suffix ga
1. Sentence suffix ga (usually pronounced [ka], 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):
Seunghoîwá tühng Gwoyûh Shanghai dialect and Mandarin, he can speak both, that's a fact.
Këuih dòu sîk gông ga. that's a fact.
The implication is that there's nothing extraordinary about it, that's simply the way it is.

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

Ex: 1. Kêuih haih gaaau Yîng-mán ge. He is someone who teaches English.
(See Drill 18)
2. Kêuih (haih) sing Wônh ge. He is someone named Wong.
3. Seuhnghóiwâ tûhng Gwokyûh kêuih dôu sîk gông ga. Shanghai dialect and Mandarin, he can speak both, that's a fact.

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

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

Below are examples of Subject-Predicate sentences:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ngôôh</td>
<td>sing Chàhn.</td>
</tr>
<tr>
<td>2. Kêuih</td>
<td>sîk gông Seuhnghóiwâ mō?!</td>
</tr>
<tr>
<td>3. Nêih pânhngyâuh</td>
<td>gông mêyêh wá a?</td>
</tr>
<tr>
<td>4. Síujê</td>
<td>gwaising a?</td>
</tr>
<tr>
<td>5. Yingmân</td>
<td>dîm gông?</td>
</tr>
<tr>
<td>6. Yêt yih sàam</td>
<td>Yingmân dîm gông a?</td>
</tr>
<tr>
<td>7. Seuhnghóiwâ</td>
<td>tûhng Gwokyûh kêuih dôu sîk gông ga.</td>
</tr>
</tbody>
</table>

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 topic of the sentence, and the predicate is the comment. In Seuhnghoiwá tühng Gwokyühl kéuih dōu sīk góng ga, the subject, or topic,—what is being talked about—is Seuhnghoiwá tühng Gwokyühl "Shanghai dialect and Mandarin," the predicate or comment,—what is said about the topic—is "kéuih dōu sīk góng ga," "he knows how to speak both."

In Sentence No. 5 above, Yingmán dīm góng a? the topic is Yingmán, "English," and the comment dīm góng a? "how say?" Extended, in Sentence No. 6, to "Yāt yīh sām Yingmán dīm góng a?" the subject, or topic, is Yāt yīh sām, the predicate, or comment, is Yingmán dīm góng a?

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 predicate being governed by the status of the Subject. In Cantonese Subject and Predicate are bound together by simple juxtaposition.

7. Types of Predicates

a. Verbal Predicate. 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: Subject  Predicate
(modifier) Verb (Object)

Ngōh     jidou.   I know.
Ngōh     mēn jī.  I don't know.
Kēuih   góng Gwokyühl. He's speaking Mandarin.

b. Nominal Predicate. Another type of predicate is the nominal predicate, consisting of a nominal expression. Examples are:
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#### Lesson 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siusing</td>
<td>Hōh.</td>
</tr>
<tr>
<td>Siujé</td>
<td>gwaising a? Miss your name?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngōh ILINE Åhji</td>
<td>Kêuiheih gōng neyēh wā? I don't know what language they are speaking.</td>
</tr>
<tr>
<td>Yāt yih sāam Yingmān dīm gōng a? How do you say, one two three in English?</td>
<td></td>
</tr>
<tr>
<td>Yāt yih sāam Kêuih dōu Åhśīk gōng. He can't even say one two three.</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject verb object Kêuiheih gōng Seuñghōiwa.</td>
<td></td>
</tr>
</tbody>
</table>

### Absence of pronoun object
Compare Cantonese and English:

1A. Neih sīk Åhśīk Yingmān a?  
1B. Neih sīk gōng, Åhśīk sē.  

2. Ångōi neih joi gōng yāt chi.  
2. Please say (it) once again.

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

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

<table>
<thead>
<tr>
<th>Subjectless sentence</th>
<th>Ex: Sīk sēsiū jē. = (I) know just a little.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td></td>
</tr>
</tbody>
</table>
11. **tūng** and **yauh**

1. **tūng**, 'and,' links nominal expressions.
   
   Seuhnghōiwá tūng Gwokyūh kēuih dōu sīk gōng 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.

   Kēuih sīk gōng 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 ...

   Kēuih yauh sīk gōng 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. Ngōh dōu haih Seuhng-hōiyāhn. I am also a Shanghai person.

   2. Kēuih dōu sīk gōng Gwokyūh. He also can speak Mandarin.

   3. Seuhnghōiwá tūng Gwokyūh kēuih dōu sīk gōng 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 sāam (kēuih) (He) can't even say 'one dōu almēik gōng. 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 sāung 'want to, plan to, be considering, have (it) in mind to ...

   Ex: 1. Nēih sīk gōng Seuhnghōiwá mō?!

   You know how to speak Shanghai dialect?!
     I want to learn a little English.
     (See BC and Drill 2, 3, 4, 7)

15. sák 'know (how),' 'be acquainted with'; 'know (someone)'
     sák operates both as an auxiliary verb and as a main verb.
     1. As an auxiliary verb:
        Ex: Kéuìh sák góng Gwokyûh. He can speak Mandarin.
     (See Drill 2)
     2. As a main verb:
        Ex: 1. Kéuìh ânhsák Seuhnghóiwá. He is unacquainted with
            Shanghai dialect.
     (See Drill 2a)
        2. Ngóh ânhsák kóuih. 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: Kéuìh góng mèyéh wá a? /Gwóngdúngwá/ /Cantonese/
       (Cantonese)
   S: Kéuìh góng Gwóng-
       dúngwá.

   1. Kéuìh góng mèyéh wá a? /Seuhnghóiwá/
   2. Kéuìh góng mèyéh sá a? /Gwokyûh/
   3. Kéuìh góng mèyéh wá a? /Yíngmáñh/
   4. Kéuìh góng mèyéh wá a? /Yáhtbúñwá/ (Japanese spoken language)
   5. Kéuìh góng mèyéh wá a? /Gwóngdúngwá/

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

   T: What language(s) does he speak?
   S: He speaks Cantonese.
2. Substitution Drill

Ex: T: Kêuihdeih sük gông Gwôngdungwá. /Seuhnghoiwá/
S: Kêuihdeih sük gông Seuhnghoiwá.

T: They can speak Cantonese. (Shanghai dialect)
S: They can speak Shanghai dialect.

2. Wông Sàang sük gông Gwôngdungwá. 2. Wông Sàang sük gông Gwokyûh.

a. Repeat, omitting gông:
T: Kêuihdeih sük Gwôngdungwá. /Seuhnghoiwá/
S: Kêuihdeih sük Seuhnghoiwá.

They know Cantonese. (Shanghai dialect)
They know Shanghai dialect.

b. Repeat, adding mû:
T: Kêuihdeih sük gông Gwôngdungwá.
S: Kêuihdeih sük gông Gwôngdungwá mû?

They know Cantonese.
They know Cantonese?!?

3. Transformation Drill

Ex: T: Méingwokyûhn mhsûk gông Gwôngdungwá.
S: Méingwokyûhn sük mhsûk gông Gwông-dungwá a?

Americans can’t speak Cantonese.
Can Americans speak Cantonese?

2. Hôh Siujé sük gông Seuhng-hoiwá.

1. Kêuih sük mhsûk gông Yingmán a?
2. Hôh Siujé sük mhsûk gông Seuhnghoiwá a?

   Americans can't write Chinese.

+ 5. Kèuih sèk gaa Yuhtbûnwâ.
   He knows how to teach spoken Japanese.

---

4. Response Drill

Ex: T: Kèuih hohk Gwông-duûngwâ.
   /Shanghai dialect/
   S: Gâm, kèuih hohk Seuhnghôiwâ a?

T: He studies Cantonese.

1. Kèuih sèk Yingmân. /Jûngmânh/
2. Kèuih gaa Gwôngdûngwâ.
   /Gwokyûh/
   /Seuhnghôiwâ/
   /Yingmân/
5. Kèuih sèk gaa Yingmân.
   /Gwôngdûngwâ/

S: Well, then, does he study Shanghai dialect?

1. Gâm, kèuih sèk àhseik Jûngmân a?
2. Gâm, kèuih gaau àhgaau Gwokyûh a?
3. Gâm, kèuih sèk àhseik gòng Seuhnghôiwâ a?
4. Gâm, kèuih sèk àhseik sé Yingmân a?
5. Gâm, kèuih sèk àhseik gaau Gwôngdûngwâ a?

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

---

5. Transformation Drill

Ex: T: Wôhng Sàang hohk Gwôngdûngwâ.

T: Mr. Wong is studying Cantonese.
LESSON 3  CANTONENSE BASIC COURSE

S: Wohng Sâang sehnh ho \mkk\  
  \mkk\  gowngdungw\a\ a?  
  Gwok\y\  a?  

1. Lëih Tàai gaa gowk\y\  a?  
2. Hôh Sâang gông Yingmân.  
3. Ch\aa\n\n  Siuj\e\  se J\ungmân.  
4. Jëung Sâang sik gông  
  Yacht\bun\w\a.  
5. Lûh Tàai sik gaa gowng- 
  dungw\a.  

6. Question and Answer Drill

Ex: T: Wohng Sâang seh \mkk\  
  Yingmân.  
  \mkk\  Yacht\mân/(or)  
  Yacht\mân/  

S\1\: Wohng Sâang seh \mkk\  
  \mkk\  Yacht\mân a?  

S\2\: Mn\ha\i\, K\eu\i\h \mkk\  
  \mkk\  Yacht\mân; k\eu\i\h \mkk\  
  \mkk\  Yingt\mân.  

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

1. Jëung Tàai gông gowk\y\  
  /Seuhnghoiw\a/  

S\1\: Jëung Tàai seh \mkk\  
  gông Seuhnghoiw\a a?  

S\2\: Mn\ha\i\, K\eu\i\h \mkk\  
  gông Seuhnghoiw\a,  
  \mkk\  gông gowk\y\  

2. Wohng Tàai gaa gowngdungw\a.  
  /Yingmân/  

S\1\: Wohng Tàai seh \mkk\  
  gaa Yingmân a?  

S\2\: Mn\ha\i\, K\eu\i\h \mkk\  
  gaa Yingmân; k\eu\i\h \mkk\  
  gaa Gwongdungw\a.  

3. Lëih Sâang hohk Yingmân.  
  /Yacht\bun\w\a/  

S\1\: Lëih Sâang seh \mkk\  
  hohk Yacht\bun\w\a a?  

S\2\: Mn\ha\i\, K\eu\i\h \mkk\  
  hohk Yacht\bun\w\a; k\eu\i\h \mkk\  
  Yingm\n\u.

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

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

7. Expansion Drill

Ex: T: Ngón sǐk góng Gwokýuh. I can speak Mandarin. /Seuhnghoiwa/ /Shanghai dialect/
S: Ngón sǐk góng Gwokýuh, daahnhaih mhsǐk góng Seuhnghoiwa.

3. Kéuihdeih sǐk góng Tòihsaånwá. They can speak Toishan dialect. /Yingsmán/
5. Chèn Táai sǐk góng Yingsmán. /Yahtbünwá/ 5. Chèn Táai sǐk góng Yingsmán, daahnhaih mhsǐk góng Yahtbünwá.

8. Expansion Drill

Ex: T: Ngón sǐk góng Ying-máhn. I can speak English. /Cantonese/ /Gwóngdúngwá/
S: Ngón sǐk góng Yingsmáhn; I can speak English; (and I) can also speak Cantonese.

duí sǐk góng Gwóngdúngwá.
2. Kéuih sǐk Gwokyúh. /Yingsmán/ 2. Kéuih sǐk góng Gwokyúh; duí sǐk góng Yingsmán.
4. Chāhn Tāai sîk gōng Yingmān. /Gwǒngdǔngwá/
4. Chāhn Tāai sîk gōng Yingmān; dōu sîk gōng Gwǒngdǔngwá.

5. Hōh Siujé sîk gōng Seuhnghôiwá. /Gwǒngdǔngwá/
5. Hōh Siujé sîk gōng Seuhnghôiwá; dōu sîk gōng Gwǒngdǔngwá.

9. Expansion Drill

Ex: T: Kêuih sîk gōng Gwǒngdǔngwá. /Gwókyûh/ He can speak Cantonese.
+ S: Kêuih (yauh) sîk gōng Gwǒngdǔngwá, yauh sîk gōng Gwókyûh. [(both) ... and ...] He can speak both Cantonese and Mandarin.

He can speak Cantonese and Mandarin, or


10. Expansion Drill

Ex: T: Léih Sâang hâih Seuhnghóiyûnh. /Léih Tâai/ Mr. Lee is from Shanghai /Mrs. Lee/ Mr. [Lee] and Mrs. Lee are both from Shanghai.

S: Léih Sâang tûnh Léih Tâai dôu hâih Seuhnghóiyûnh.


3. Jëung Siujé hohk Gwôngdùngwá. /keuih pähngyáuh/

4. Ngóh haih sing Jëung ge. /keuih/

5. Hôh Táai slik sé Yahtmáhn. /Cháhn Siujé/

11. Expansion Drill

Ex: T: Këuih slik gông Gwokýûh. He can speak Mandarin. /Cantone-se/

S: Këuih slik gông Gwokýûh tühng Gwôngdùngwá. He can speak Mandarin and Cantonese.

+ 4. Ngóh slik Lëih Sàang. /Lëih Taai/ (know (someone)) 4. Ngóh slik Lëih Sàang tühng Lëih Taai. I know Mr. and Mrs. Lee.

12. Substitution Drill

+ Ex: T: Bingo gaau Gwông-dùngwá a? /Lëih Sàang/ Who teaches Cantonese?

S: Lëih Sàang gaau Gwông-dùngwá. Mr. Lee teaches Cantonese.


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13. Response & Expansion Drill

Ex: 1. T: Néih sîk mhsîk Wôhng Sâang a? T: Do you know Mr. Wong?
   S: Ngôh sîk kêuih. S: Yes, he is a friend of mine.
      Kêuih haih ngôh ðhngyâuh.

2. T: Néih sîk mhsîk Wôhng Sâang a? T: Do you know Mr. Wong?
   S: Ngôh mhsîk kêuih. S: No, who is he?
      Kêuih haih bîngô a?

   /nod/ ngôh ðhngyâuh.

   /shake/ bîngô a?

   /nod/ ngôh ðhngyâuh.

   /shake/ bîngô a?

14. Response Drill

Ex: T: Néih sîk mhsîk gông Yachtbûnwâ a? T: Do you know how to speak
   /shake/ Japanese? /shake/
   S: Mhsîk. Yachtbûnwâ +
   ngôh yât guêi dôu mhsîk gông.
   S: No, I don't even know one
      sentence in Japanese.
   T: /nod/
   S: Sîk sêsîu jô. S: (I) know just a little.

   /shake/ yât guêi dôu mhsîk gông.

   /shake/ dôu mhsîk gông.
15. Expansion Drill

Ex: T: Këuihdeih gông meyêh wá a?
   S: Nëih jì āhji këuih-deih gông meyêh wá a?

1. Këuih sing meyêh a?
   What is his name?
2. Këuih gaau meyêh wá a?
   What language does he teach?
3. Këuih sé meyêh a?
   What is he writing?
4. Këuih haih bìngo a?
   Who is he?
5. Këuih haihànhhaih sing Hôh ga?
   Is her name Ho?

T: What language are they speaking?
   S: Do you know what language they're speaking?
1. Nëih jì āhji këuih sing meyêh a?
   Do you know what his name is?
2. Nëih jì āhji këuih gaau meyêh wá a?
3. Nëih jì āhji këuih sé meyêh a?
4. Nëih jì āhji këuih haih bìngo a?
5. Nëih jì āhji këuih haih ñhhaïh sing Hôh ga?
   Do you know if her name is Ho?

16. Translation Drill

Ex: T: "Pâhngyûuh" Yëngmân T: How do you say "friend" in English
    S: Friend
3. "Daahzhaih," Yëngmân dim gông a?
7. "Siik", Yingmän dim gông a? 7. "Know how to or know (a person)."

---

17. Translation Drill

Ex: T: "Two" Gwôngdungwa dim gông a? T: How do you say "two" in Cantonese?
S: "Yih".
1. "Three" Gwôngdungwa dim gông a?
2. "Teach" Gwôngdungwa dim gông a?
3. "They" Gwôngdungwa dim gông a?
4. "Who" Gwôngdungwa dim gông a?
5. "Know how" Gwôngdungwa dim gông a?
6. "But" Gwôngdungwa dim gông a?
7. "Please say it again" Gwôngdungwa dim gông a?
8. "I don't know" Gwôngdungwa dim gông a?
9. "Teacher" Gwôngdungwa dim gông a?
10. "Four" Gwôngdungwa dim gông a?
11. "Five" Gwôngdungwa dim gông a?

---

18. Response Drill:

Ex: T: Kêuih haih bïngo a? /gau Yingmän/ T: Who is he? /teach English/
S: Kêuih haih gau S: He's someone who teaches Yingmän ge. English.
CANTONESE BASIC COURSE

Lesson 3

1. Kēuih haih bīngo a?
/sing Wōhng/

2. Kēuih haih bīngo a?
/gau Gwōngdūng-wā/

3. Kēuih haih bīngo a?
/gau Yīngmān/

4. Kēuih haih bīngo a?
/hohk Gwokyu̯h/

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

T: Kēuih gau ngōh Yīngmān ge.
S: Kēuih haih māhhaih gau néih Yīngmān ge?

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.
LESSON 3  CANTONSE BASIC COURSE

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. bǐng?  QW: who?
2. chī  m: time, occasion
3. chingchó  adj: clear
4. daanhaah  cj: but
5. dī  s: a little, some
6. dīm?  QW: how?
7. dōu  adv: both
8. gaau  v: teach
9. ga/ge/g  ss: sen. suf. for matter of fact assertion
10. geui  m: sentence
11. gōng  v: speak
12. Gwokeyůh  n: Mandarin spoken language
13. Gwóngdûngwá  n: Cantonese spoken language
14. hohk  v: study, learn
15. jē  ss: sen. suf. only, merely; that's all
16. jī(dou)  v: know (something)
17. joi  adv: again
18. Joi gōng yātchi  Ph: Say it again.
19. Jùngmâhn  n: Chinese (written) language
20. méi  ss: sen. suf. for question indicating surprise
21. Nghoi néih...  Ph: Please..., Would you please....
                             sen. pre. preceding a request
22. fīgh  nu: five
23. sáam  nu: three
24. sē  v: write
25. sēsìu  Ph: a little
26. sei  nu: four
27. Seuhnghóiwá  n: Shanghai dialect (spoken language)
28. sêung  aux v: wish to, want to, would like to, am considering, be of a mind to
29. sîk  v: to know someone
30. sîk  aux v/v: know how (to do something)
31. têng  v: hear, listen
32. Tôihsänwá  n: Toishan dialect
33. tûhng  cj: and (connects nouns)
34. wá  n: spoken language, dialect
35. Yahtbûnwa  n: Japanese (spoken) language
36. Yahtmán  n: Japanese (written) language
37. Yahtmän  n: Japanese (written) language
38. yât  nu: one
39. yât chi  Ph: once [one-time]
40. yauh  adv: also (connects Verb Phrases)
41. yauh  V, yauh  V.  PAdv: both..., and ....
42. yih  nu: two
43. Yîngmän  n: English language
44. Yîngmán  n: English language
LESSON 4  CANTONESE BASIC COURSE

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. Yihgā néihdeih tái daih

   1 yihp.

2. Dāhōi néih bün syu, daih

   1 yihp.

3. Yihgā ngōnhdéih duhk daih 4

   fo gēibun wuihwā.

4. Yihgā ngōnhdéih wānjaahp daih

   3 fo.

5. Kähnyah deu gau dou bìndouh a?

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

6. Seuhng chi gau dou bìndouh a?

   6. Where did we get to last time?

7. Kähnyah gau dou daih 2

   yihp, daih 2 fo, daih

   2 go, lihnjaahp, daih

   2 geui.

8. Dāk meih?

   8. Are you ready yet?

Responses:

Dāk laak.

Meih dāk a. or Meih dāk.

Ready.

Not ready yet.

1. Now look at page ___.

2. Open your book to page ___.

3. Now we'll read aloud Lesson ___,

   Basic Conversation.

4. Now we'll review Lesson ___.

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

6. Where did we get to last time?

7. Yesterday we got to page ___,

   Lesson ___, Drill ___,

   Sentence ___.

8. Are you ready yet?
I. BASIC CONVERSATION

A. Buildup:

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

Léih:

dák meih?
Baak-chiu, dák meih?

Lâuh:
ready?
Baak-chiu, are you ready?

meih
Meih a.
dìmjüng or dim
géidim or géidimjüng?

Léih:
not yet
Not yet.
hour, o'clock
what time?
What time is it?

Léih:
now
five after the hour
five after one
It's ...five after one.

Yihgā ... (he looks at his watch)
yāt dim daahp yāt.

Lâuh:
sentence suffix 'what did you say?'
What time did you say?

Géidim wá?

Léih:
five minutes
It's one oh five.

Yāt go jih
Yāt dim yāt go jih.

Lâuh:
accurate
accurate/not accurate
wristwatch, watch
a watch
your watch

jéun
jéun ânhjéun a?
bìu
go bìu
néih go bìu

Néih go bìu jéun ânhjéun ga?

Your watch accurate one? (i.e. Is your watch accurate?)
Châhđō--
  faai
  la

  faai sèšiu la
  lā = la + raised sentence
  final intonation

  waaĥkjé
  Waahkjó faai sèšiu lā.

Lâih
  fâńjūng
  ĝéi
  ĝéi fâńjūng
  dâng
  dâng ĝéi fâńjūng
  dâng ngôh ĝéi fâńjūng
  joi dâng ngôh ĝéi fâńjūng
  tîm
  lā

Gâm, joi dâng ngôh ĝéi fâńjūng
tîm lā.

Lâih
  houd
  Houd, ngôh dâng nêih lā.

Láuh
  sânhoud yisi

Lâih
  Approximately--
  fast
  sentence suffix indicating
  change from previous
  condition: 'has become'.
  gotten a bit fast
  raised final intonation =
  a sentence suffix indi-
  cating casualness.
  maybe, or
  Maybe it's a little fast. or
  Or a little fast.

Lâuh
  minute(s)
  several
  several minutes
  wait
  wait a few minutes
  again wait for me a few
  minutes
  in addition, also, more
  sentence suffix for
  suggestion--polite
  imperative.
  Well, wait for me a few minutes
  more, please.

Láuh
  OK, all right, fine
  OK, I'll wait for you.

I'm sorry. or It's
  embarrassing. (used in
  apologizing for social
gaffe.)
bo  
sentence suffix, expressing certainty.

Ĥhóu yisi bo.  
Lóih  
I'm sorry.

Ĥghányiu.  
Lóih  
It's all right.

B. Recapitulation:

Lóih  
Baak-chiu, dāk meih?  
Lâuh  
Baak-chiu, are you ready?

Lóih  
Meih a. Gōidǐm a?  
Lâuh  
Not yet. What time is it?

Lóih  
Ŷihgā ... (he looks at his watch) ... ĭt ĭm daaĥp ĭt.  
Lâuh  
It's ... five after one.

Lâuh  
Gōidǐm wá?  
What time did you say?

Lóih  
Ŷĭt ĭm ĭt ĭm jîh.  
Lâuh  
It's one oh five.

Lóih  
Néih go bîu jén ĭn ĭnhjĕun ga?  
Néih go bîu jén ĭn ĭnhjĕun ga?  
[Your watch accurate one?]

Lóih  
Châmhdō--waahkja faai sêściu lā.  
Lâuh  
Approximately--or a little fast.

Lâuh  
Gâm, joi dâng nghōh ĭêi fânjūng tîm lā.  
Well, wait for me a few minutes more, please.

Lóih  
Hōu, nghōh dâng néih lā.  
OK, I'll wait for you.

Lâuh  
Ĥhóu yisi bo.  
Lóih  
I'm sorry.

Lóih  
Ĥghányiu.  
That's all right.

+ + + + + + + + + + + + + +
Pronunciation Practice

1. **aa**, (written in our text as **a** when it is in syllable-final position)
as in **yingā**; **Māh**, **wā**

   **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." [bam] Since the backed mid-central vowel in
Cantonese [ɔ] 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 low back vowel **aa** [α] when it is final
in its syllable.

   Listen and repeat:

   1. **Māh** , **Māh** , **Māh**  . 麦
   2. **wā** , **wā** , **wā**  . 话
   3. **yingā** , **yingā** , **yingā**  . 雨家

2. **aat**, as in **daahp**

   **aat** 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 [αp]. 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**  . 烧

3. **ap**, as in **aahp**, "lo",

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

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Listen and repeat:

sahp , sahp , sahp , sahp .

4. sa/ap contrasts

Listen and repeat:
1. sahp , sahp , sahp .
2. daahp , daahp , daahp .
3. sahp daahp , sahp daahp , sahp daahp .
4. daahp sahp , daahp sahp , daahp sahp .

5. eung practice

1. lēuhng (5 times) 雨
2. séung (5 times) 想
3. Jēung (5 times) 睡

6. sun, as in Jēun

sun 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. sun = [œ n]; eung = [ŋ 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. Jēun, jēun, jēun ; jēun, jēun, jēun .

7. sun/eung contrast

1. Jēun (3 times) , séung (3 times) .
2. Jēun (3 times) , Jēung (3 times) .
3. Jēun (3 times) , lēuhng (3 times)
4. séung, Jēung, lēuhng , jēun jēun jēun ;
5. Jēun, jēun, jēun , séung, Jēung, lēuhng .

8. sun/sui contrast

1. Jēun jēun deui deui
2. Jēun deui , deui jēun , jēun deui , deui jēun .

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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: [kʔ]. 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
[o'k], American [ o'k].)

**Listen and repeat:**
1. luhk luhk luhk  
2. luhk , luhk , luhk .

10. **ung**, as in **tuhng**

*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. tuhng tuhng tuhng  
2. tuhng , tuhng , tuhng .

11. **ung/uk** contrast

1. luhk tuhng , luhk tuhng , luhk tuhng .  
2. tuhng luhk , tuhng luhk , tuhng luhk .  
3. luhk tuhng , tuhng luhk ,
   tuhng luhk , luhk tuhng .

12. **un/ung** contrast [uŋ] /[ o ŋ ]

**Compare:** **Listen and repeat:**
1. tuhng tuhng , bun bun .  
2. bun tuhng , tuhng bun .  
3. tuhng bun tuhng  
4. bun tuhng bun
II. NOTES

A. Culture Notes:

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

Ex: Mr. Chan (to Mr. Lee): Lēih Sàang.
     Mr. Lee: A, Châhn Sàang.

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

Ex: When A comes to B's office to get him for lunch:
     A: Bāk-chiu dāk meih? Bāk-chiu, are you ready?
     B: Meih a. Not yet.

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

B. Structure Notes:

1. 'Dāk meih?'

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

Responses to Dāk meih? are:
     Dāk la. = Ready.
     Meih dāk, = Not ready yet.

2. Time Expressions

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

   dīm or dīmjung = hour, o'clock
   fānjung = minute (not used as much in Cantonese as in English)
   gwāt = quarter-hour sections of the hour (transliteration of English "quarter")
   jih = five-minute sections of the hour (jih
2. The above time-words combine as follows:
   1. yāt dim (jūng) = one o'clock
   2. yāt dim yāt fānjūng = one minute after one o'clock
   3. yāt dim yāt go jih = five minutes after one
      (See Drill 7)
   4. yāt dim yāt go gwāt = a quarter after one
      (See Drill 6)
   5. yāt dim bun = half past one
      (See Drill 5)
3. daahp in time expressions
   daahp, literally "tread on" is used in reference to the
   number on the clock face to which the minute hand points to
   tell time:
   Ex: yāt dim daahp yāt = five minutes after one
       yāt dim daahp yih = ten minutes after one
       (See BC and Drills 4, 7)
4. gēi? '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. [gēi] dim a? = what time is it? [What number o'clock?]
       ngāmā = It's five o'clock.
   2. Yingā daahp [gēi] a? = what time is it? [Now treads
       on what number?]
       Yingā daahp se̤ = it's 20 after. [Now treads 4.]
       (See BC and Drills 4, 6)
5. Positioning of time expressions in relation to main verbs:
   1. A time expression which precedes the verb in the sentence
      indicates the time that the action represented by the verb
      took/takes/will take place. We refer to the pre-verb time
      expression as a 'time when' expression.
      Ex: Kéuih sahp dinjūng gaa = He teaches Cantonese at
      Ŭôngdūngwā = 10 o'clock.
      (See Drill 10)
2. A time expression which follows the verb 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: ğhögöl nêih joi dâng  Would you mind waiting for
       ngón gêî fânjûng tîm  me a few more minutes.
       lâ.

      (See Drill 12)

3. Sentence suffix wâ?

   wâ is an interrogative sentence suffix attaching to question-word questions, asking for a repeat of the sentence. It has the force of "??? did you (or he, etc.) say?"

   Ex: 1. Gêidîm wâ?  What time did you say it was?
       2. Bíngo gaau nêih wâ?  Who did you say taught you?
       3. Kêuih sing mèyên wâ?  What did you say his name was?

      (See Drill 11)

4. Measures:

   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,

       Ngôô go bîu= my [Measure] watch = my watch
       yât go jîh = 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 category of word standing between number (and certain other modifiers) and noun, Measures are usually not translatable in English equivalent sentences.

   sàâm go gwât = 3 [M] quarters = three quarters

   In follow sentences the Measure substitutes for the noun.

   Ex: Kêuih go bîu jîun mîhjûn  His [M] watch—is it
gâ? accurate?

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kōuī hō ̀mjëum.  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 jëum, 'accurate,' fasì, 'fast,' maahn, 'slow.'

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

Ex: Nḕh go bīu jëum m̀nh jëum ga?  Is your watch accurate?

Ngṑh go bīu m̀nhjëum.  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.
Ngṑh go bīu   m̀nhjëum.

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
2. yih
3. sàam
4. sei
5. āgh
6. luhk
7. chāt
8. baat
9. gàu
10. sahp

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

11. sahpyāt
12. sahpyih
13. sahpśām
14. sahpsēl
15. sahpográf 18. sahpbaat
16. sahppluhk 19. sahpgâu
17. sahpchât

2. *yih* and *léuhng* = "2"

*yih* and *léuhng* both represent "2."
*yih* is used in counting off: yât, yih, sâm, 'one, two, three,' and in compound numbers: sahpyih, '12,' yihsahhp, '20,' yihsahpsyih, '22,' etc.

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

Ex: léung dîm = 2:00
léuhng dîm yât go jih = 2:05
léuhng dîm 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: Ngôh go bûu faai My watch has gotten a little sêsíu 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 sêsíu 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
mean 'inciting to action,' including everything from peremptory 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 lá is a polite tone of voice. The connotation is 'please,' 'Would you mind...' and for the self-imperative, 'I'll...'

Ex: 1.  nhói néh däng nghóh gëi fën jëng tim lá. Would you please wait for me a few minutes more.

2. Hôu, nghóh däng néh lâ. OK, I'll wait for you.

(See BC)

10. Dialect variations: (ng)äm (ng)äm 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:  åmäm, ngaamgãam 'exactly; just'
oi, ngoi 'want'
ük, ngük '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.

   Yät yih sâm sei ñgh (1 time)
   lukh chêt baat gâu sahp
   (six seven eight nine ten)
   (do 10 times)

2. Students in chorus count simultaneously with teacher.

   Teacher counts from 6 to 10, using hand signals.

   lukh chêt baat gâu sahp
   (10 times)

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

   lukh chêt baat gâu 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, lukh, gâu, etc.
   (approximately 30 numbers)
1. Listen and repeat: number drill: clock hours. Teacher uses pointer and blackboard clock. The students repeat after the teacher in the pauses provided.

1. yāt (pause) yāt dīm. (pause) yāt dīmjūng. (pause) 1, 1:00.
+ 2. yīh (pause) lēuŋg dīm. (pause) lēuŋg dīmjūng. (pause) 2, 2:00.

3. sāam (pause) sāam dīm. (pause) sāam dīmjūng. (pause) 3, 3:00.
4. sei (pause) sei dīm. (pause) sei dīmjūng. (pause) 4, 4:00.
5. āgh (pause) āgh dīm. (pause) āgh dīmjūng. (pause) 5, 5:00.
6. luhk (pause) luhk dīm. (pause) luhk dīmjūng. (pause) 6, 6:00.
7. chāt (pause) chāt dīm. (pause) chāt dīmjūng. (pause) 7, 7:00.
8. baat (pause) baat dīm. (pause) baat dīmjūng. (pause) 8, 8:00.
9. gāu (pause) gāu dīm. (pause) gāu dīmjūng. (pause) 9, 9:00.
10. sahp (pause) sahp dīm. (pause) sahp dīmjūng. (pause) 10, 10:00.
+ 11. sahp yāt  sahp yāt dīm. (pause) sahp yāt dīmjūng. (pause) 11, 11:00.
+ 12. sahp yīh  sahp yīh dīm. (pause) sahp yīh dīmjūng. (pause) 12, 12:00.

13. gēi (pause) gēi dīm? (pause) gēi dīmjūng? (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: gēi? 'which?' is an interrogative pronoun of number.

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

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

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

1. (3) 1. Yiŋgā sāam dīm.
2. (6) 2. Yiŋgā luhk dīm.
5. (2) 5. Yiŋgā lēuŋg dīm.

a. Continue, teacher pointing to numbers on clock to cue students. Teacher signals for choral or individual response.
3. Expansion Drill: Props: A big clock drawn on blackboard. Teacher points to number and says cue word.

Ex: T: /yāt/  
    S: Yihgā daahp yat.  
    S: It's five after.

T: /one/  

1. /sāam/  
   1. Yihgā daahp sāam.
2. /baat/  
   2. Yihgā daahp baat.
3. /gāu/  
   3. Yihgā daahp gāu.
4. /sei/  
   4. Yihgā daahp sei.
5. /chāt/  
   5. Yihgā daahp chāt.
6. /yih/  
   6. Yihgā daahp yih.
7. /saahpyāt/  
   7. Yihgā daahp saahpyāt.
8. /bun/  
   8. Yihgā daahp bun.  
      It's half past.
   half
9. /ńgh/  


Ex: T: 1
   S1: Yihgā daahp géi a?  
      T: What time is it?
   S2: Yihgā daahp yāt.  
      S: It's five after.

1. 5  
   1. A. Yihgā daahp géi a?  
      B. Yihgā daahp ńgh.
2. 7  
   2. A. Yihgā daahp géi a?  
      B. Yihgā daahp chāt.
3. 11  
   3. A. Yihgā daahp géi a?  
      B. Yihgā daahp saahpyāt.
4. 8  
   4. A. Yihgā daahp géi a?  
      B. Yihgā daahp baat.
5. 6  
   5. A. Yihgā daahp géi a?  
      B. Yihgā daahp bun.  
      (daahp bun = half past)
   +
6. 2  
   6. A. Yihgā daahp géi a?  
      B. Yihgā 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: Yihgā sāam dim bun. T: It's half past three.
[Now three o'clock half.]
+ S: Yihgā ngāamngāam sāam dim bun.
   (ng)āam (ng)āam = exactly, just.
   S: It's exactly half past three.

1. Yihgā lēuhng dim bun.
2. Yihgā īng dim bun.
3. Yihgā luhk dim bun.
4. Yihgā baat dim bun.
5. Yihgā sahp dim bun.

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

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

1. yāt dim
2. sei dim
3. chāt dim
4. īng dim
5. sāam dim
6. lēuhng dim

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:

sāam dim yāt go gwāt - Three o'clock one quarter
   = 3:15

sāam dim sāam go gwāt - Three o'clock three quarters = 3:45
7. Alteration Drill:

Ex: T: Yihgā sāam dīm daahp yāt.

S: Yihgā sāam dīm yāt go jih.

It’s five after three.
or It’s three-on-five.
[three touch one]
[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. Yihgā sāam dīm daahp yīh.
2. Yihgā sāam dīm daahp sēi.
3. Yihgā sāam dīm daahp chāt.
4. Yihgā sāam dīm daahp sām.
5. Yihgā sāam dīm daahp sāhp.

1. Yihgā sāam dīm lēuhng go jih.
2. Yihgā sāam dīm sēi go jih.
3. Yihgā sāam dīm chāt go jih.
4. Yihgā sāam dīm sām go jih.
5. Yihgā sāam dīm sāhp go jih.

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

yāt go jih = 5 after
lēuhng go jih = 10 after, etc.

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

sāam dīm sāam go jih – sāam dīm sāam = 3:15

8. Expansion Drill:

Ex: T: Lēih Tāai go blu faai sēsiu.

S: Lēih Tāai go blu faai sēsiu; nógh go maahn sēsiu.

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

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

1. Lēih Tāai go blu maahn sēsiu.
2. Lēih Tāai go blu faai yātgo-jih.

/faaui sēsiu/
/maahn yātgo-jih/
3. Léih Táai go bìu maahn yáh fânjung /faai yáh fânjung/
   Mrs. Lee's watch is one minute slow.

4. Chânh Táai go bìu faai sêsiu.
   /maahn sêsiu/

5. Chânh Táai go bìu maahn léuhng-gojih. /faai yáh go gwât/

9. Response Drill:

   Ex: T: Kéuihdei héih êhhái hah Yinggwokyâhn a?
     /Méihgwokyâhn/
   S: Ngôh êhji. WaahkJé hah Yinggwokyâhn,
     waahkJé hah Méihgwokyâhn.
   Are they English?
   /Americans/
   I don't know — They may be English, may be Americans.


2. Kéuih hah èhhái Méihgwok-yâhn a? /Yinggwokyâhn/


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

   T: /Yinggwokyâhn/ Méihgwokyâhn/
   S1: Kéuih hah èhhái Yinggwokyâhn a?
   S2: WaahkJé hah Yinggwokyâhn, waahkJé hah Méihgwokyâhn.

10. Combining Drill:

   Kéuihdei hohk
   They study Cantonese.
   Gwôngdûngwâ.
CANTONESE BASIC COURSE

LESSON 4

S: Kauia deiks sahp dim  S: They study Cantonese at 10:30.
bun hokh Gwongdung-
wá.

1. Yihgá gáu dimjün.  1. Kauia gáu dimjün gau
   Keuiah gaau bingə a?  bingə a?

2. Yihgá loohng dim yótgowt.  2. Bingə lóuhng dim yótgowt
   Bingə hokh Yingmáhn a? hokh Yingmáhn a?

3. Yihgá sám dim sámngowt.  3. Léia Sáang sám dim sámng-
   Léia Sáang hokh mýyeh a?   owt hokh mýyeh a?

4. Yihgá sahpjät dim bun.  4. Ngóideih sahpjät dim bun
   Ngóideih hokh se Jümgháhn. hokh se Jümgháhn.

5. Yihgá sei dim bun.  5. Hóh Siújé sei dim bug gaua
   Hóh Siújé gaau Métngwókýáhn Métngwókýáhn Gwókyúh.
   Gwókyúh.

6. Yihgá baat dim sámngowt.  6. Jéung Táai baat dim sámng-
   Jéung Táai gaau néii góng   owt gaau néii góng
   Gwongdungwá.   Gwongdungwá.

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: Yihgá sahpdim bun.  S: Yihgá géidim wá?
   T: It is now 10:30.  S: What time did you say it was
   now?


2. Kauia hahj néih hokhksáang.  2. Bingə hahj néih hokhksáang
   wá?

3. Hóh Siújé gaau néih Seuhng-
   hoíwa.  3. Bingə gaau néih Seuhnghoí
   wá wá.

4. Chàhn Táai hahj kewi chínjäng.  4. Bingə hahj kewi
   Mrs. Chan is her teacher.
   chínjäng wá?

5. Léia Sáang hahj Métngwókýáhn.  5. Bingə hahj Métngwókýáhn wá?

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

1. Ngóei néih dáäng néih géi  1. Ngóei néih dáäng néih géi
   fànjün.  fànjün.

   100
IV. CONVERSATIONS FOR LISTENING
(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE.

A. Ask your neighbor:

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

B. And he replies:

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Pinyin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Æámäm</td>
<td>adv.</td>
<td>exactly</td>
</tr>
<tr>
<td>2.</td>
<td>baat</td>
<td>nu.</td>
<td>eight</td>
</tr>
<tr>
<td>3.</td>
<td>biu</td>
<td>n.</td>
<td>watch</td>
</tr>
<tr>
<td>4.</td>
<td>bo</td>
<td>ss.</td>
<td>sen. suf. for certainty</td>
</tr>
<tr>
<td>5.</td>
<td>bun</td>
<td>nu.</td>
<td>half</td>
</tr>
<tr>
<td>6.</td>
<td>chämhdô</td>
<td>Ph.</td>
<td>approximately</td>
</tr>
<tr>
<td>7.</td>
<td>chät</td>
<td>nu.</td>
<td>seven</td>
</tr>
<tr>
<td>8.</td>
<td>daahp</td>
<td>v.</td>
<td>tread on</td>
</tr>
<tr>
<td>9.</td>
<td>daahp bun</td>
<td>TW.</td>
<td>half past</td>
</tr>
<tr>
<td>10.</td>
<td>daahp géi?</td>
<td>TW.</td>
<td>how many five minutes past the hour?</td>
</tr>
<tr>
<td>11.</td>
<td>Dâk meih?</td>
<td>Ph.</td>
<td>Ready?</td>
</tr>
<tr>
<td>12.</td>
<td>dâng</td>
<td>v.</td>
<td>wait (for)</td>
</tr>
<tr>
<td>13.</td>
<td>dîm(jüng)</td>
<td>m.</td>
<td>o'clock</td>
</tr>
<tr>
<td>14.</td>
<td>faai</td>
<td>adj.</td>
<td>fast</td>
</tr>
<tr>
<td>15.</td>
<td>sänjüng</td>
<td>m.</td>
<td>minute(s)</td>
</tr>
<tr>
<td>16.</td>
<td>gâu</td>
<td>nu.</td>
<td>nine</td>
</tr>
<tr>
<td>17.</td>
<td>géi</td>
<td>nu.</td>
<td>several</td>
</tr>
<tr>
<td>18.</td>
<td>géi?</td>
<td>QW.</td>
<td>which number?</td>
</tr>
<tr>
<td>19.</td>
<td>géidîm(jüng)?</td>
<td>Ph.</td>
<td>What o'clock? What time?</td>
</tr>
<tr>
<td>20.</td>
<td>go</td>
<td>m.</td>
<td>M. for nouns</td>
</tr>
<tr>
<td>21.</td>
<td>gwât</td>
<td>(bf)n.</td>
<td>quarter (hour)</td>
</tr>
<tr>
<td>22.</td>
<td>Hâu</td>
<td>adj.</td>
<td>OK, All right. (response used in agreeing with someone.)</td>
</tr>
<tr>
<td>23.</td>
<td>jënun</td>
<td>adj.</td>
<td>accurate, right</td>
</tr>
<tr>
<td>24.</td>
<td>jih</td>
<td>n.</td>
<td>written figure; word</td>
</tr>
<tr>
<td>25.</td>
<td>lâ</td>
<td>ss.</td>
<td>sen. suf. for change + raised intonation for doubt.</td>
</tr>
<tr>
<td>26.</td>
<td>lâ</td>
<td>ss.</td>
<td>sen. suf. for polite suggestion</td>
</tr>
<tr>
<td>27.</td>
<td>la</td>
<td>ss.</td>
<td>sen. suf. indicating change from previous condition.</td>
</tr>
<tr>
<td>28.</td>
<td>lëuhng</td>
<td>nu.</td>
<td>two</td>
</tr>
<tr>
<td>29.</td>
<td>luhk</td>
<td>nu.</td>
<td>six</td>
</tr>
<tr>
<td>30.</td>
<td>maahn</td>
<td>adj.</td>
<td>slow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Ahhóu yisi</td>
<td>Ph: I'm sorry; It's embarrassing.</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>ngáamngáam</td>
<td>adv: exactly (see āamāam)</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>sàam go gwāt</td>
<td>Ph: three quarters after the hour</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>sahp</td>
<td>nu: ten</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>sahpyāt</td>
<td>nu: eleven</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>sahpyih</td>
<td>nu: twelve</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>tim</td>
<td>ss: in addition, also, more</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>wá</td>
<td>ss: interrogative sen. suf. calling for repeat of preceding sentence. i.e., _____ did you say?</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>waahkje</td>
<td>cj: maybe; or</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>yāt go gwāt</td>
<td>Ph: a quarter after the hour</td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>yāt go jih</td>
<td>Ph: five minutes</td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>yihgā</td>
<td>Tw: now</td>
<td></td>
</tr>
</tbody>
</table>
I. BASIC CONVERSATION

A. Buildup:

Mrs. Wōhng stops in to see her friend Mrs. Jēung at home.

**jyūyahm**  **Jyūyahm**

chōn

chēuihbīn

Chēuihbīn chōn lā.

yānhaak

Yānhaak

āngōi

Hōu, āngōi.

(All right, thank you.)

(The hostess extends a pack of cigarettes)

**jyūyahm**

yīn

sihk

sihk yīn

Sihk yīn lā.

Yānhaak

haakhei

āhsāī

āhsāī haakhei.

Yānhaak

HHōu

Hōu haakhei a.

Yānhaak

Hōu, āngōi.

Yānhaak

āhsāī āngōi.

Yānhaak

**jyūyahm**  **Jyūyahm**

host, hostess

sit

As you wish, at your convenience

Sit anywhere you like.

guest

thank you

All right, thank you.

Have a cigarette.

polite

unnecessary, no need to

You don't need to be polite.

(i.e., no thanks)

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

All right, thanks.

No need to thank. (i.e.,
You're welcome.)
(A servant brings in tea and cakes.)

Jyúhânh

chêh

tea

yâm

drink

Yâm chêh лā.

Have some tea.

Yânhaak

Aghôi.

Thank you.

Jyúyânh

bêng

cake(s), cookie(s)

Sihk bêng лā.

Have some cookies.

Yânhaak

laak

sentence suffix la

indicating change or

potential change + k =

lively. лā + k = лaak.

âmhsái laak; āghôi.

No thanks.

Sii

Jyúyânh

try

Sihāh лā.

Try a little.

Yânhaak

jânhâih

really

lêh

sentence suffix for

definiteness.

Jânhâih âmhêsái haakhei лēh.

No thanks—really.

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

Yânhaak

aiyal

exclamation of consternation

Aiyal Ngh dîm la.

Oh—oh. It’s five o’clock.

jâu

leave

yiu jâu

must go

Ngôh yiu jâu laak.

I must be going.

Jaayânh

fâai

fast

gâm

so

gâm fâai

so fast, so soon

gâm fâai jâu

go so soon
LESSON 5  CANTONESE BASIC COURSE

landıu gau fai jau la.  Don't go so soon!

jànnhaak

làhhái a--  No--

jànnhaak

jànhaih yiu jau laak.  I really must go.

B. Recapitulation:

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

jàuyàhn

Châuibín chōh la.  Sit anywhere you like.

jànnhaak

Hôu, ângôi.  All right; thanks.

(The hostess extends a pack of cigarettes.)

jàuyàhn

Sihk jin la.  Have a cigarette.

jànnhaak

jàhsái haakhei.  You don't have to be polite.

(i.e., No thanks.)

jàuyàhn

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

jànnhaak

Hôu, ângôi.  All right, thanks.

jàuyàhn

jàhsái ângôi.  No need to thank. (i.e., you're welcome.)

(A servant brings in tea and cakes.)

jàuyàhn

Yàm châh la.  Have some tea.

jànnhaak

ângôi.  Thank you.

jàuyàhn

Sihk bêng la.  Have some cookies.

jànnhaak

jàhsái laak; ângôi.  No thanks.
Jyúyâhn
Siháh là. Try a little.

Yânhhaak
Jânhaih àhsái haakhei lôh. No thanks—really.
(They talk awhile, then the guest prepares to leave.)

Yânhhaak
Aiyal ñgh dîm laak. Ngôn yiu Oh—oh. It's five o'clock. I
jáu laak. must be going.

Jyúyâhn
Hhôu gam faài jáu là. Don't go so soon!

Yânhhaak
Hhâhái a-- No--
Jânhaih yiu jáu laak. I really must go.

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

Pronunciation:

1. ai
   ai is a two-part final composed of the backed mid central vowel
   a [ŋɐ] plus high front unrounded offglide ñ [ŋ.] The a portion is
   quite short in an isolated syllable—[ŋaŋ]. The syllable may be
   lengthened when it occurs in stress position in a sentence, in
   which case it is the ɨ part that lengthens, not the a part.
   àhsái (5 times) 俁使

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

   Listen and repeat:
   1. faai (five times) 快
   2. táai (five times) 太

3. ai/aai contrasts

   Listen and repeat:

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4. **ang in dāng** (Lesson 4)

*ang* is a two-part final composed of the backed mid central vowel *a* [a] 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 dāng (5 times) 東等

Listen and repeat:

* dāng (5 times) 東

5. **aang in chāang**

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

Compare English and Cantonese—Listen:

* dong chāang (5 times) 橙

Listen and repeat:

* chāang (5 times) 橙

6. **ang/aang contrasts**

Listen and repeat:

1.  dāng (3 times)
2.  chāang (3 times)
3.  dāng chāang (3 times)
4.  chāang dāng (3 times)

7. **ak in dák** (Lesson 4)

*ak* is a two-part final composed of the backed mid central vowel *a* [a] plus velar stop consonant *k*. As a final *k* is unreleased—[kʰ], *a* is as elsewhere—short in an isolated unstressed syllable, more backed than its closest American counterpart, which is the [a] of "duck." It is also tenseer 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.  gām (3 times)
6.  Chāhn (3 times)
7.  dāng (3 times)
8.  gām, Chāhn, dāng
9.  āhsái

8.  aak in yānhhaak, haakhei

aak is a two-part final composed of the low back vowel aa [ɑː] 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 counterpart.

Listen and repeat:

1.  yānhhaak (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.  yānhhaak (3 times) 人客
3.  meih dāk, yānhhaak (3 times)
4.  yānhhaak, meih dāk (3 times)

10. Fast speech forms.

Listen to fast speech pronunciation:

1.  haakhei 客氣
2.  āhsái haakhei 唔使客氣
3.  ānhōu haakhei 唔好客氣

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

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

1. wahkkjé (3 times)
2. Jünggwokyânh (3 times)
3. haakhei (3 times)
4. hohksaang (3 times)

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

11. The -k final of sentence suffix laak.

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

The laak spelling derives thus:

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

Adding k as final makes the aa not final in its syllable, so its spelling is represented as aa; la + -k = laak
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) 喝酒
3. **gáu** (3 times) 九
4. **jáu jiái** ("son")酒仔, **jáu jiái**, **jáu jiái**

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 [æa] 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 數
2. **gaau jáu** (3 times) 數酒
3. **gáu gaau** (3 times) 九 數
4. **gau** ("enough") gaau (3 times) 數 數
5. **gaau gau** (3 times) 數 數
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 bêng lá. 'Have some cookies.' If the refreshments are not right at hand, use the question-word question: Yäm di moyäh e? [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. Yâm châh, 'drink tea.'

   Yâm châh 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 [hã gäau] and steamed dumplings of minced pork and mushrooms [sîu mài]. This is called 'going out to yâm châh!' 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. Yâm châh 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 yâm châh, 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 yâm châh meal.
4. *Aiya* is an exclamation of consternation. English equivalents are very much dependent on the speaker, ranging from "Oh, my!" to "Good Lord!" to "Oh my god!" etc.

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

5. *Mhgōi,* '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 *Mhgōi.* There is another word, *dōjeh,* '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 *Mhgōi*—viewing this as more of a courtesy than a gift.

(See BC and Drills 7, 8, 9)

B. Structure Notes

1. Sentence suffix *laak.*

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

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

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

   Examples from the Basic Conversation:

   1. *Μhgōi* *laak,* *Mhgōi.* (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* *Μhg dīm* *laak!* Wow! It's five o'clock already (I didn't realize it had gotten so late.)
3. Ngônh 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 yên lā. Have a cigarette.
   Guest: Hôu aak, ângôi. OK, thanks.
   (See Drills 7, 8, 9)

4. Sentence suffix lōh.
   lōh is an emphatic sentence suffix, adding the connotation
   that you are quite definite about what you say. (lōh is probably
   derived from sentence suffix la.) The tone of voice is polite.
   Example from the Basic Conversation:
   Jânhaih âhsái haakhei lōh. (Declining cookies which the
   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 yihn 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:
   Mnhôu sihk bêng. Don't eat those cookies.
   (See Drill 5)
The above sentence might be one said by a father or mother to a child.

7. -hâh, Verb suffix for casualness.

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

(See BC)

8. yiu, 'must,' and mhsâi, '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 jâu = must leave, have to be going

Ngônh yiu jâu 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 sâi, 'need,' 'have to.'

Ex: Ngônh yihgâ yiu hohk Yîngmânh. I have to study English right now.

Ngônh yihgâ mhsâi hohk Yîngmânh. I don't have to study English right now.

Nâih yihgâ sâi mhsâi hohk Yîngmânh a? Do you have to study English right now?

(See BC)
III. DRILLS

1. Substitution Drill

Ex: T: Sihk bêng lā. /yīn/
S: Sihk yīn lā.

+ 1. Sihk yīn lā. /faahn/
   (rice)
+ 2. Sihk faahn lā. /pihnggwó/
   (apple)
+ 3. /cháang/
   (orange)
+ 4. /bêng/
+ 5. /yīn/
+ 6. /jīu/
   (banana)

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

or
Have some cookies [polite].
S: Have a cigarette [polite].

1. Sihk faahn lā.
   Dinner is ready; come eat.
2. Sihk pihnggwó lā.
   Have an apple.
3. Sihk cháang lā.
   Have an orange.
4. Sihk bêng lā.
5. Sihk yīn lā.

2. Substitution Drill

+ Ex: T: Yâm châh lā! /gafē/
S: Yâm gafē lā!
T: Have some tea! [polite] /coffee/
S: Have some coffee!

1. Yâm châh lā. /gafē/
2. Yâm gafē lā.
3. Yâm heisëui lā.
4. Yâm bējáu lā.
5. Yâm séui lā.
6. Yâm séui lā.
7. Yâm jāu lā.

+ 1. Yâm gafē lā.
+ 2. Yâm heisëui lā.
+ 3. Yâm bējáu lā.
+ 4. Yâm séui lā.
+ 5. Yâm séui lā.
+ 6. /ngâuhnáih/
   (milk)
+ 7. /jau/
   (alcoholic beverage)
3. Substitution Drill

Ex: T: Yám àhyám heiséui a? T: Would you like a soft drink?
    /bējāu/
    /beer/

  S: Yám àhyám bējāu a? S: Would you like a beer?

1. /gafē/
2. /heiséui/
3. /séui/
4. /bējāu/
5. /ngàuhnáaih/

1. Yám àhyám gafē a?
2. Yám àhyám heiséui a?
3. Yám àhyám séui a?
4. Yám àhyám bējāu a?
5. Yám àhyám 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 mēyēn a?' 'You'll
drink a little what?', i.e. "what'll you
have to drink?"

4. Expansion Drill

Ex: 1. T: chāh

   S: Yám chāh lāi!

2. T: bēng

   S: Sihk bēng lāi

   or

   S: Have some tea.

   S: Have a cookie.

or

   Have some cookies.

1. gafē
2. heiséui
3. faahn
4. bējāu
5. yīn
6. plhnggwō
7. séui
8. chāang
9. bēng
10. chāh
11. jāu
12. jiū

10. Yám chāh lāi!
11. Yám jāu lāi!
12. Sihk jiū lāi!
5. Transformation Drill

Ex: T: Sihk yin laa!
S: Rhhou sihk yin!

T: Have a cigarette. (polite invitation)
S: Don't smoke! (abrupt; note absence of laa)

1. Yam bojau laa.
2. Sihk yin laa.
3. Yam gafe laa.
4. Sihk benj laa.
5. Yam heisui laa.

1. Rhhou yam bojiu!
2. Rhhou sihk yin!
3. Rhhou yam gafe!
4. Rhhou sihk benj!
5. Rhhou yam heisui!

a. Repeat as polite negative request, thus:

T: Sihk yin laa!
S: Rhhou sihk yin laa.

T: Have a cigarette.
S: Please don't smoke.

6. Expansion Drill

Ex: T: Kouih yam chah.
S: Kouih yam chah.

T: He drinks tea. /coffee/
S: Kouih yam gafe.

T: He drinks tea, but he doesn't drink coffee.

S: Kouih yam heisui.

OR

He drinks tea, but not coffee.

1. Kouih yam heisui. /bojau/
2. Kouih yam gafe. /chah/
3. Kouih sihk pinngwo. /chaang/
4. Kouih sihk benj. /yan chah/
5. Kouih sihk se Jungman. /Yingman/

1. Kouih yam heisui, daahnhaih hyam bojau.
2. Kouih yam gafe, daahnhaih hyam chah.
5. Kouih se Jungman, daahnhaih hehek se Yingmahn.
7. Response Drill

Ex: 1. T: Yâm gafe læ? /nod/
   S: Hôu aak. Ángôi.
   S: Yes; thanks.

2. T: Yâm gafe læ? /shake/
   S: Ñhyám laak, Ñhígôì.
   S: No thanks, not right now.

1. Yâm chàh læ? /nod/
2. Yâm bêjau læ? /nod/
3. Yâm ñuí suí læ? /shake/
4. Yâm gafe læ? /shake/
5. Yâm séuí læ? /nod/

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, Ñhígôì. OK, thanks.
   Hóu aak. Ñhígôì. OK. Thanks.

8. Response Drill

Ex: 1. T: Sîhk bêng laâ! /nod/
   S: Hôu aak. Ánhôì.
   S: All right. Thanks you.

2. T: Sîhk bêng laâ! /shake/
   S: Ánhísîk laak; Ñhígôì.

1. Sîhk phînggwó laâ! /nod/
2. Sîhk yîn laâ! /nod/
3. Sîhk faahñ laâ! /shake/
4. Sîhk chàang laâ! /shake/
5. Sîhk bêng laâ! /nod/
6. Sîhk jîu laâ! /nod/

Comment: If you don't smoke, the way to say so colloquially, when you are invited to have a cigarette, is: 'Sîhk bêng', 'smoke very little', 'seldom smoke', i.e. 'I don't smoke.'
9. Response Drill: Respond appropriately, following patterns established in Drills 7 and 8. (For the negative use ḝhsihk and ṭḥyām, although ḝhsāi is equally appropriate.)

1. Yám chéh là? /nod/
   1. ḝou aak. ṭhgoi.

2. Yám bōjáu là? /shake/
   2. ṭhyām laak. ṭhgoi.

3. Sīhk yín là? /nod/
   3. ḝou aak. ṭhgoi.

4. Sīhk bēng lài /shake/
   4. ḝhsihk laak. ṭhgoi.

5. Yám gafū là? /nod/
   5. ḝou aak. ṭhgoi.

6. Sīhk pǐnggwō lài /nod/
   6. ḝou aak. ṭhgoi.

7. Yám heíswēi là? /shake/
   7. ṭhyām laak. ṭhgoi.

8. Sīhk chāang là? /shake/
   8. ḝhsihk laak. ṭhgoi.

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

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

Ex: 1. T: Néih yám mēyēh a? /néih pîngyāuh/
      S: Néih pîngyāuh yám mēyēh a?
      T: Néih pîngyāuh yám mēyēh a? /heíswēi/
      S: Néih pîngyāuh yám heíswēi.

     T: What would you like to drink? /your friend/
     S: What would your friend like to drink?
     T: What would your friend like to drink? /soft drink/
     S: Your friend would like a soft drink.

1. Kōuīh yám mēyēh a? /kōuīh pîngyāuh/

2. /sēui/

3. /jāu/

4. /ngōhdeih pîngyāu/h

5. /néih pîngyāuh/

6. /tǐngō/

7. /kōuīh/

8. /mēyēh/

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.
11. Conversation Drill

Ex: Host: Sik h вмест ла?
    Guest: Йhsаi хaakhei.
    Host: Йhhou хaakhei а.
    Guest: (shake) Йghо о jцnhaih Йmsihk леh.

    or
    Guest: (nod) Йou aak, Йhgоi.
    Host: Йhsаi Йhgоi.

    Host: Won't you have some cookies?
    Guest: Ah, no, thank you.
    Host: Oh, do have some.
    Guest: No thanks, really not.

    or
    Guest: Well, all right, thanks.
    Host: You're welcome. or
    Not at all.

1. A. Sikh пинггэлп ла?
    B. ................
    А. ................
    B. (shake)

2. A. Yым gапo ла?
    B. ................
    А. ................
    B. (nod)
    A. ................

3. A. Sikh чэшжоо ла?
    B. ................
    А. ................
    B. (shake)

4. A. Sikh yいn ла?
    B. ................
    А. ................
    B. (shake)

5. A. Yым bэйдэу ла?
    B. ................
    А. ................
    B. (shake)
12. Conversion Drill

Ex: Waiter: Yám mŏyêh a? A: What'll you have to drink?
       Customer: Ngôh yám châh. B: I'll have tea.
       Waiter: Siujé haih m̀hhaih dòu yám châh a?
       A: Will the young lady have tea too?

1. W. .............?
   C. ........ bêjáu.
   W. Néih pàhngyáuh ........?
   C. ........ gafê.
   1. W. Yám mŏyêh a?
   C. Ngôh yám bêjáu.
   W. Néih pàhngyáuh haih m̀hhaih dòu yám bêjáu a?
   C. Ñhhaih. Kéuih yám gafê.

2. W. .............?
   C. ........ heisêui.
   W. Kéuih ........?
   C. ........ bêjáu.
   2. W. Yám mŏyêh a?
   C. Ngôh yám heisêui.
   W. Kéuih haih m̀hhaih dòu yám heisêui a?
   C. Ñhhaih. Kéuih yám bêjáu.

3. W. Sĩnsăng ........?
   C. ........ châh.
   W. Siujé ........?
   C. ........ heisêui.
   3. W. Sĩnsăng yám mŏyêh a?
   What will you have to drink, sir?
   C. Ngôh yám châh.
   W. Siujé haih m̀hhaih dòu yám châh a?
   Will the young lady have tea too?
   C. Ñhhaih. Kéuih yám heisêui.

4. W. Hôh Sàang ........?
   C. ........ bêjáu.
   W. Hôh Táai ........?
   C. ........ heisêui.
   4. W. Hôh Sàang yám mŏyêh a?
   What'll you have to drink, Mr. Ho?
   C. Ngôh yám bêjáu.
   W. Hôh Táai haih m̀hhaih dòu yám bêjáu a?
   Will Mrs. Ho have beer too?
   C. Ñhhaih. Kéuih yám heisêui.

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

A. What's that you're drinking?
B: I'm drinking tea.
A: Is he drinking tea too?
A: No, he's drinking coffee.

13. Conversation Drill


Host: Šhōu ġam faai jāu lā!

Guest: Oh-oh! It's 10:35. I must be going.
Host: Oh don't go so soon!
Guest: No. Really, I must go.

   B. Šhōu ġam faai jāu lā!
   A. Šñhaih ā. Jānhaih yiu jāu laak.

   B. Šhōu ġam faai jāu lā!
   A. Šñhaih ā. Jānhaih yiu jāu laak.

   B. Šhōu ġam faai jāu lā!
   A. Šñhaih ā. Jānhaih yiu jāu laak.

   B. Šhōu ġam faai jāu lā!
   A. Šñhaih ā. Jānhaih yiu jāu 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. a to soften abruptness + -k for liveliness
2. Aiyal  ex: exclamation of consternation
3. bējáu  m: beer
4. bōng  n: cake
5. châang  n: orange
6. châh  n: tea
7. chêuibín  adv: As you wish, At your convenience
8. chêuibín chǒn lā.  Ph: 'Sit anywhere you like.'
9. chóh  v: sit
10. fauhn  n: rice (cooked)
11. gafe  n: coffee
12. gam  adv: so, such
13. haakhei  adj: polite
14. -hâh  Vspf: Verb suffix for casual effect
15. heisōui  n: soft drink
17. jānhaih  adv: really, indeed
18. jâu  n: alcoholic beverage
19. jâu  v: leave, depart
20. jū  n: banana
21. jyûyâhn  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. la (change) + sen. suf. -k (liveliness)
25. léh  ss: sen. suf. for definiteness
26. Môguì  Ph: Thank you (for service)
27. Mômòu  Ph: don't (as a command)
28. Mômôu haakhei  Ph: 'Don't be polite.'
29. Môsai  Ph: no need to, not necessary
30. Môsai la(ak)  Ph: No thanks (when offered something) [not necessary now]
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<th>Cantonese Basic Course</th>
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<td>32. 感謝你. Ph: [don't need to be polite.] &quot;No thanks.&quot; (to an offer) &quot;You're welcome.&quot; (when someone thanks you.)</td>
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<tr>
<td>33. ngauhnáih</td>
<td>n: milk</td>
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<tr>
<td>34. plhnggwó</td>
<td>n: apple</td>
</tr>
<tr>
<td>35. séui</td>
<td>n: water</td>
</tr>
<tr>
<td>36. si</td>
<td>v: try</td>
</tr>
<tr>
<td>37. sihâh</td>
<td>Vœuf: give it a try</td>
</tr>
<tr>
<td>38. sihk</td>
<td>v: eat</td>
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<td>39. sihk yín</td>
<td>vo: to smoke</td>
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<td>40. Siu sihk</td>
<td>Ph: 'I don't smoke.' non-smoker's response in refusing a cigarette. [seldom-smoke]</td>
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<td>41. yânhhaak</td>
<td>n: guest</td>
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<td>42. yám</td>
<td>v: drink</td>
</tr>
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<td>43. yín</td>
<td>(bw)n: tobacco; smoke</td>
</tr>
<tr>
<td>44. yiu</td>
<td>auxV: must, need, have to</td>
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I. BASIC CONVERSATION

A. Build-up:

(Clerk and Customer in a department store)

**sauhføyùhn**  
**Sauhføyùhn**

**sàih**  
**sàih**

**gùhaak**  
**Guhaak**

**sêutsàam**

gihn

sêung sàih

Ngôh sêung sàih gihn sêutsàam.

chîn
gêidô?
gêidô chîn a?
nî

Nî gihn gêidô chîn a?

**mân**
yahsei

yahsei mân

Nî gihn yahsei mân.

**gô**
gô gihn
gô lêuhng gihn
dôu haih yahsei mân

hâih ânhaih dôu haih

yahsei mân a?

Gô lêuhng gihn hâih ânhaih
dôu haih yahsei mân gihn a?

**sales clerk**

**buy**

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

**customer**

**shirt**

measure for clothing

wish to buy, want to buy

I want to buy a shirt.

**money**

how much?

how much money?

this

this one (this ‘measure’)

How much is this one?

**dollar**

twenty-four

$24

This one is $24.

**that**

that one (that ‘measure’)

those two

is also $24, are also $24.

are (they) also $24? or

is (it) also $24?

Those two, are they also $24 each?
Sauhfoyûhn

 платежи; yihsaḥp mân jô.
 платежи--yihsaḥp mân gihs jô. No; twenty dollars only
 No;--Only $20 each.

 Guhaak
 béi
give
béi ngôh
give me
béi nî gihs ngôh
give this one (to) me
Hôu, béi nî gihs ngôh lâ.
OK, give me this one.

Sauhfoyûhn

 géido gihs
 how many ones
Yiu géido gihs a?
How many do you want?

Guhaak
 gau
 enough
 Yât gihs gau laak.
 One is enough.

Sauhfoyûhn

 Gâm, nêîh máaih âhmâaih go
 Are you going to buy those
 lêuhng gihs a?
two?

Guhaak
 âhmâaih laak.
 Not buy.

---

B. Recapitulation:

Sauhfoyûhn

 Máaih môîh a?
What would you like to buy?

Guhaak
 Ngôh sôung máaih gihs sêutsâm.
I'm looking for a shirt.
 Mî gihs géido chim a?
 How much is this one?

Sauhfoyûhn

 Mî gihs yahsei mâa.
This one is $24.

Guhaak
 Gô lêuhng gihs hâih âhmâi
 Are those two also $24 each?
dôu hâih yahsei mâa gihs a?

Sauhfoyûhn

 âhmâi; yihsaḥp mâa gihs jô.
 No; only $20 each.

Guhaak
 Hôu, bêî nî gihs ngôh lâ.
OK, give me this one.

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Sauhfoyän

Yiu géidō gihn a?
How many do you want?

Guhaak

Yät gihn gau laak.
One is enough.

Sauhfoyän

Gäm, néih máaih ṭháiāih gō
Are you going to buy those two?
lēuung gihn a?

Guhaak

Rhmáaih laak.
Not now, thanks.

Pronunciation.

1. at in cháat, bāat, 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:
   cháat (3 times) 七
   bāat (3 times) 𡥄
   maht (3 times) 呵

2. aat in baat

   aat is two-part final composed of the low back unrounded vowel
   aa [a], 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.
3. at/aat contrasts

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

4. sui

Listen and repeat—(Remember that the sui final is rounded throughout, that the ü part here represents that rounded yu [ü] sound, and that a rounded vowel has a rounding effect on a consonant preceding it in a syllable):
1. chēuihbín (3 times) 隨便
2. chēuih (3 times) 隨
3. sōui (3 times) 水
4. deuihjyuh (3 times) 對唔住
5. deui (3 times) 對

5. au/aau practice

Listen and repeat: (Watch the teacher)
1. gau , gau , gau . 隨
2. gaau , gaau , gaau . 教
3. gau gaau , gau gaau , gau gaau .
4. gaau gaau , gaau gaau , gaau gaau .
5. gau gaau gaau gau
6. gaau gau gau gaau
7. thègau嘈嘈, thèggaau嘈嘈
gau èngqaub a? , gau ènggaub a? .
9. Jāu gau ènggaub a? 酒嘈嘈嘈嘅呀?
10. ènggau jáu.
6. _eut_, as in _sēutsāam_

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

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

1. sēutsāam (3 times) 必衫
2. sēut sēut sēut , sēut sēut sēut . 必恤恤
3. sēut sēui (3 times) 水恤
4. sēui sēut (3 times) 水恤
5. sēut jēun (3 times) 淋恤
6. jēun sēut (3 times) 濕恤

7. _eu_ before dentals in contrast to _eu_ before velars: Notice the difference in tongue height of _eu_ before the dentals _t_, _n_, and _yu_ (spelled _j_ following _eu_); and _eu_ before the velar nasal _ng_. The _eu_ is relatively lowered before the dentals, raised before the velar.

1. sēut sēun sēung séung
2. sēut sēut lēuhng lēuhng
3. sēui sēui sēung sēung
4. deui deui Jēung Jēung
5. jēun jēun Jēung Jēung
6. jēun jēun sēung sēung
II. NOTES

1. Numbers 20 - 99

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

- 20. yihsahp
- 30. sàamsahp
- 40. seisahp
- 50. ñghsahp
- 60. luhrsahp
- 70. chãtsahp
- 80. baatsahp
- 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. yihsahpyät
- 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 forms shortens the sahp element to -ah-.

<table>
<thead>
<tr>
<th>Ex.</th>
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<th>Abbreviated form</th>
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<td>yah</td>
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<tr>
<td>21</td>
<td>yihsahpyät</td>
<td>yahyät</td>
</tr>
<tr>
<td>22</td>
<td>yihsahpyih</td>
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</tr>
<tr>
<td>99</td>
<td>gáusahpgáu</td>
<td>gáu'ahgáu</td>
</tr>
</tbody>
</table>

(See Drill 6)
2. Measures

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

Ex:  

\[
\begin{array}{ccc}
\text{M} & \text{N} \\
\text{ngôh} & \text{go} & \text{bîu} & \text{my watch} \\
\text{sàam} & \text{go} & \text{gwât} & \text{three-quarters}
\end{array}
\]

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:  

\[
\begin{array}{ccc}
\text{M} & \text{Noun} \\
1. \text{yāt} & \text{tıuh} & \text{táai} & \text{one [M] tie = one tie} \\
2. \text{ngôh} & \text{bâ} & \text{jê} & \text{my umbrella = my umbrella} \\
3. \text{kōuih} & \text{gihn} & \text{sōutsâam} & \text{his [M] shirt = his shirt}
\end{array}
\]

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, \text{bâ} means 'handle,' and is a measure for objects having handles, \text{tıuh} means 'strip' and is a measure for objects which are long and narrow in shape. However, \text{go}, statistically the most frequent measure, has no independent meaning of its own.

What we have called individual measures some writers have called classifiers, indicating that nouns are classified according
to shape. We use the wider term 'measure' to cover individual measures and other types of measure as well.
(See Drills 1, 2, 3, 4)

b. Group Measures

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

Ex: Measure + Noun
yêt deui hàaih one pair shoes = one pair of shoes
yêt jok 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
yêt mân one dollar
yêt dim one o'clock (hour)
yêt fänjung one minute

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

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

Ex: **Number** + **Measure** + **Noun**

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

4. Measure as substitute for noun.

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

Ex: A. Ngóh máaih léuhng tiuh tâi. I'm buying two [M] ties.
    B. Bin léuhng tiuh a? Which two [ones]?
    C. Nî léuhng tiuh. 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. (sêutsaam = shirt, shirts) The use of a measure without a number preceding it indicates singular number.

Ex: 1. Kôuih séung máaih sêutsaam.
    1. He wants to buy some shirts. or He wants to buy a shirt.

   2. Kôuih séung máaih gihn sêutsaam.
    2. He wants to buy a shirt.

(See BC)

6. Mhsáí not used in affirmative.

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

Ex: Q: Mhsáí mhsáí máaih luhk gihn gâm dô a? Do you need to buy 6--so many? (doubtful that it is necessary)

A: Mhsáí máaih luhk gihn-- sàam gihn gau laak. I don't need 6--3 are enough.

(See Drills 1, 3, 12)

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To answer a sai mhsai? question affirmatively you use yiu 'require, 'need,' 'have to.'

Ex: Q: Sai mhsai maaih luhk gihn gâm dô a? Do you need to buy so many as six?
A: Yiu maaih luhk gihn-- sàam gihn ìnhgau. I need to buy six-- 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. ni, 'this,' and go, 'that' classed as specifiers.

ni, 'this,' and go, '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: ni/go nu. M
ni gihn = this one [this M]
go léuhng go = those two [that-two-M]

(See BC and Drills 2, 3, 11)

Note the word order of ni/go constructions:

N/Pre. ni/go Nu. M N
1. ni léuhng gihn sêutsâam these two shirts
2. go sei bâ jô those 4 umbrellas
3. ngôh ni léuhng tiuh tâai these two ties of mine

(See Drills 1, 11)

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

We call ni and go 'this' and 'that' to give you memory-aid definitions. More specifically, ni refers to what is relatively near, and go to what is relatively distant.
9. Relative word order of direct and indirect object.

Some verbs, such as béi, 'give,' take two objects: a direct object (thing), and indirect object (usually a person). In Cantonese the word order is Verb + Direct object + Indirect object.

Verb + Direct obj + Indirect obj
Béi  nǐ gihn  ngón  lā. Give this one (to) me.
Béi  sàam mān  kēuih  lā. Give $3 (to) him.

(See BC and Drills 11, 12, 15)

10. géi(dō)?, 'how many, how much?' as an interrogative number.

géidō? and occupying the position in a question-word sentence that a number occupies in the response sentence. In this frame géi(dō) is classed as an interrogative number. As a number it precedes a measure.

Ex:    Number    Measure
Kēuih māaih géi(dō) gihn  a? How many is he going to buy?
Kēuih māaih sàam  gihn.   He's going to buy three.

(See BC and Drill 9)

You will remember that géi has another meaning which you encountered in Lesson Four. géi, 'several' is an approximate number and is distinguished from géi?, 'how many?' in a sentence by the presence of the sentence suffix a in the question sentence but not in the statement sentence.

     He's thinking of buying several.

2. Kēuih sěung māaih géi gihn  a? How many is he thinking of buying?

11. géidō?, 'how many?' and géi-?, 'how many?' differentiated.

The difference between géi-? and géidō? is that géi-? is a boundword bound to a following Measure, and géidō? is a free word which can be bound to a following measure as modifier (in which case it is interchangeable with géi-?), but may also be head in a nominal construction, which géi-? cannot.

    {géidō}

2. Kēuih sěung māaih géidō  a? 2. How many does he want?

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12.  

12. "modal subject", as polite question form: 'I wonder...?,' i.e., 'I wonder' (if you could tell me)...

By extension "modal subject", '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 ne to the end of the negative sentence, the negative is transformed to the polite 'I wonder...?' question.

Ex:  "modal subject" yu gei̍ t chin.  (I) don't know how much it costs.

"modal subject" yu gei̍ t chin ne? (I wonder how much it costs? (You assume that the person you're talking to does know and in this indirect way prompt him to tell you.)
III. DRILLS

1. Expansion Drill: (Students repeat sentence after the teacher.)
   
   * 1. a. Máaih yûhlâu.
       b. Máaih giihn yûhlâu.
       c. Máaih ŋgh giihn yûhlâu.
       d. Máaih ni ŋgh giihn yûhlâu.
       e. Ngôm máaih ni ŋgh giihn yûhlâu.

   1. a. Buy a raincoat/raincoats.
       b. Buy e raincoat.
       c. Buy 5 raincoats.
       d. Buy these 5 raincoats.
       e. I'll take these 5 raincoats.

   * 2. a. Máaih fu.
       (slack, trousers, long-pants)

   b. Máaih tîuh fu.
       (M. for trousers)

   c. Máaih léuhung tîuh fu.

   d. Máaih ni léuhung tîuh fu.

   e. Máaih ni léuhung tîuh fu lî!

   2. a. Buy slacks.
   b. Buy a pair of slacks.
   c. Buy two pairs of slacks.
   d. Buy these two pairs of slacks.
   e. Buy these two pairs of slacks!

   * 3. a. Máaih maht.

   b. Máaih deui maht.

   c. Máaih sâam deui maht.

   d. Áhsái máaih sâam deui maht.

   e. Áhsái máaih sâam deui maht laak.

   3. a. Buy socks.
   b. Buy a pair of socks.
   c. Buy three pairs of socks.
   d. You don't need to buy three pairs of socks.
   e. You don't need to buy 3 pairs of socks just now.

   * 4. a. Máaih bât.
       (writing implements)

   b. Máaih ji bât.
       (M. for bât)

   c. Máaih ji yûnhbât.

   d. Sêung máaih ji yûnhbât.

   e. Áhséung máaih ji yûnhbât.

   f. Sêung áhséung máaih ji yûnhbât a?

   4. a. Buy pens (or pencils)
   b. Buy a pen (or pencil)
   c. Buy a pencil.
   d. Want to buy a pencil
   e. Don't want to buy a pencil
   f. Do (you) want to buy a pencil?

   or

   Are you planning to buy a pencil?
5. a. jüm.
   b. Máaih jüm.
   c. Máaih go jüm.
   d. Sêung máaih go jüm.
   e. Sêung máaih lœuông go jüm.
   f. Ngôh sêung máaih lœuông go jüm.

   b. Máaih kwâhn.
   c. Máaih tiu⁴h kwâhn.
   d. Máaih tiu⁴h dâikwâhn
      (slip, petticoat)
   e. Máaih lœuông tiu⁴h dâikwâhn.
   f. Sêung máaih lœuông tiu⁴h dâikwâhn.
   g. Ngôh sêung máaih lœuông tiu⁴h dâikwâhn.

7. a. Siujé
   + b. Go wài siujé
   c. Sîk go wài siujé.
   d. Máaih go wái siujé.
   e. Ngôh máaih go wái siujé.

8. a. jê
   + b. Bâ jê
      (M. for umbrella)
   c. Máaih nî bâ jê.
   d. Máaih nî bâ jê, gêidô chîn a?
   + e. Máaih nî bâ jê yiu gêidô chîn a?
      (yiu + money expression = want X amount, costs X amount, i.e., the asking price)

or
Would you like to buy a pencil?

5. a. Clock
   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. Skirt
   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 (wái = polite M for person)
   c. Know that lady
   d. Not know that lady.
   e. I don’t know that lady.

8. a. Umbrella
   b. An umbrella
   c. Buy this umbrella.
   d. How much does this raincoat cost?
   e. How much (do you) want for this raincoat?
2. Transformation Drill: Transform the sentences from affirmative to choice type question.

Ex: T: Ní gihn sëutsäm sahpsäm män.
S: Ní gihn sëutsäm haìh åmhái sahpsäm män a?

1. Ní gihn sëutsäm sahpyät män.

2. Ó tìuh tåi sei män.
That tie is four dollars.


4. Ó deui hàìh yahng män.
That pair of shoes is twenty-five dollars.

5. Ní deui maht såam män.

6. Ó bá jé sahpyät män.

7. Ní gihn yûhlâu sahpgâu män.

8. Ní go bëu nh'ahgâu män.

+9. Ó jì yûnhjibât yàt män.
That ball point pen is one dollar.

3. Response Drill: Teacher should point to a spot near himself for nì-, students should point away for ò-, to link the words with the situation.

Ex: T: Ní gihn sahpyät män.
S: Gó gihn dòu yìu sahpyät män.
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5. Nǐ go yangāu män.  5. Gó go dōu yiu yangāu män.

(underpants, undershorts)

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: Nǐ gihn haih sahpchät män. 'This one is $11'.

4. Expansion Drill

Ex: T: Nǐ gihn yūhlāu sahp män.  T: This raincoat is $10.
S: Nǐ gihn yūhlāu sahp män, gó gihn dōu haih sahp män.
S: This raincoat is $10, That one is also $10.

1. Nǐ gihn sāutsāam sahpūgh män.  1. Nǐ gihn sāutsāam sahpūgh män, gó gihn dōu haih sahpūgh män.
5. Nǐ tiūh tāai baat män.  5. Nǐ tiūh tāai baat män, gó tiūh dōu haih baat män.

5. Substitution Drill: Repeat the first sentence after the teacher, then substitute the cues as appropriate to make new sentences.

1. Ngōh séung máaih giha yūhlāu.  I want to buy a raincoat.
2. /gō go yāhn/  2. Gó go yāhn séung máaih giha yūhlāu.

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That man wants to buy this raincoat.


4. deui maht

5. Gó go siujé (woman)

6. Gó wái sìnsàng (man)

7. tiuh fu

That lady wants to buy a pair of socks.


That lady wants to buy a pair of socks.


6. Transformation Drill: Transform the numbers from full form to abbreviated form.

Ex: T: Mǐ tiuh sàamsahp mān. T: This one is thirty dollars.

S: Mǐ tiuh sà'ah mān. S: This one is thirty dollars.

1. Mǐ tiuh yihsahpsei mān. [24]

2. Mǐ tiuh yihsahpchāt mān. [27]

3. Mǐ tiuh sàamsahpńggh mān. [35]

4. Mǐ tiuh sàamsahpyih mān. [32]

5. Mǐ tiuh seihsahpbaat mān. [48]

6. Mǐ tiuh seihsahpluhk mān. [46]

7. Mǐ tiuh ċghsahpsei mān. [54]

8. Mǐ tiuh ċghsahpyih mān. [51]

9. Mǐ tiuh luhksahpńggh mān. [65]

10. Mǐ tiuh luhksahpgāu mān. [69]
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7. Response Drill: Teacher points away for gô-, students near for nǐ-.

Ex: T: Gô tiuh fu sahp mân. /baat mân/  T: That pair of trousers is ten dollars.

S: Nǐ tiuh baat mân jê.  S: This pair is only eight dollars.

1. Gô deui haaih yahsâam mân. /yahyat mân/
   1. Nǐ deui yahyât mân jê.
   /sahp mân/       4. Gô go blu sâ’ahngh mân. /yahchât mân/
5. Gô gihn yûhlâu yihseahp mân.  5. Nǐ gihn sahp-gâu mân jê.
   /sahpgâu mân/

8. Response Drill

Ex: T: Nǐ gihu sahpluhk mân.  T: This one is sixteen dollars.

S: Gâm, gô giha haaih  mânhaih dou haaih sahpluhk mân a?

S: Well, is that one sixteen dollars too?

1. Nǐ bâ sahpbaat mân.
2. Nǐ tiuh ñgh mân.
3. Nǐ gihn sahp-sei mân.
5. Kêuih haih Gwông-dûngyâhn. /kêuih pênhg-yâun/  

9. Response Drill

Ex: T: Nêih mâaih gêidö gihn a? /çêgh/  T: How many do you want to buy?

1. Nōih máaih géidō bā a? /léuhng/
2. Nōih máaih géidō tiuh a? /sàsam/
3. Nōih máaih géidō deui a? /luhk/
4. Nōih máaih géidō gihn a? /sei/
5. Nōih máaih géidō jī a? /sei/
6. Nōih máaih géidō go a? /sahtpyih/
1. Ngōh máaih lōuhng bā.
2. Ngōh máaih sāam tiuh.
3. Ngōh máaih luhk deui.
5. Ngōh máaih sei jī.
6. Ngōh máaih sahtpyih go.

a. Repeat, teacher cueing with Measure and number only, students giving question and answer, thus:

T: /gihn/āgh/  T: /N:/5/
S1: Nōih máaih géidō gihn a?
S2: Ngōh máaih āgh gihn.
S1: How many are you going to buy?
S2: I'm going to buy 5.

10. Expansion Drill

Ex: T: Máaih sēuutsāam.
S: Kōuih máaih gihn sēuutsāam.

Note that the measure is not cued, that student must supply it.

1. Máaih fu.
2. Máaih tāai.
3. Máaih maht.
4. Máaih jē.
5. Máaih hàaih.
7. Máaih sēuutsāam.
8. Máaih bū.
10. Máaih kwāhn.
11. Máaih dáikwāhn.
12. Máaih pihhggwō.
13. Máaih būt.
15. Máaih yūhnjībūt.

1. Kōuih máaih tiuh fu.
2. Kōuih máaih tiuh tāai.
4. Kōuih máaih bā jē.
5. Kōuih máaih deui hàaih.
8. Kōuih máaih gihn bū.
11. Kōuih máaih tiuh dáikwāhn.
12. Kōuih máaih go pihhggwō.
13. Kōuih máaih jī būt.
15. Kōuih máaih jī yūhnjībūt.
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11. Expansion Drill: Expand the given sentence by adding the cue word in the appropriate place.

Ex: T: Bēi léubng tiuh tāai ngōh lā. /nǐ/
    S: Bēi nǐ léubng tiuh tāai ngōh lā.

1. Bēi bā ngōh lā. /nǐ/
2. Bēi tiuh fu ngōh lā. /gō/
3. Bēi deui maht ngōh lā. /luhk/
4. Bēi sāam gihn ngōh lā. /gō/
5. Bēi sāam tiuh ngōh lā. /nǐ/
6. Bēi léubng tiuh ngōh lā. /tāai/
7. Bēi go deui hāaih ngōh lā. /lēubng/
8. Bēi léubng gihn sēutsāam ngōh lā. /gō/
9. Bēi tiuh kwāhn ngōh lā. /gō/

12. Response Drill

Ex: 1. T: Nēih máaih ēh- máaih nǐ deui hāaih a? /nod/
    S: Hōu, bēi nǐ deui ngōh lā.
2. T: Nēih máaih ēh- máaih nǐ deui hāaih a? /shake/
    S: nhmāaih laak.

1. Nēih máaih ēh-máaih nǐ gihn sēutsāam a? /nod/
2. Nēih máaih ēh-máaih nǐ gihn yūhlāu a? /nod/

1. Hōu, bēi nǐ gihn ngōh lā.
2. Hōu, bēi nǐ gihn ngōh lā.

T: Are you going to get this pair of shoes? Do you want this pair of shoes?
S: OK, give me that pair.

S: Not today, thanks. [not buy now.]

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3. 麗maaih neAhmaaih nit ba jok
a? /shake/
3. 麗maaih laak.
4. 麗maaih neAhmaaih nit tiuh
fu a? /shake/
4. 麗maaih laak.
5. 麗maaih neAhmaaih nit deui moht
a? /nod/
5. Hou, bai ni deui ngok la.
6. 麗maaih neAhmaaih nit tiuh
taa a? /shake/
6. 麗maaih laak.
7. 麗maaih neAhmaaih nit deui
haaih a? /nod/
7. Hou, bai ni deui ngok la.
8. 麗maaih neAhmaaih nit jy
yuinhbat a? /shake/
8. 麗maaih laak.
9. 麗maaih neAhmaaih nit go bju
a? /nod/
9. Hou, bai ni go ngok la.

Comment: In these sentences idiomatic English counterparts for
maaih might be 'take,' 'get,' 'want,' as well as
'buy.'

13. Expansion/Substitution Drill: Expand or substitute as appropriate
with the cue provided.

Ex: T: Maaih ni gihn.
    /ngok/
S: Ngok maaih ni gihn.
S: I'll take this one.
    (said to clerk in store)
T: /goh gihn/
S: Ngok maaih goh gihn.
S: I'll take that one.
    (said to clerk)

1. Goh go yahn maaih zoutsam.
   /seung/
   That man is buying shirts.
1. Goh go yahn seung maaih
   zoutsam.
   That man wants to buy
   shirts.
2. /gihn/
2. Goh go yahn seung maaih gihn
   zoutsam.
3. /luhng/
3. Goh go yahn seung maaih
   lehng gihn zoutsam.
4. /goiido/
4. Goh go yahn seung maaih
goiido gihn zoutsam a?
5. /sej/
5. Goh go yahn seung maaih sej
   gihn zoutsam.
6. /hseung/
6. Goh go yahn hehseung maaih
   sej gihn zoutsam.
14. Conversation Exercise:

Ex: A: " músái máaih luuk gihn sêutsaam, sâam gihn gau laak.
B: "Nhhaih, Sàam gihn âng au; yiu máaih luuk gihn.

A: " You needn't buy 6 shirts; 3 is enough.
B: No, 3 isn't enough; I need to get 6.

<table>
<thead>
<tr>
<th>1. A. ...sâam deui maht; Yat deui ......</th>
<th>1. A. músái máaih sâam deui maht; yat deui gau laak.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. .................</td>
<td>B. &quot;Nhhaih. Yat deui âng au; yiu máaih sâam deui.</td>
</tr>
<tr>
<td>2. A. ...léuhng bá jô; Yat bá.....</td>
<td>2. A. músái máaih léuhng bá jô; yat bá gau laak.</td>
</tr>
<tr>
<td>B. .................</td>
<td>B. &quot;Nhhaih. Yat bá âng au; yiu máaih léuhng bá.</td>
</tr>
<tr>
<td>3. A. ...sahp go châng; Gâu go.......</td>
<td>3. A. músái máaih sahp go châng; gâu go gau laak.</td>
</tr>
<tr>
<td>B. .................</td>
<td>B. &quot;Nhhaih. Gâu go âng au; yiu máaih sahp go.</td>
</tr>
<tr>
<td>4. A. ...chât jî bêjau; Luhk jî.......</td>
<td>4. A. músái máaih chût jî bêjau; luuk jî gau laak.</td>
</tr>
<tr>
<td>B. .................</td>
<td>B. &quot;Nhhaih. Luuk jî âng au; yiu máaih chût jî.</td>
</tr>
<tr>
<td>5. A. ...sei go bêng; Léuhng go.......</td>
<td>5. A. músái máaih sei go bêng; léuhng gau laak.</td>
</tr>
<tr>
<td>B. .................</td>
<td>B. &quot;Nhhaih. Léuhng go âng au; yiu máaih sei go.</td>
</tr>
</tbody>
</table>
15. Response Drill: Respond affirmatively or negatively as directed, following the pattern of the example.

Ex: 1. T: Yat bā jē gau māngau a? /nod/  
   S: Gau laak. Yat bā gau laak.

2. T: Yat bā jē gau māngau a? /shake/  
   S: Yat bā māngau. Māngŏi néih bēi léuhng bā ngōh lā.

1. Lēuhng ji yùhnjībāt gau māngau a? /nod/  
2. Yat gihn yūhlāu gau māngau a? /shake/  
3. Luhk ji hēsqui gau māngau a? /nod/  
4. Yat deui hāaih gau māngau a? /shake/  
5. Sām go pihnggwō gau māngau a? /shake/  
6. Lēuhng go bū gau māngau a? /nod/  
7. Sahp go bēŋ gau māngau a? /shake/  

2. Yat gihn māngau. Māngŏi néih bēi léuhng gihn ngōh lā.
5. Sām go māngau. Māngŏi néih bēi sei go ngōh lā.
7. Sahp go māngau. Māngŏi néih bēi sahpyat go ngōh lā.

IV. CONVERSATIONS FOR LISTENING
(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

A. You ask your neighbor:  
   1. What he wants to buy.  
   2. How many (ties) he wants.  
   3. How much these shoes cost.  
   4. Whether those (shoes) are also $60.00 a pair.

B. And he replies:  
   1. That he wants to buy a tie.  
   2. He wants to buy two.  
   3. They are $60 a pair.  
   4. No, they are $65.
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. bēi
   v: give
4. chūn
   n/m: money
5. dāifu
   n: underpants, undershorts
6. dāikwāhn
   n: slip, petticoat
7. dei
   n: pair; group measure for shoes, socks, chopsticks
8. fu
   n: trousers
9. gau
   adj: enough
10. gō(idō)
    Q#nu: how much? how many?
11. gihn
    m: M. for clothes
12. gó
    sp: that
13. go
    m: general M. for nouns
14. guhask
    n: customer (restricted use)
15. hāaih
    n: shoes
16. jō
    n: umbrella
17. ji
    m: M. for pen, pencil, bottles
18. jūng
    n: clock
19. kwāhn
    n: skirt
20. máaih
    v: buy
21. maht
    n: socks
22. mān
   m: dollar

23. ṅhji(dou)...a?
   Ph: I wonder...
   sp: this

25. sauhfoyùhn
   n: Salesclerk [sell-goods-personnel]

26. séutsāam
   n: shirt

27. sīnsāang
   n: man

28. slu jè
   n: lady, woman

29. tāai
   n: tie

30. tìuh
   m: M. for trousers, ties, roads

31. wài
   m: polite M. for persons

32. yàhn
   n: person

33. yiu + money expression
   v: wants $ amount, costs $ amount, (i.e.,
      the asking price is $ amount.)

34. yǔhlāu
   n: raincoat

35. yǔhnbāt
   n: pencil

36. yǔhnjíbāt
   n: ball point pen
LESSON 7

CANTONESE BASIC COURSE

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. Ngôn ânhji __ dim gâai. I don't know what ___ means.
   [lit. I don't know how ___ is explained.]

2. Ângôi nêih gâaisîkhâh. Please explain.

3. Ângôi nêih gêui go laih lâih tâihôh. Please give an example to demonstrate.

4. Ângôi nêih yuhng ___ jôuk yût geui bêî ngôn têngôhôh. Please use ___ to make a sentence for me to hear.

5. Hái mêyêh shîhaunh shâji gông? When do you say that? (i.e., in what kind of situation?)

6. Hái mêyêh chiinhyîhng shiâji gông? In what circumstances is that said?

7. A tông B yauh môuh fânbiht? Is there any difference between ___ and ___?

8. A tông B yauh mêyêh fânbiht? What is the difference between ___ and ___?

9. Ngôn ni geui yauh dî mahntâih. I have a question about this sentence.

10. Ngôn ni go jih yauh dî mahntâih. I have a question about this word.

11. Gâm gông dâm ânhâk a? Is it OK to say it this/that way?

12. ____ hût âmhoû têng? Does ____ sound right?

13. ____ duhk mêyêh sîng a? What tone is ____?
I. BASIC CONVERSATION

A. **Building**:

(Customer and clerk in a grocery store:)

FÔGEI

**fôgei**

Mâaih mûyêh a?

**Gubaak**

haih ... lâi̍h ge

haih mûyêh lâi̍h ga?

dî

nî dî

Mî dî haih mûyêh lâi̍h ga?

**FÔGEI**

ngâuhyuhk

Mî dîhai̍h ngâuhyuhk.

oi, or ngoi

oi âkoi, or ngoi ânhgoi

Nêih oi âkoi nê?

**Gubaak**

jyûyuhk
dî jyûyuhk

Nêih, ngoi sêung oi dî jyûyuhk.

gân

Gôi̍dî chîn gân a?

**FÔGEI**

sei go luhk
ngânhchin
sei go luhk ngânhchin
sei go luhk ngânhchin gân

Mî dî sei go luhk ngânhchin gân.

clerk

What will you have?

is...(grammatical structure
emphasising enclosed noun.)

is what?

mass measure; plural
measure

this (mass); these (units)

What's this?

beef

This is beef.

want, want to possess,
want to have

want/not want?

Do you want some?

perk

some pork

No, I don't; I want to get
some pork.

catty (unit of measure =
600 gms. ca. 1 1/3 pounds)

How much is it per catty?

$4.60 [4 measure 6 (dimes)],

money [silver-money]

$4.60 [4 dollars 6 (dimes)]

$4.60 per catty

This is $4.60 per catty.
B. Recapitulation:

Maaih mēyēh a?  What will you have?
Guhaak

What's this?

Fōgei

This is beef. Do you want some?

Guhaak

No, I don't; I want to get some pork. How much is it per catty?

Fōgei

This is $4.60 per catty.

Guhaak

Please give me two catties.

(They go over to the fruit counter.)

Guhaak

What do the oranges sell for?

Fōgei

50¢ [5 dimes] each.

Guhaak

And the apples?

Fōgei

The same—50¢ each.

Guhaak

Oh! I also want to buy two pounds of sugar. How much is it per pound?

Fōgei

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. māh (= yard (in length)) (3 times)
   2. yāt ji , yāt bā , yāt go ; yāt tiuh , yāt māh , yāt gihn .
   3. yāt ji , yāt bā , yāt go ; yāt tiuh , yāt māh , yāt gihn
   4. yāt ji , yāt tiuh , (3 times)
   5. yāt go , yāt gihn (3 times); yāt gihn , yāt go . (3 times)
   6. yāt bā , yāt māh (3 times); yāt māh , yāt bā . (3 times)
   7. yāt gihn , yāt tiuh (3 times)
   8. chēut (= M. for movie) . (3 times)
   9. yāt chēut , yāt go , yāt gihn ; yāt gihn , yāt go , yāt chēut .
   10. ji bā go chēut , tīnh māh gihn .
   11. ji bā go chēut tiuh māh gihn .

B. Tone practice with Numbers:
   1. lihung (= 'zero') . (3 times)
   2. sāam, gāu sei ; lihung, ūgh, yih .
   3. sāam, gāu, sei, lihung, ūgh, yih .
   4. sāam, gāu, sei, chāt ; lihung, ūgh, yih .
   5. sāam, gāu, sei, chāt, lihung, ūgh, yih .
   6. chāt sei , sei chāt ; yih sei , sei yih .
   7. gāu ūgh , ūgh gāu .
   8. lihung yih , yih lihung .
   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. gāu go , lēuhng go , lēuhng go , gāu go .

2. aɪ/ai contrasts

Listen and repeat: (Notice that aɪ is shorter and
tenser in an isolated syllable than is aai; that the
a of aɪ 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
as it is more like the \( \mathbf{j} \) sound of English "is."

1. ḡai ḡai ḡai 鈴 ，tāai tāai tāai 鈴．
2. ḡai tāai ，tāai ḡai ．
3. haih haih haih  , maaih maaih maaih ．
4. haih ṭhhaaih a?  , maaih ṭhmaaih a?  ．
5. haih ṭhhaaih a?  , maaih ṭhmaaih a?  ．
6. Gó wāi taaitāai haih ṭhhaaih maaih hàaih a?
7. Jānhaih ṭ hsāi maaih hàaih．

3. maaih and māaih

Listen and repeat:
1. maaih , maaih  , māaih , māaih  ．
2. māaih , māaih  , maaih , maaih  ．
3. māaih ṭhmaaih a?  , maaih ṭhmaaih a?  ．
4. maaih ṭhmaaih a?  , māaih ṭhmaaih a?  ．
5. ṭhsāung maaih  , ṭhsāung māaih  ．
6. māaih léuhng go , māaih léuhng go  ．

4. yuhk = y + uk

\( yuhk \) 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 \( yu \) [ʊ] plus velar stop consonant \( k \) doesn't occur as a two-part final in Cantonese. Therefore the spelling \( yuhk \), which on paper could be ambiguously interpreted as either \( yu + k \) or \( y + uk \), can only be \( y + uk \).

Listen and repeat:
1. jyu yuhk jyu yuhk 猪肉
2. yuhk yuhk 肉肉
3. luhk luhk 六肉
4. yuhk luhk (2 times) 肉六
1. **NOTES**

1. **dǐ 'some,' as general plural measure for individual nouns**
   a. **Plurality unspecified in number is expressed by the plural measure dǐ, 'some.'**
      1. go pihnggwó = the apple, an apple
         dǐ pihnggwó = the apples, some apples
      2. nǐ go pihnggwó = this apple
         nǐ dǐ pihnggwó = these apples
   b. **Individual nouns have different individual measures, but dǐ serves as plural measure for all individual nouns.**
      Ex: 1. bā jē = the umbrella, an umbrella
          dǐ jē = the umbrellas, some umbrellas
      2. tiuh tāai = the tie, a tie
          dǐ tāai = the ties, some ties
      3. go cháang = the orange, an orange
          dǐ cháang = the oranges, some oranges
          (See BC and Drill 4.)
   c. **In a follow sentence dǐ substitutes for the noun it represents, serving in such position as an impersonal pronoun.**
      Bēi gō dǐ cháang ngón là. = Give me those [M] oranges.
      Bēi gō dǐ ngón là. = Give me those, [distant ones]
   d. **dǐ is not used as Measure following a number. When number is specified, the individual measure follows the number.**
      Ex: sǐmnu +m +n
         nǐ dǐ jē = these umbrellas
         sāam bā jē = three umbrellas
         nǐ sāam bā jē = these three umbrellas
         (-) sāam dǐ jē = doesn't occur
         (-) nǐ sāam dǐ jē = doesn't occur
         (See BC and Drills 1.5, 1.6)
2. Mass Nouns
   a. Mass nouns designate substances which are perceived in the mass rather than as discrete units. For example:
      
      **tōhng** - 'sugar'
      **séui** - 'water'
      **jyiyuhk** - '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:   **N**. + **M** + **N**
   
   sàam bīng tōhng = three pounds of sugar
   sàam māh bōu = three yards of cloth
   sàam būi chāh = 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 bīng chāang = three pounds of oranges
   sàam go chāang = three oranges

   c. Similarities and differences between individual and mass measures.

   The standard/container/segment measures used in counting mass nouns occupy the same position in the sentence that individual measures occupy. The measures for mass nouns, however, differ from individual measures in not being in apposition with the following noun. They also differ in having independent meaning.

3. **dī**, general measure for mass nouns.

   When mass nouns are particularized but not counted by number, the plural measure **dī** 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 nǐ or gō compound, it translates as 'this' or 'that' in both subject and object positions.
LESSON 7  CANTONSESE BASIC COURSE

Ex: 1. Nǐ práng ngàuhyuhk yiu luhk man gân.  1. This beef costs $6.00 a catty.

2. Dī faahn dung jî.  2. The rice has gotten cold.

3. Ngôh séung màaih dî ngàuhyuhk.  3. I'd like to buy some beef.

4. Nêih séung yâm dî mâyêh a?  4. You'd like to drink a little what? (i.e., What would you like to drink?)

(See BC and Drills 6, 7, 10, 11, 12 for subject position examples; See BC and Drills 1, 2, 3 for object position examples.)

4. haih ··· láih ga? ĝê.

haih ··· láih ga? (a ĝê) is a phrase frame which has the effect of emphasizing the noun it envelopes.

Ex: Nǐ dī haih mâyêh a?  What's this?
Nǐ dī haih mâyêh láih ga?  What in the world is this?
Gô gô haih bîngô láih ga?  Who in the world is that?

(See BC and Drill 14)

Note that the question: Nǐ dī haih mâyêh láih ga? permits the mass/plural dî 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: Nǐ jî haih mâyêh láih ga?  What's this?
A: Nǐ jî haih yûnhbât láih ĝê.  It's a pencil.

or Q: Nǐ dî haih mâyêh láih ga?  What's this?
A: Nǐ dî haih yûnhbât láih ĝê.  It's a pencil.

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. mân = measure for 'dollar,' used when the figure is a round number. The word is derived from the first syllable of the English word 'money.'

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2. *go ngânhchin* = 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 *mân* form for
round number dollar figures. The basic meaning of
ngânhchin is 'money,' [literally 'silver-money']
Ex: *sâm gô ngânhchin* = three dollars

3. *go* = measure for 'dollar' when the figure is not a round
number.
Ex: $3.10 = sâm go yût = three dollars one (dime)

4. *hûh(jî)* = measure for 'dime,' used when the amount is
less than one dollar.
Ex: *sâm hûh(jî)* = 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 hûh bun = ¼ dimes (and) half = 45¢
In fact bun following any measure is left-bound to that
measure, and means 'plus half that measure.'
Ex: *sâm 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)
LESSON 7  CANTONENSE BASIC COURSE

1. sei go sei ngåhnchín bá 4 dollars 4 dimes
2. sei go sei yāt bá for one [M] = $4.40 each.
3. sei go sei ngåhnchín yāt bá
4. sei go sei bá (not said this way)
5. sei go sei ngåhnchín leuhng 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 ngåhnchín 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 hōuh bun jī bohng = $1.85 per pound
   yāt go baat hōuh bun = $1.85

6. Words belonging to more than one grammatical category.

Ex: ngåhnchín = noun and measure: 'money' [silver-money]

1. sei go såam ngåhnchín leuhng bohng = $4.30 for 2 pounds
2. såam go ngåhnchín leuhng bohng = $3.00 for 2 pounds
3. såam mān leuhng bohng = $3.00 for 2 pounds

In Sentence #1 above, ngåhnchín 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. 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. Go yih.
   (go + number, in a money phrase = one dollar and X number dimes)
   b. Go yih ngânhchin.
   + c. Go yih ngânhchin bâau.
   + d. Yînjái go yih ngânhchin bâau.

  e. Dî yînjái go yih ngânhchin bâau.
  f. Nî dî yînjái go yih ngânhchin bâau.
  g. Kâuîh wâh nî dî yînjái go yih ngânhchin bâau.

+ 4. a. mâh
   b. Gêidô chîn mâh a?
   + c. Dî bou gêidô chîn mâh a?

[cloth, fabric, material]
d. NI dĩ bou ĝeidô chîn mâh a?
   e. How much is this cloth per yard?

   f. This cloth is $29 for 2 yards.

  + 5. a. syû
     + b. bûn syû (M. for book)
      c. NI bûn syû
      d. NI bûn syû dim maaiah a?

     e. NI lêuhung bûn syû dim maaiah a?
     f. NI lêuhung bûn syû maaiah yah mân.
     g. NI lêuhung bûn syû maaiah yihsaeh mân bûn.

       e. How much do these 2 books sell for?
       f. These two books are $20.00.
       g. These two books are $20.00 each.

     + b. Jek gái. (M. for chicken)
      c. Lêuhung jek gái.
      d. NI lêuhung jek gái.
      e. NI lêuhung jek gái sei mân gân.
      f. NI lêuhung jek gái maaiah sei mân gân.
      g. NI lêuhung jek gái maaiah sei go bûn ngânhchin gân.
      h. Kêuigh wah ni lêuhung jek gái maaiah sei go bûn ngânhchin gân.

       b. A/the chicken.
       c. 2 chickens
       d. These 2 chickens.
       e. These 2 chickens are $4 a catty.
       f. These 2 chickens sell for $4 per catty.
       g. These 2 chickens sell for $4.50 per catty.
       h. He says these 2 chickens sell for $4.50 per catty.

  + 7. a. Hàaih.
     b. Jek hàaih.
     c. Bêi jek hàaih ngôh.
     d. Ngôi néih bêi jek hàaih ngôh.

       Comment: jek is also the M. for maht, 'socks,' 'stockings.'
2. Response Drill

Ex: T: Ngóh séung máaih dí ngáuhuyhk.
S: Kéuih dòu séung máaih dí ngáuhuyhk.

T: I want to buy some beef.
S: He also wants to buy some beef.

1. Ngóh séung máaih bá jó.
2. Ngóh séung máaih dí jyúyuhk.
3. Ngóh séung máaih bāau yínjái.
4. Ngóh séung máaih dí tôhng.
5. Ngóh séung máaih tiuh yú.
7. Ngóh séung máaih gihn sêutsaam.

3. Conversation Drill

Ex: T: /dī jyúyuhk/
S1: Máaih méyóh a?
S2: Ngóh séung máaih dí jyúyuhk.

T: /some pork/
S1: May I help you?
S2: I'd like to buy some pork.

1. /dī ngáuhuyhk/
2. /bāau yínjái/
3. /jek gāi/
4. /bohng tôhng/
5. /dī jyúyuhk/

1. A. Máaih méyóh a?
   B. Ngóh séung máaih dí ngáuhuyhk.
2. A. Máaih méyóh a?
   B. Ngóh séung máaih bāau yínjái.
3. A. Máaih méyóh a?
   B. Ngóh séung máaih jek gāi.
4. A. Máaih méyóh a?
   B. Ngóh séung máaih bohng tôhng.
5. A. Máaih méyóh a?
   B. Ngóh séung máaih dí jyúyuhk.

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6. /tiuh yû/
   A. Mâaih mûnh yû?
   B. Ngôh sêung màaih tiuh yû.

7. /deui hàaih/
   A. Mâaih mûnh a?
   B. Ngôh sêung màaih deui hàaih.

4. Transformation Drill

   Ex: T: NI gihn sêut-saam geidô chîn a?
   S: NI dî sêut-saam geidô chîn gihn a?

   How much is this shirt?
   How much are these shirts apiece?

   1. NI bâau yînjaî geidô chîn a?
   2. NI bâ jê geidô chîn a?
   3. NI deui hàaih geidô chîn a?
   4. NI gihn yûhlâu geidô chîn a?
   5. NI tiuh fu geidô chîn a?
   6. NI gihn sâm geidô chîn a?

   Comment: The individual Measures mean 'apiece,' 'each,' following a money phrase: Standard Measures mean 'per M.'

   Ex: NI dî gai sei mân gân.
   NI dî yûnhbât sâm hûhjî ji.
   NI dî yûnhbât luhk hûhjî liuhng ji.
   These chickens are $4.00 per catty.
   These pencils are 30¢ each.
   These pencils are 60¢ for two.

5. Substitution Drill

   Ex: T: jîyuwhk /gân/
   S: NI dî jîyuwhk geidô chîn gân a?

   T: pork /catty/
   S: How much is this pork per catty?

   1. /ngûuhjûhk /gân/
   1. NI dî ngûuuhjûhk geidô chîn gân a?

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2. /sōutse̍h/ /gihn/
2. RYPTOGRAPHY ELECTRIC COURSE
2. Ng hōng biō ǧiōn ǧiōn a?

3. /gái/ /jek/
3. Nǐ dī gāi ǧiōn ǧiōn jek a?

4. /bōjáu/ /jí/
4. Nǐ dī bōjáu ǧiōn ǧiōn jí a?

5. /yīnjáí/ /bāau/
5. Nǐ dī yīnjáí ǧiōn ǧiōn bāau a?

6. /tōhng/ /bohng/
6. Nǐ dī tōhng ǧiōn ǧiōn bohng a?

7. /cháang/ /go/
7. Nǐ dī cháang ǧiōn ǧiōn go a?

8. /pīnggwó/ /go/
8. Nǐ dī pīnggwó ǧiōn ǧiōn go a?

9. /jīu/ /gān/
9. Nǐ dī jīu ǧiōn ǧiōn gān a?

10. /dāifu/ /tiuh/
10. Nǐ dī dāifu ǧiōn ǧiōn tiuh a?

6. Transformation Drill

Ex:  1. T: Nǐ dī ngâuhyuhk sāam go luhk ngânhchín gān.

S1: Nǐ dī ngâuhyuhk ǧiōn ǧiōn S1: How much is this beef per
chín gān a?

S2: Sāam go luhk ngânhchín gān.  $3.60 per catty.

1. Nǐ dī jyūyuhk sei ma̍n gān.
1. A. Nǐ dī jyūyuhk ǧiōn ǧiōn gān a?
2. B. Sei ma̍n gān.

2. Nǐ dī ngâuhyuhk āgh mān bohng.
2. A. Nǐ dī ngâuhyuhk ǧiōn ǧiōn bohng a?
2. B. Āgh mān bohng.

3. Nǐ dī yīnjáí go jīh ngânhchín bāau.
3. A. Nǐ dī yīnjáí ǧiōn ǧiōn bāau a?
3. B. Go jīh ngânhchín bāau.

4. A. Nǐ dī dāikwāhn ǧiōn ǧiōn tiuh a?
4. B. Lōuhng mān tiuh.

5. Nǐ dī dāikwāhn go jīh ngânhchín gīhn.
5. A. Nǐ dī dāikwāhn ǧiōn ǧiōn gīhn a?
5. B. Go jīh ngânhchín gīhn.
7. Alteration Drill

Ex: T: Nî dî ngâuhuyhk /gânh/ dim maaih a?
   S: Nî dî ngâuhuyhk géi-dô chîn gân a?

T: How do you sell this beef? or What does this beef sell for?
S: How much is this beef per catty?

1. Nî dî jêuyuhk dîm maaih a? /gânh/
2. Nî dî gîi dîm maaih a? /gânh/
3. Nî dî yû dîm maaih a? /gânh/
4. Nî dî bêjau dîm maaih a? /ji/
5. Nî dî tôhng dîm maaih a? /bohng/
6. Nî dî yînjai dîm maaih a? /bâau/


8. Response Drill: Answer with '2' each time.

Ex: T: Nêih oî ñhoi yînjai a?
   S: Oî - Bêî léuhng bâau ngôh lâ.

T: Do you want cigarettes?
S: Yes - Give me two packs please.

1. Nêih oî ñhôi bêjau a?
2. Nêih oî ñhôi yînjai a?
3. Nêih oî ñhôi ngâuhuyhk a?
4. Nêih oî ñhôi tôhng a?
5. Nêih oî ñhôi heisëui a?
6. Nêih oî ñhôi yînjai a? /ji/
(M for one cigarette)


9. Response Drill

Ex: T: Ngôh bohng gau mbâau a? /nod/
   S: Gau laak.

T: Is five pounds enough?
S: That's enough.

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2. T: Ngoh bohng gau a? /shake/

T: Is five pounds enough?
   S: No, I want to get six pounds.

Note: Answer with one more than the given number in response to the negative cue.


10. Conversation Drill

   Ex: A: NI di jyinhai dim maaia a?
       B: Go yeh ngahnchihn baaau. Neih maaia geido baaau a?
       A: Yat baaau gau laak.

   A. What do these cigarettes sell for?
   B. $1.20 per pack. How many packs do you want?
   A. One pack is enough.

A. NI di jyuhyuuk .......?
B. Ngoh go sei ngahnchihn gaa.
A. Yat ............

B. Ngoh go sei ngahnchihn gaa.
A. Yat gaa gau laak.

A. NI di bojau .......?
B. Go baat ngahnchihn ji.
A. Luuk .......

B. Go baat ngahnchihn ji.
A. Luuk ji gau laak.

A. NI di fu .......?
B. Yahluhk go baat ngahnchihn tiuh.
A. Yat ............

B. Yahluhk go baat ngahnchihn tiuh. Neih maaia geido tiuh a?
A. Yat tiuh gau laak.
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4. A. Nǐ dǐ bou ............ 4. A. Nǐ dǐ bou dim maaih a?
B. Sahpchät mān māh ....... B. Sahpchät mān māh.
A. Sāam ............... Neih māaih geidō māh a?

5. A. Nǐ dǐ tōng ................ B. Luhk hōuhjī bohung,.....
B. Luhk hōuhjī bohung. Nēih māaih geidō bohung a?
A. Yāt . ............ A. Yāt bohung gau laak.

6. A. Nǐ dǐ maht ............... B. Lēuhng go bun ngānhchin
B. Lēuhng go bun ngānhchin deui ................
A. Lēuhng ............ A. Lēuhng deui gau laak.

11. Combining Drill

Ex: T: Nǐ dǐ haih tōngg.  T: This is sugar.
Bēi sāam bohng ngōh lā. Give me three pounds.
S: Bēi sāam bohng nǐ dǐ ngōh lā. S: Give me three pounds of this.

Bēi luhk go pīhnggwó ngōh lā. Give me six of these.
2. Nǐ dǐ haih bou. 2. Bēi lēuhng māh nǐ dǐ ngōh lā.
Bēi lēuhng māh bou ngōh lā.
Bēi sēi jī yūnhbāt ngōh lā.
Bēi būn ayū ngōh lā.
5. Nǐ dǐ haih heisēul. 5. Bēi sāam jī nǐ dǐ ngōh lā.
Bēi sāam jī heisēul ngōh lā.
Bēi tiuh yū ngōh lā.

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12. Response Drill

Ex: T: Nǐ dī haih jē. T: These are umbrellas.
S: Ngōi nēih bēi bā S: Please give me one.
     nge̤ng la̤l

1. Nǐ dī haih bāt. 1. Ngōi nēih bēi jī ngōh la̤l
2. Nǐ dī haih syù. 2. Ngōi nēih bēi būn ngōh la̤l
3. Nǐ dī haih yūnhūt. 3. Ngōi nēih bēi jī ngōh la̤l
4. Nǐ dī haih phinggwō. 4. Ngōi nēih bēi go ngōh la̤l
5. Nǐ dī haih bēng. 5. Ngōi nēih bēi go ngōh la̤l

13. Conversation Drill:

Ex: T: gēi jek jīu a few bananas
     S1: Ngōi bēi gēi jek Please give me a few bananas.
     jīu ngōh la̤ S1: Gēi jek jīu.
     S2: Bēi gēi jek mēyēn wā? Give a few what, did you say?
     S1: Gēi jek jīu. A few bananas.

1. gēi go phinggwō 1. S1: Ngōi bēi gēi go phing-
     S1: Gēi jek jīu gwō ngōh la̤.
     S2: Bēi gēi go mēyēn wā? S1: Gēi go phinggwō.
     S1: Gēi jek jīu.

2. gēi tiuh tāai 2. S1: Ngōi bēi gēi tiuh tāai
     S1: Gēi jek jīu ngōh la̤.
     S2: Bēi gēi tiuh mēyēn wā? S1: Gēi tiuh tāai.
     S1: Gēi jek jīu.

3. gēi go chāang 3. S1: Ngōi bēi gēi go chāang
     S1: Gēi jek jīu ngōh la̤.
     S2: Bēi gēi go mēyēn wā? S1: Gēi go chāang.
     S1: Gēi jek jīu.

4. gēi jī yūnhjībūt 4. S1: Ngōi bēi gēi jī yūnh-
     S1: Gēi jek jīu jībūt ngōh la̤. S1: Gēi jī yūnhjībūt.
     S2: Bēi gēi jī mēyēn wā? S1: Gēi jī yūnhjībūt.

5. gēi bāau yīn 5. S1: Ngōi bēi gēi bāau yīn
     S1: Gēi bāau yīn.
     ngōh la̤.
     S2: Bēi gēi bāau mēyēn wā? S1: Gēi bāau yīn.
Lesson 7
Cantonese Basic Course

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: ölü ñi haih mëyh làih ga?  S1: What's this?
S1: Gëidô ji ne? /4/  S1: How many? /unit/
(holds up fingers)

1. (apple)  1. A. ölü ñi haih mëyh làih ga?
B. Pëhgwwô. Gó dih haih
   pëhgwwô.
   A. Gëidô go ne? /3/
   B. Sáam go.

2. (orange)  2. A. ölü ñi haih mëyh làih ga?
B. Châang. Gó dih haih châang.
   A. Gëidô go ne? /1/
   B. Yët go.

3. (ball point pen)  3. A. ölü ñi haih mëyh làih ga?
B. Yühnjibät. Gó dih haih
   yühnjibät.
   A. Gëidô ji ne? /6/
   B. Luhk ji.

4. (pack of cigarettes)  4. A. ölü ñi haih mëyh làih ga?
B. Yënjái. Gó dih haih yënjái.
   A. Gëidô bák ne? /2/
   B. Lëughng bâau.

5. (book)  5. A. Gó dih haih mëyh làih ga?
B. Syû. Gó dih haih syû.
   A. Gëidô bûm ne? /1/
   B. Yët bôn.

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
    S: NI gihn sêutsâam maaih sahpyih go sei.

    T: $12.40
    S: This shirt sells for $12.40.

1. $12.20
2. $13.60
3. $13.20
4. $13.50
5. $15.90

   a. Continue, with other numbers.

16. Expansion Drill

1. a. ngàuhnáaih.
   b. DI ngàuhnáaih.
   c. DI ngàuhnáaih go baat ngânhchin ji.
   d. DI ngàuhnáaih yiu go baat ngânhchin ji.

   a. milk
   b. the milk, or some milk
   c. The milk is $1.80 a bottle.
   d. The milk costs $1.80 a bottle.

2. a. jiù
   b. DI jiù.
   c. DI jiù ñgh houhjî gán.
   d. DI jiù maaih ñgh houhjî gán.
   e. DI jiù haih ñhhaih maaih ñgh houhjî gán a?

   a. bananas
   b. the bananas or some bananas
   c. the bananas are 50¢ a catty.
   d. The bananas sell for 50¢ a catty.
   e. Do the bananas sell for 50¢ a catty?
IV. CONVERSATIONS FOR LISTENING
(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bāu</td>
<td>m: package, M. for cigarette pack</td>
<td></td>
</tr>
<tr>
<td>2. bohng</td>
<td>m: pound</td>
<td></td>
</tr>
<tr>
<td>3. bou</td>
<td>n: cloth</td>
<td></td>
</tr>
<tr>
<td>4. bún</td>
<td>m: M. for book</td>
<td></td>
</tr>
<tr>
<td>5. -bun</td>
<td>nu: half</td>
<td></td>
</tr>
<tr>
<td>6. dī</td>
<td>m: some, the</td>
<td></td>
</tr>
<tr>
<td>7. gāi</td>
<td>n: chicken</td>
<td></td>
</tr>
<tr>
<td>8. bàn</td>
<td>m: catty, unit of weight ca 1/3 lb</td>
<td></td>
</tr>
<tr>
<td>9. gó dī</td>
<td>sp+m: those (in reference to unit nouns); that (in reference to mass nouns)</td>
<td></td>
</tr>
<tr>
<td>10. haih...lāih ge Ph: is...(grammatical structure giving emphasis to enclosed noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. hùuh(jí)</td>
<td>m: dime</td>
<td></td>
</tr>
<tr>
<td>12. jek</td>
<td>m: M. for chicken, shoe, sock, ship.</td>
<td></td>
</tr>
<tr>
<td>13. jí</td>
<td>m: M. for cigarette</td>
<td></td>
</tr>
<tr>
<td>14. jyùyuhk</td>
<td>n: pork</td>
<td></td>
</tr>
<tr>
<td>15. ...lāih ge</td>
<td>see: haih...lāih ge</td>
<td></td>
</tr>
<tr>
<td>16. māih</td>
<td>v: sell</td>
<td></td>
</tr>
<tr>
<td>17. māh</td>
<td>m: yard (in length)</td>
<td></td>
</tr>
<tr>
<td>18. ngānhchín</td>
<td>n/m: money [silver-money]</td>
<td></td>
</tr>
<tr>
<td>19. ngāuhyuhk</td>
<td>n: beef</td>
<td></td>
</tr>
<tr>
<td>20. nī dī</td>
<td>sp+m: these (in reference to unit nouns) this (in reference to mass nouns)</td>
<td></td>
</tr>
<tr>
<td>21. ngoi</td>
<td>v: var. of oi, want, want to have, want to possess</td>
<td></td>
</tr>
<tr>
<td>22. oi</td>
<td>v: want, want to have, want to possess</td>
<td></td>
</tr>
<tr>
<td>23. syū</td>
<td>n: bock</td>
<td></td>
</tr>
<tr>
<td>24. tōhag</td>
<td>n: sugar</td>
<td></td>
</tr>
<tr>
<td>25. yātyeuhng nuM/adj:</td>
<td>same</td>
<td></td>
</tr>
<tr>
<td>26. yinjái</td>
<td>n: cigarette</td>
<td></td>
</tr>
<tr>
<td>27. yú</td>
<td>n: fish</td>
<td></td>
</tr>
</tbody>
</table>
I. BASIC CONVERSATION

A. Buildup:

(Buying socks at a department store:)

**Guhaak**

dyń
dyń maht
baahk-
baahk dyń maht
yáuh
móuh
yáuh móuh?
yáuh móuh maht?
yáuh móuh baahk dyń maht

**Sauhfoyühn**

Yáuh.
jeuk
Haih áhhaih néih jeuk ga?

**Guhaak**

Haih.

**Sauhfoyühn**

houh
góí houh?
Jeuk góí houh a?

**Guhaak**

Gáu houh.

**Sauhfoyühn**

pēng
leng
yauh

Do you have white socks for sale?
Yes. [Have] wear (clothes)
Are they for you? [ones for you to wear?]
That's right.
number; size
what size?
What size do you wear?
Number nine.
cheap
pretty
also
I. BASIC CONVERSATION
A. Buildup:

(Buying socks at a department store:)

**Guhaak**

dyún
dyún maht
baahk-
baahk dyún maht
yáuh
móuh
yáuh móuh?
yáuh móuh maht?
yáuh móuh baahk dyún maht

**Sauhfoyùhn**

Yaúh-
jeuk
Haih ânhhái nêi̍h jeuk ga?

**Guhaak**

Do you have white socks for sale?

Yaúh.

**Sauhfoyùhn**

Ye. [Have] 
wear (clothes)
Are they for you? [ones for you to wear?]

**Guhaak**

Haih.

**Sauhfoyùhn**

hôuh
gôi houh?
Jeuk géi houh a?

**Guhaak**

That's right.

**Sauhfoyùhn**

tóoh; size
what size?
What size do you wear?

**Guhaak**

Gâu houh.

**Sauhfoyùhn**

pêhng
leng
yauh

cheap
pretty
also
yauh pêhng yauh leng
Mí dî yauh pêhng yauh leng.
jûngyi
jûng âhjûngyi a?
Nêih jûng âhjûngyi a?

Guhaak
hôu
gôî hôu
daah
âhngau daah
Gôî hôu, daahnhaih âhngau daah.

-dî
daahhdî
daahhdî ge
Yauhmûuh daahhdî ge nô?

Sauhfo yühn
-saai
mâaihsaai laak.
Deuâmôhyuh--daahhdî ge dôu
mâaihsaai laak.
hâak--
hâaakôk
hôu âhmôu?
Hâaakôk, hôu âhmôu a?
Hâaakôk dôu hôu leng ga.

Guhaak
Hôu aak,
Sauhfo yühn
Mî dî sâam mân, Mî dî sâam go
bun.
bîn--
jûng

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
LESSON 8  CANTONESE BASIC COURSE

Néih ngoi bín júng a?

Guhaak

sàam go bun ge

Which ones do you want?

dezen

Oi sàam go bun ge lá.

Sauhfoyúhn
dá

I'd like the $3.50 ones.

máih bun dá

dozen

āh

buy half a dozen

Máih bun dá āh.

You'll take a half a dozen, I

súppose.

dò

Guhaak

múch, many

Khsái gam dò.

(I don't need that many.

Sáam deui gau laak.

Three pairs are enough.

B. Recapitulation:

Guhaak

Yàuh móuh baahk dyún mahn

Do you have white socks for

máih a?

Sauhfoyúhn

Yàuh. Haı̂h mânhái neíh

Yes. Are they for you?

jeuk ga?

Guhaak

Haı̂h.

That's right.

Sauhfoyúhn

Jeuk géi houh a?

What size do you wear?

Gâu houh.

Guhaak

Number nine.

Sauhfoyúhn

Mí dî yauh pêng yauh leng.

These are both cheap and

Néih júng ânhjungyi a?

pretty. Do you like them?

Guhaak

Géi hóu, daahshaih ânhgau

They're quite nice, but they're
CANTONESE BASIC COURSE

Lesson 8

Daaih.
Yauh mouh daaihdI ge nO?
Saahfooyuhn

Deuimhyuh--daaihdI ge
dOu maaiahsai laak.
HaaiksIk, hou mmhOu a?
HaaiksIk dOu hou leng ga.
Guhaak

Hou aak.

Saahfooyuhn

Ni di sadam mian, ni di sadam
go bun.
Neh ngoi bin jung nE?
Guhaak

Oi sadam go bun ge la.

Saahfooyuhn

Maih bun da ah.

Guhaak

Rhsai gam dO. Sadam deui gau
laak.

Saahfooyuhn

I don't need so many. Three
pairs are enough.

Pronunciation Practice:
1. yun as in dyun

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:

1. dyun, dyun, dyun
2. y unhban (5 times separately)
3. dyun yuhn, yuhn dyun, yuhn
4. yuhn dyun, dyun yuhn, yuhn

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2. yeu/yun contrasts

Listen and repeat: (Watch the teacher)

1. yû yû, dyûn dyûn astery.
2. dyûn dyûn, yû yû.
3. dyûn yû, yû dyûn.

3. euk in jeuk, (ng)ämjeuk

euk is a two-part final composed of the rounded mid front vowel eu plus the velar stop consonant k. In final position in a syllable, k is unreleased—[k' ]. Before k, the positioning for eu is the same as that for eu before ng—raised mid front rounded—[ ø ]. Lips are rounded for the vowel and also for consonants preceding and following it in a syllable.

Listen and repeat: (Watch the teacher)

着 1. jeuk jeuk jeuk; jeuk, jeuk.

唱 2. äamjeuk äamjeuk.
3. ngämjeuk ngämjeuk.

4. euk/eung contrasts

Listen and repeat: (Note that tongue and lip positions is the same for eu before k as it is for eu before ng.)

1. jeuk, jeuk, Jêung, Jêung.
2. jeuk Jêung, Jêung jeuk.
3. jeuk sêung, jeuk lêuhong.
4. jeuk chêuhng, jeuk yâtyêuhng.

5. euk/eut contrasts

Listen and repeat: (Note that the tongue position for eu before the dental t is somewhat lower than its position before the velar k.)

1. jeuk jeuk, sêut sêut.
2. jeuk sâm, sêut sâm.
3. sêutsâm, jeuk sâm.

6. ek as in jek

ek is a two-part final composed of the mid front unrounded vowel a [ e ] plus the velar stop consonant k. In final position in a syllable, k is unreleased—[k' ]. The American counterpart of the
Cantonese ɐk is the ɐck in 'peck,' although in final position the American ɐ is not necessarily unreleased—it may or may not be, with no significant difference.

Listen and repeat:

jek (5 times) 鴨

7. ɐng as in ɐng, ɐŋhng, ɐng, ɐŋ

ɐng is a two-part final composed of the mid front unrounded vowel ɐ [E] plus the velar nasal consonant ng. The ɐ is like the ɐ in the American 'bet.' It is an open vowel before the nasal final.

Listen and repeat, comparing English and Cantonese:

(Read across)

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bet</td>
<td>ɐŋhng ɐng 平</td>
</tr>
<tr>
<td>2. pet</td>
<td>ɐn lěng 亂</td>
</tr>
<tr>
<td>3. let</td>
<td>ɐn tɐng 聽</td>
</tr>
<tr>
<td>4. Tet</td>
<td>ɐn tɐng 聽</td>
</tr>
</tbody>
</table>

8. ɐt as in fut, 'wide' (See Drill 3)

ɐt is a two-part final composed of the high back rounded vowel ɐ plus the dental stop consonant t. The tongue position for t is like that for English words ending with t—the tip of the tongue stops the flow of air at the dental ridge behind the upper teeth. In final position the Cantonese t is unreleased—[t']. ɐ before t is produced the same as was ɐ finally and ɐ before n—as a high back rounded vowel [u] with tongue position somewhat higher than for ɐ before k and ng. Before t the ɐ is relatively long and has a slight offglide to high central position—[u • ɐ] [u • ɐt].

Listen and repeat:

濶  f ut , f ut , f ut , f ut , f ut .

9. ɐ/t contrasts

ɐ before t is similar to ɐ as a one-part final; both are high back rounded vowels, but ɐ before t has a slight offglide to high central position [u • ɐt].

Listen and repeat:

濶 1. fu fu fu , fu fu fu .

濶 2. fut fut fut , fut fut fut .
3. fu fut , fu fut , fu fut ,
    fut fu , fut fu , fut fu .

10. ut/un contrasts
    u before Ɂ is pronounced the same as u before $n$, rather long, and
    with a slight forward offglide before the final consonant—[u:ʌt],
    [u:ʊn].

    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 Ɂ, and the vowel is relatively short before k and long before
    Ɂ—[u'k'], [u:ʌt'].

    Listen and repeat:
    1. fut fut , luhk luhk .
    2. ngauhyuhk yuhk, yuhk , fut fut .
    3. fut yuhk , fut luhk , luhk yuhk fut
       fut .

12. ak/aak contrasts
    Listen and repeat:
    1. dak dak , haak haak .
    2. dak haak , haak dak .
    3. jaak jaak ('narrow') , jaak dak .
    4. haak dak , jaak dak , baahk dak .
    5. haak haak , jaak jaak , baahk baahk ,
       dak dak .
II. NOTES

1. The verb ŋauh, 'have,' 'there is/are'
a. ŋauh is irregular in that its negative is not ŋhyauh but móuh.
   It patterns like other verbs in the affirmative, negative
   and choice questions:
   Ex: aff: ŋauh = have; there is
   neg: móuh = don't have; there isn't
   q: ŋauh móuh ...? = do (you) have?; is there?
   (See BC and Drills 1.1, 1.2, 8)

2. Adjectives
   a. Adjectives are descriptive words. Words like daaih, 'big,' and
      dyun, '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:
      hōu
      gēi
      ŋhhaih gēi
      ŋhhaih hōu
      (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, ngaaamjeuk
      'fits, fits well' is an adjective in Cantonese, because it
      patterns like an adjective, whereas the English equivalent
      expression 'fit' is a verb:
      Nī giia gĩutsaam = This shirt fits well.
      hōu ngaaamjeuk. [This shirt is very well-fitting.]
      hōusihk 'good to eat,' 'tasty,' and hōuyám 'good to
drink,' 'tasty,' are also adjectives, since they pattern like
adjectives. They can be modified with the set of words, 'gēi,'
'hōu,' etc. that modify adjectives.

1. Nī go pihnggwó hōu This apple is very tasty.
   hōusihk. (i.e., tastes good.)

2. Dī bējāu hōu hōuyám. The beer is very tasty.
   (i.e., tastes good.)

   (See Drill 2)
d. Adjectives in Cantonese, unlike English, do not require the equivalent of the verb 'is' to serve as the predicate.

Compare:

<table>
<thead>
<tr>
<th>Cantonese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Predicate</td>
</tr>
<tr>
<td>Nǐ gihn daaḥ.</td>
<td>This one is big.</td>
</tr>
<tr>
<td>Nǐ dĩ hŏu leng.</td>
<td>Those are very pretty.</td>
</tr>
</tbody>
</table>

Since adjectives share this characteristic of verbs, and share also the characteristic of being able to be preceded directly by m̀m, 'not,' we consider adjectives in Cantonese to be a sub-category of verbs. Some writers call this category of word 'stative verb' rather than adjective.

e. Adjectives modified and unmodified.

1. An adjective modified by gēi 'quite' or hŏu 'very' carries the force which an unmodified adjective does in English:

Ex: Nǐ gihn gēi leng. This one is pretty.

Nǐ gihn hŏu leng.

2. An unmodified adjective indicates an implied comparison in a Cantonese sentence with a single adjective as predicate.

Ex: A: Nêih wah bĩn gihn leng a? Which one do you think is pretty?
B: Nǐ 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: Nǐ go pihnghɔ yauh This apple is both cheap and good.
     pihngh yauh leng. (See BC and Drill 10)

4. The choice-type question follows the verbal pattern of V m̀m V, yielding Adj m̀m Adj.

Ex: Nǐ gihn gwai m̀mgwai a? Is this one expensive?

(See Drills 2, 11)
To say 'Is this one very expensive?' requires a haih 母haih question:

Ex: Nǐ gihn haih 母haih hōu gwai a?

6. Adj + ge combination = noun phrase (NP).
   An adjective is frequently used to form a noun phrase by adding the noun-forming suffix ge.

Ex: 1. 母haih daaih ge, haih 1. It's not the big one, it's the small one. or
   sai ge. They aren't the big ones, they are the small ones.

   2. yiu daaihdī ge. 2. Want a large one (or ones).

   (See Drill 13)

   Note that when an adjective combines with ge to form a noun construction, it is necessary to add haih or another verb to form a sentence.

3. dī as adj. suffix, 'a little,' 'Adj-er.'

In Cantonese Adj-dī has a comparative sense, but the English equivalents are translated variously, depending on context as: 'somewhat,' 'a little;' and also the comparative '-er.'

Ex: Ngôh go bīu faaidī. [My watch is a bit faster (than the right time).]

My watch is a little fast.

Nǐ gihn lāangsāam daaihdī. [This sweater is a little larger (than the size I need).]

This sweater is a little too large.

Yāuh móuh ssaidī ge nō? Do you have a smaller one? (or smaller ones)

(See BC and Drills 13, 15)

4. Two syllable verbs and adjectives form the choice-type questions by using only the first syllable before the 母, and the whole word after:

   V/Adj. Choice question
   jūng yi like jūng 母hjūng yi a? (do you) like (it)?
   ngāamjeuk well-fitting ngāam 母ngāamjeuk a? (Does it) fit?

(See BC)

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5.  佢 sentence suffix, adding force of 'I suppose' to sentence it attaches to. It makes the sentence a rhetorical question. The speaker indicates with the 佢 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: 湾 aih bún ḍā 佢.  (You'll) buy a half dozen, I suppose.

(See BC and Drill 2.)

Compare the two following English sentences, of which the second has a connotation similar to the Cantonese 佢 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: 湾 ah mōh daaihdī ge nē? Do you have any larger ones, then? (Having been shown smaller ones)

(See BC and Drill 16.)

This nē? is the same final you encountered in Lesson 2 in the sentence composed of Noun + nē:

Sīnsaang nē?  'And you, Sir?'

The use of nē in this lesson is new in that it is here a final in a sentence which is itself a question. This use of nē is apparently used more frequently by women than by men, and its frequent use by men is said to give an effeminate cast to their speech. Sentence suffix a can be substituted for nē in all cases in which nē is a sentence suffix to a sentence which is itself a question.

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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 hâaih  English shoes
             Yahtbûn bôjau  Japanese beer
             bou hâaih    cloth shoes
             phînhgwô pâi   apple pie

      2. When the noun head is already established, ge may substitute for the noun head in a follow sentence, keeping modification structures intact:
         
         Ex: a. Nghôh yiu máaih jî  I want to buy a bottle of
             Yahtbûn bôjau.  Japanese beer [Japan beer].
             Yâu h môh a?  Do you have any?

         b. Nghôh a. Máaih jî,  No, we don't. How about
             Méingwok ge, hâu getting an American one?
             ânhhou a?  [America-one]

         (See Drill 8.)

   b. Adjectives as modifiers to a following noun head:
      1. A one syllable adjective as modifier directly precedes the noun it modifies:
         
         Ex: 1. Nghôh gihn sàn  Your new shirt is pretty.
             şéutsám hâu
             leng.

         2. Nghôh âmjùngyi   I don't like to wear shorts.
             jeuk dyûn fu.  [short trousers]

      2. Adjectives that are pre-modified add ge when modifying a following noun:
         
         1.VALUE?  long pencil
         2. hâu ge yûnc- bêt  very long pencil
         3. hâu gwai ge chêung yûnc- bêt  very expensive long pencil

         (See Drill 1.3)
8. dò 'many'

1. dò, 'many,' patterns like an adjective in taking the adjective
   modifiers hòu, gíi, etc. and the adjective suffix dī, 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: hòu pêhng ge syû  very cheap books
       hòu dò syû   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: Káiuh yáuh hòu dò.  He has many.
       Káiuh yáuh hòu      He has a big one (or ones.)
                      dàaih 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. bīn- M ? = 'which M ?'

bīn- is an interrogative boundword, bound to a following measure.
It occupies the same position in a sentence as nī-, 'this' and gō-, 'that'
and is classed with them as a specifier.

   Ex: A: Néih séung máaih bīn gihn a?  Which one are you going to
        buy?

   B: Ngóh  máaih nī gihn laak. I'll buy this one.

   (See BC and Drill 14)
III. DRILLS

1. Expansion Drill: Students repeat after the teacher.

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. gwa\n    + b. gê gwai
    + c. hînh haí hé gwai
    d. Dì bou hînh haí hé gwai.
    e. Dì Yahtbúm bou hînh haí hé gwai.

3. a. Ji yûnhbât.
   b. Yáuh jì yûnhbât.
   c. Ngon yáuh jì yûnhbât.
   d. Ngon yáuh jì chêuhng yûnhbât.
   e. Ngon yáuh jì hû gwaí ge chêuhng yûnhbât.

4. a. Gihn lêngsaàm.
   + b. Gihn sän lêngsaàm.
   c. Gihn gihn sän lêngsaàm.
   d. Gihn gihn sän lêngsaàm hû gwaí.
   e. Kêujh mähjîou ngôh gihn sän lêngsaàm hû gwaí.

5. a. gauh
   b. gauh bût.
   c. Ji gauh bût.
   d. Ji gauh yûnhjîbât.
LESSON 8  CANTONESE BASIC COURSE

2. Substitution Drill: Adjectives

Ex: T: Nǐ dī gēi daaih. /leng/
S: Nǐ dī gēi leng.

T: These are (or this (mass) is) quite big. /pretty/
S: These are very pretty, or This (mass) is very pretty.

1. Nǐ dī gēi gwai. /pênhg/
2. /sai/ (small)

+ 2. /sai/ (small)

3. /daaih/
4. /hôuyâm/ (tasty, good to drink.)

+ 4. /hôuyâm/ (tasty, good to drink.)

5. /hôusihk/ (tasty, good to eat.)
6. /ngâamjeuk (or ŋâmjeuk) (well fitting, fits properly)

+ 6. /ngâamjeuk (or ŋâmjeuk) (well fitting, fits properly)


Ex: 1. T: Leng āhleng a?
   + S: Nêih wah leng āhleng a?
   (say, think)

2. T: Hôu âhhôusihk a?
   S: Nêih wah hou âhhôusihk a?

Is it pretty?
Do you think it's pretty?
Is it tasty?
Do you think it's tasty?

1. Ngâam ângâamjeuk a?
2. Gwai āhgwai a?
3. Pênhng āhpêhng a?
4. Sai āhsai a?
5. Daaih āhdaaih a?
6. Hôu âhhôuyâm a?
7. Hôu âhhôusihk a?
8. Leng āhleng a?

1. Nêih wah ngâam ângâam jeuk a?
2. Nêih wah gwai āhgwai a?
3. Nêih wah pênhng āhpêhng a?
4. Nêih wah sai āhsai a?
5. Nêih wah daaih āhdaaih a?
6. Nêih wah hou âhhôuyâm a?
7. Nêih wah hou âhhôusihk a?
8. Nêih wah leng āhleng a?

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4. Substitution Drill: Pre-modifiers of Adjectives

Ex: T: Gó tiuh fu géi pêhng. /hóu/
S: Gó tiuh fu hóu pêhng.

1. Gó tiuh fu géi pêhng. /hóu/
2. Gó tiuh fu hóu gwai.
   /mînhain géi/
   /géi/
4. Gó tiuh fu géi pêhng. /mûh/
5. Gó tiuh fu ânh pêhng.
   /mînhain hóu/ (not very)

Those slacks are quite cheap.
/very/
Those slacks are very cheap.

1. Gó tiuh fu hóu pêhng.
2. Gó tiuh fu mînhain géi gwai.
   Those slacks aren't very expensive.
4. Gó tiuh fu mûh pêhng.
5. Gó tiuh fu mînhain hóu pêhng.

5. Substitution Drill: Mixed: Nouns and Adjectives

Ex: 1. T: Gó tiuh yû géi pêhng. /hóu/
S: Gó tiuh yû hóu pêhng.
2. T: Gó tiuh yû hóu pêhng. /go biû/
S: Gó go biû hóu pêhng.

That fish is pretty cheap.
/very/
That fish is very cheap.
/watch/
That watch is very cheap.

1. Kêuih deui maht hóu leng.
   /mînhain géi/
2. /tiuh dyûn fu/
3. /hóu gwai/
4. /nî di yînjái/
5. /hóu hóusihk/

1. Kêuih deui maht mînhain géi leng.
2. Kêuih tiuh dyûn fu mînhain géi leng.
5. Nî di yînjái hóu hóusihk.
6. Substitution Drill: Adjectives as predicates

Ex: T: Ni gihn láangsaaam hou leng. /hou jaak/
S: Ni gihn láangsaaam hou jaak.

T: This sweater is pretty.
S: This sweater is narrow.

1. Ni gihn láangsaaam hou jaak. /hou ngamjuuk.
2. Hou gwai.
4. Sai sésiu.
5. Daaihdì.
6. Hou pênh.
7. Mâhâih géi gwai.
8. Mâhâih hou leng.
Not very pretty.
9. Hou jaak.

1. Ni gihn láangsaaam hou ngamjuuk.
2. Ni gihn láangsaaam hou gwai.
3. Ni gihn láangsaaam gwaidì.
4. Ni gihn láangsaaam sai sésiu.
5. Ni gihn láangsaaam daaihdì.
7. Ni gihn láangsaaam mâhâih géi gwai.
8. Ni gihn láangsaaam mâhâih hou leng.

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

1. Kéuih mìhjùngyi jeuk dyùn fu.
She doesn't like to wear shorts.
2. /cháuhngsaaam/(cheungsaaam)

2. Kéuih mìhjùngyi jeuk cháuhngsaaam.
She doesn't like to wear cheungsaaam.

1. Kéuih mìhjùngyi jeuk dyùn fu.
2. Kéuih mìhjùngyi jeuk cháuhngsaaam.
3. /dyùn maht/(socks)
4. /cháuhng maht/(stockings)
5. /láangsaaam/
6. /cháuhng fu/(long pants)

Comment: A cheungsaaam 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: Yâuh móuh châeng maaih a? /pínggwô/
S: Deuiîhjûyuh, maaih-saai laak. Pínggwô hòu ãhhòu a?

T: Are there oranges for sale [to sell] (here)? or (Do you) have oranges for sale? /apples?
S: Sorry, they're all sold out. Would apples be OK?

1. Yâuh móuh Yínggwok hàih maaih a? /Mèihgwok ge/

Do you have English shoes for sale? /American ones/
(ge as noun substitute)

2. Yâuh móuh Mèihgwok yînjâi maaih a? /Yínggwok ge/

3. Yâuh móuh jîûyuhk maaih a? /ngâuhjyuhk/

1. Deuiîhjûyuh, maaihsaai laak. Méihgwok ge hòu ãhhòu a?

I'm sorry, they're all sold out. Would American ones be all right?

2. Deuiîhjûyuh, maaihsaai laak. Yínggwok ge hòu ãhhòu a?

3. Deuiîhjûyuh, maaihsaai laak. Ngâuhjyuhk hòu ãhhòu a?

Comment: ge can substitute for a noun in a follow sentence. The structure modifier + ge substitutes for modifier + Noun. See #1 and #2 above.

9. Response Drill

Ex: 1. T: Nèih yâuh móuh sahp mân a? /nod/

S: Yâuh. Nèih yiu âh!

2. T: Nèih yâuh móuh sahp mân a? /shake/

S: Móuh a. Deuiî-înjyuh laak.

1. T: Do you have ten dollars?

S: Yes I do. You want it, huh.

2. T: Do you have $10?

S: No I don't, I'm sorry.

1. Nèih yâuh móuh tôhng a? /shake/

2. Nèih yâuh móuh yînjâi a? /shake/

3. Nèih yâuh móuh jî a? /shake/

4. Nèih yâuh móuh go bun ngâhn-chîn a? /nod/

5. Nèih yâuh móuh yih sahp mân a? /shake/


6. Nöih yáuh móuh lênhng go bun ngânnchín a? /nôd/
7. Nöih yáuh móuh yât dâ têjâu a? /nôd/

Comment: Môuh a, and Môuh laak, compared as follow sentences to a yáuh móuh? question:
Môuh a, indicates simple negative 'Don't have any.'
Môuh laak, indicates that you used to have some, but you don't have any more.

10. Expansion Drill

Ex: T: Nî go pînggwô hôu T: This apple is cheap. /delicious/
pêng. /housihk/
S: Nî go pînggwô yauh S: This apple is both cheap and yauh housihk. /delicious.
pêng yauh houisiik.

1. Nî go cîâang hôu gwâi. /mîhouisiik/
2. Nî go biû hôu pêng. /jûn/
3. Gô dî bêng hôu sai. /gwâi/
4. Kêuih gihn sîutsââm hû chêuhng. /daaih/
5. Nî tiûh kwâhn hôu fut. /daaih/
6. Nî jûng bêt hôu pêng. /lêng/

11. Transformation Drill

Ex: T: Kêuih gihn yûhlû hôu leng. T: Her raincoat is pretty.
S: Kêuih gihn yûhlû leng mûhleng a?
S: Is her raincoat pretty?

Those trousers of his fit very well.

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2. Sahp män ōngwai.
3. Nǐ dī māh tōu pēng.
4. Hāak sīk ge ēnhaih gōi leng.
5. Gō dī jyūyuhk gei hōusihk.
6. Gō tiuh sai ēhsai a?
7. Nǐ gihn baakh sēutsāam daaihdi.
8. Kūuih gihn sāam hō leng.

2. Sahp män gwai ōngwai a?
3. Nǐ dī māh pēng ēnpēng a?
4. Hāak sīk ge leng ēnh leng a?
5. Gō dī jyūyuhk hōu ēnhōu sīhk a?
6. Gō tiuh sai ēhsai a?
7. Nǐ gihn baakh sēutsāam daaih ēnhdaaih a?
8. Kūuih gihn sāam leng ēnh leng a?
9. Kūuih gō deui ēnaih jaak ēnhjaak a?

12. Transformation Drill: Transform the cue sentence into a wā question sentence, following the pattern of the example.

Ex: T: Kūuih sing Wōng.
    S: Kūuih sing mēyh wā?

1. Wōng Sāang sēung máaih tiuh fu.
2. Lēih Sngūjē jūngyi ngoh.
   She wants this one.
4. Kūuih sēung oi gō tiuh.
   He wants to have that one.
5. Kūuih sīhk bēng.
7. Yīhā daahp yāt.
8. Yīhā sāam dīm bun.

His name is Wong.
You said his name was what?
1. Wōng Sāang sēung máaih mēyh wā?
2. Lēih Sngūjē jūngyi bīngō wā?
3. Kūuih máaih bīn gihn wā?
   which one does she want?
4. Kūuih sēung oi bīn tiuh wā?
   Which one does he want?
5. Kūuih sīhk bēng wā?
6. Kūuih jeuk gēidō houh wā?
7. Yīhā daahp gēi wā?
8. Yīhā gēidījūng wā?
9. Kūuih máaih gēidō deui wā?
10. Kūuih yāuh gēidō chīn wā?
13. Expansion Drill

Ex: T: Nǐ gihn yúhlāu saidī.
S: Nǐ gihn yúhlāu saidī, yauh móuh daaihdī ge nē?

1. Nǐ dī yū gwaidī.
2. Nǐ tiuh fu daaihdī.
3. Nǐ gihn láangsāam chēuhngdi.
4. Nǐ gihn dáisāam saidī.
   (underwear)
5. Nǐ tiuh fu jaak dī.

This raincoat is a bit small.
This raincoat is a bit small; do you have any larger ones?

1. Nǐ dī yū gwaidī, yauh móuh pēngdi ge nē?
2. Nǐ tiuh fu daaihdī, yauh móuh saidī ge nē?
3. Nǐ gihn láangsāam chēuhngdi, yauh móuh dyūndī ge nē?
4. Nī gihn dáisāam saidī, yauh móuh daaihdī ge nē?
5. Nǐ tiuh fu jaak dī, yauh móuh fut dī ge nē?

14. Response Drill

Ex: T: Néeih oi bīn gihn aoutsāam nē?
S: Nōgh oī baahk sīk gō gihn.

1. Néeih oī bīn deui maht nē?
2. Néeih oī bīn bā jō nē?
3. Néeih oī bīn tiuh fu nē?
4. Néeih oī bīn bāau yīnjāi nē?
5. Néeih oī bīn jek gāi nē?

/hsāk sīk/
/daaih- dī/
/chēuhngdī/
/saidī/
/gwaidī/

Which shirt do you want? /write color/
I want that (or the) white one.

1. Nōgh oī hāak sīk gō deui.
2. Nōgh oī daaihdī gō bā.
3. Nōgh oī chēuhngdī gō tiuh.
4. Nōgh oī saidī gō bāau.
5. Nōgh oī gwaidī gō jek.
15. Alteration Drill

Ex: T: Ngônh ngoi giihn daaidãi ge.
   S: Bêi giihn daaidãi ge ngônh lâi!
I want a larger one.
Give me a larger one.

1. Ngônh ngoi tiuh futdãi ge.
2. Ngônh ngoi deui jaakdãi ge.
3. Ngônh ngoi ba lengdãi ge.
4. Ngônh ngoi jî saaidãi ge.
5. Ngônh ngoi ge pêngdãi ge.
6. Ngônh ngoi gêi giihn saiaidãi ge.
7. Ngônh ngoi gêi tiuh chêuhngdãi ge.

1. Bêi tiuh futdãi ge ngônh lâi!
2. Bêi deui jaakdãi ge ngônh lâi!
3. Bêi ba lengdãi ge ngônh lâi!
4. Bêi jî saiaidãi ge ngônh lâi!
5. Bêi go pêngdãi ge ngônh lâi!
6. Bêi gêi giihn saiaidãi ge ngônh lâi!
7. Bêi gêi tiuh chêuhngdãi ge ngônh lâi!

16. Response Drill

Ex: T: Ngônh sêung máaih léuhng tiuh tâai.
   S: Máaih bîn léuhng tiuh nê?
T: I want to buy two ties.
   S: Which two do you want?

1. Ngônh sêung máaih tiuh tâai.
2. Ngônh sêung máaih dî yûnhbût.
3. Ngônh sêung máaih dî bou.
   I want to get three pairs of socks.

1. Máaih bîn tiuh nê?
2. Máaih bîn dî nê?
3. Máaih bîn dî nê?
4. Oî bîn sâm deui nê?

IV. CONVERSATIONS FOR LISTENING

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

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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 expensive, 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. âh ss: sen. suf. with force of 'I suppose'
3. baahk adj: white
4. bĩn? QW: which?
5. chêuhng adj: long (in length)
6. chêuhngsãam n: cheongsãam
7. dã m: dozen
8. daaih adj: large
9. daaihdî Ph: a little larger
10. dáisaãam n: underwear
11. -dî adj.s: attaches to adjectives to mean 'a little Adj; Adj—er.'
12.  dò    bf: much, many
13.  dyún    adj: short
14.  fut    adj: wide
15.  gauh    adj: old (not new)
16.  -ge    bf: one(s) = (noun substitute)
17.  géi    adv: rather, quite
18.  gwai    adj: expensive
19.  hāak    adj: black
20.  hóu    adv: very
21.  hóu    adj: good
22.  Hóu mihnòu a? Ph: OK? Is (that) all right?
23.  houh    m: number
24.  hóusiik    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.  júngyi    auxV/v: like, prefer; like to
30.  lāngsāam    n: sweater
31.  leng    adj: pretty; good-looking; good, nice (for foods)
32.  Máaihsaa laak Ph: All sold out.
33.  mihnài géi    adv: not very..., not....
34.  mihnài hóu    adv: not very
35.  móuh    v: not have, there isn't (aren't)
36.  ngāmjeuk    adj: well fitting (for clothes), fits well (var. of āmjeuk)
37.  pèhng    adj: cheap
38.  -saaí    Vsuf: completely
39.  sai    adj: small
40.  sān    adj: new
41.  sāk    (bf)n: color
42.  wah    v: say, opine
43.  yāuh    v: have, there is (are)
I. BASIC CONVERSATION

A. Buildup:

**gungyahn**

**Gungyahn**

Wāi.

wān

Wān bīnwaai a?

**Jōung Sāng**

dīhnwā

tēng
tēng dīhnwā

giu

giu kēuih tēng dīhnwā

Ngōi nīi gīu Lēih Tāai
tēng dīhnwā.

**Gungyahn**

Wān bīnwaai wā? Ngōh tēng

mīhchingchō.
daaihsōngdī

Ngōi daaihsōngdī lá.

**Jōung Sāng**

Lēih Taaitśai.

**Gungyahn**

heui gāai

jō

heuijō gāai

Kēuih heuijō gāai bo.

Gwaising wān kēuih a?

**Jōung Sāng**

Sing Jōung ge.

fānlāiūk

servant

Hello.

look for, search

Who are you calling?

telephone

listen, hear

talk [listen] on the

telephone

instruct, order, tell

ask her to come to the

phone

Please ask Mrs. Lee to come to

the phone.

Who did you say you were looking

for? I didn’t hear.

louder voice

Please speak louder.

Mrs. Lee.

go out [go street]

Verb suffix, indicating

fulfillment of an

expectation.

has gone out, went out

She’s gone out.

Who is calling please?

My name is Cheung.

come back, return

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géisih (géisi)
Kéuih géisih fànñlák h a?

Gúngyânh
sahpyih dîm
-lèhng-
Waahkje sahpyih dîm lèhng lā.
sîhk aân or sîhk ngaan
yiu
Kéuih yiu fànñlák sîhk ngaan
gé.
sîh
yâuh sîh

Yâuh mēyêh sîh a?

Jêuung Sâng

dâ dihnwá

dâ dihnwá bêî ngôh
giu kêuîh dâ dihnwá bêî
ngôh
mâhgoi néih giu kêuîh dâ
dihnwá bêî Jêuung Sâng lā.
Gâm, kêuîh fànñlák, âhgoi
néih giu kêuîh dâ dihnwá
bêî Jêuung Sâng lā.

Gúngyânh
néih ge dihnwá
gêûdô houh?
néih ge dihnwá gêûdô houh a?

Kêuîh ji ìnhji néih ge dihnwá
gêûdô houh a?

when?
When will she be back?

12 o'clock
-and some odd. Added to a
number phrase.

Probably a little after 12.
eat the midday meal
going to, intend to
She's going to come home for
lunch.
business, affair, matter
have something to attend
to; have errand, business
What is it you want? (i.e.,
What matter are you calling
about?)

make a phone call, to
telephone.
telephone me
tell her to phone me
please ask her to phone
Mr. Cheung.
Well, when she comes home,
please ask her to call Mr.
Cheung.
your telephone
what number?
what is your telephone
number?
Does she know your telephone
number?
Jëung Sàng

Këuih àhjì ga.  She doesn't know.
Ngôh ge dihmwà hâih châh bèat ...
Gûngyâhnh
lô  fetch, go get
dâng ngôh let me; wait while I ...
dâng ngôh lô ji bèt sia let me get a pen first.
Dâng ngôh lô ji bèt sin lâ. Let me get a pen first ...
(She returns with a pen:)

Gûngyâhnh

Wèi, gêidô houh wà? Hello, what number did you say?
Jëung Sàng

lîhng  zero
Chât baat luhk lîhng ñgh gau.  786059
Gûngyâhnh
Chât baat luhk lîhng ñgh gau.  786059
taw këuih ji
taw wàh këuih ji
taw, këuih fàenlâih, ngôh wàh
këuih ji lâ.
Jëung Sàng

Hôu, mîngôi. Fine; thanks.

B. Recapitulation:

Gûngyâhnh

wèi. Wân bînwài a? Hello. Who are you calling?
Jëung Sàng

Ngôi nêih giu Leih Tàih tông
dîhmwà. Please ask Mrs. Lee to come
tô deh phôhn.
Gûngyâhnh

Wân bînwài wà? Ngôh tông Îo hoîngchî. Ngôi daaihsêng-
dî lâ. Who did you say you wanted? I couldn't hear.
Please speak louder.

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Jëung Sàang
Leih Tanit'ai.

Gungyânh
Këuih heujjô gäai bo. Gwaising wân këuih a?
She's gone out. Who is calling please?

Jëung Sàang
Sing Jëung ge. Këuih gëisih fattyalâi a?
My name is Cheung. When will she be back?

Gungyânh
Waahkjô sahpyih dûm lêhng lâ. Këuih yiu fattyalâi sihk aan gô. Yâuh mëyôh sîh a?
Probably a little after 12. She's going to come home for lunch. What is it you want?

Jëung Sàang
Gâm, këuih fattyalâi, ìhgoî neih giu këuih dà dihnwâ bôi Jëung Sàang lâ.
Well, (when) she comes home, please ask her to call Mr. Cheung.

Gungyânh
Këuih jî ìhjî neih ge dihnwâ gêidô houh a?
Does she know your telephone number?

Jëung Sàang
Këuih ìhjî ga. Ngôh ge dihnwâ haïh chat baat ...
She doesn't know. My telephone number is 78 ... 6059

Gungyânh
Dâng ngôh lô jî bêt sin lâ. Let me get a pen first.
(She returns with a pen:)

Gungyânh
Wôi, gêidô houh wâ?
Hello, what number did you say?

Jëung Sàang
Chat baat luhk lihng âgh gäu. 786059

Gungyânh
Chat baat luhk lihng âgh gäu. 786059
Hôu, këuih fattyalâi, ngôh wah këuih jî lâ. All right--when she comes back, I'll tell her.
Jiung Sàang

Hou, mγ`oi.  Fine; thanks.

Pronunciation Practice:

1. i as in si, chi, ji, di, ni, sih, sikh, hòuhi
   i as syllable final is a high front unrounded vowel—[ i ].
   Listen and repeat:
   1. nǐ nǐ
   2. si si
   3. sikh sikh
   4. sikh sikh
   5. ji ji

2. ik as in sīk, sikh
   ik is a two-part final composed of the high front unrounded vowel
   i plus the velar stop consonant k. Before k the tongue position for
   i approaches higher-mid front unrounded [ e ], tenser and lower than
   the American i in "sick,"—[I], closer to the French ë in été,
   'summer.' The tongue position of k following the front vowel is more
   forward than that of k following the back vowels u, o, and a —
   [Ik'].
   Listen and repeat:
   1. sīk sīk sīk
   2. sikh sikh sikh

3. i/ik contrasts
   Note that in addition to the difference in tongue position for i
   as a final and before k as described, there is also a length differ-
   ence. i before k is shorter than i as final—[ i'k ] or [ e 'k ], and
   [i: ].
   Listen and repeat:
   1. sikh sikh
   2. sikh sikh

4. ing as in lihag, sing, pìn̄ḡgwo`, chingkó
   ing is a two-part final composed of the high front unrounded
   vowel i and the velar nasal ng. The tongue position for i before ng
   is similar to that of i before k—lowered from high front position.
   The vowel is open before the nasal final.

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Listen and repeat:
1. sing sing 性, lihng lihng 性, ching ching 清.
2. ching sing lihng 省性
3. lihng lihng 性, pihng pihng 蘋.

5. ing/eng contrasts
Listen and repeat:
1. lihng lihng 性, pêhng pêhng 平.
2. pihng pihng pînhngwô 粉粉粉果
3. pînhng pêhng薑平, pihng pêhng 平.
4. leng sing鰫性, sing leng性観.

6. ing/ik contrasts
Listen and repeat:
1. sîk sîk 性, sing sing 性.
2. sihk sihk 食, sing sing 食.

7. eu finals
A. eut, sun, and eui
Listen and repeat:
1. chêu, sêut 移出
2. deui, heui 對去
3. jènu, jèun 預準

B. eung and euk
Listen and repeat:
1. Jêung chêuhng 華長
2. sêung, lâuhng 母雨
3. jeuk, jeuk 著著

8. oubles in sing, sihk, sê, sei, sêung, sâmng, sahp, séui.
oubles is an initial consonant in Cantonese. Like the American oubles (as in 'see'), the Cantonese oubles is voiceless. In terms of air flow the American and Cantonese oubles 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 oubles differs from that of the American oubles. 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 ə, the friction points are the tip of the tongue, not the blade, and the dental ridge. For the American ə 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 ə sounds:

<table>
<thead>
<tr>
<th>American</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>si</td>
</tr>
<tr>
<td>sing</td>
<td>sing</td>
</tr>
<tr>
<td>set</td>
<td>sé</td>
</tr>
<tr>
<td>say</td>
<td>sei</td>
</tr>
<tr>
<td>son</td>
<td>sän</td>
</tr>
<tr>
<td>soot</td>
<td>sœut</td>
</tr>
</tbody>
</table>

2. Listen and repeat:

1. si  si  si  
2. sii  sii  sii  
3. sé  sé  sé  
4. sing  sing  sing  
5. sœut  sœut  sœut  

9. ə/ɨ/ch compared.

There are some similarities of tongue positioning among these sounds. To make ə 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  chí  si  
2. jing  ching  sing  
3. jë  chê  sê  
4. jái  chài  sai  

---

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II. NOTES

1. **bo** = sentence suffix expressing definiteness, conviction.
   
   **Ex:** Kâuih chêutjô gäai laak. She's gone out. (change from former condition)
   Kâuih chêutjô gäai bo. She's gone out, that's definite.

   *(See BC)*

2. **-jô** verb suffix indicating accomplishment of intended action.

   This will be treated in detail in later lessons. At present learn it in the set phrases you will be apt to need to say and comprehend over the telephone:

   **Ex:** Kâuih fāanjô gûng. He's gone to work. [return-jô work]
   Kâuih huijô gäai. She's gone out (from her own house). [go-jô street]
   Kâuih fāanjô ngûkkêi. He's gone home. [return-jô 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. Gô dî syû haih Lêih *Siujô ge.* Those book(s) is/are Miss Lee's.
   2. Mî dî haih ngôh ge. These are mine.
   3. Lêih *Siujô ge* haih Miss Lee's is a new one.
   san ge. *ge* are ones.
   4. Ngôh 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)*

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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 haïh  ...houh.
   "My telephone number is...."

   2. Kéuihdeih ge néuih- pângyáuh fâanjó
      ngúkkéí láæx.  
      "Their girlfriend have gone home."

   3. Ngóh âñjïngyi Léih  Slújé ge san
      láângsaam.  
      "I don't like Miss Lee's new sweater."

   (See BC)

4. ge/Measure overlap.

ge may replace the measure in a modification structure.

Ex: 1. Ngóh ge néui âñhái douh.
   "My daughter is not here."

   "My daughters are not here."

   3. Ngóh ge néui âñhái douh.
   "My daughter(s) is (are) not here."

5. Possessive modification without ge or Measure.

A few nouns accept modification by personal nouns and pronouns directly. Pângyáuh, (ng)úkkéí, and gúngyáhn are the only nouns of this type we have studied so far.

Ex: Ngóh pângyáuh  
    Léih Slújé (ng)úkkéí  
    "My friend/friends  
    Miss Lee's home"

But even for these nouns, ge must be used with bíngo ge, whose?

to differentiate from bín go, which (M)?

Ex: Bín go pângyáuh?  Which friend?
    Bíngo ge pângyáuh?  Whose friend?

Compare:

bíngo ge pângyáuh?  whose friend?

bín go pângyáuh?  which friend?

Léih Táai gau bíngo  ge pângyáuh?
    Whose friend does Mrs. Lee teach?

Léih Táai gau bín go  pângyáuh?
    Which friend does Mrs. Lee 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...Y...; séung...Y...* differentiated.

* yiu...Y... = definitely intend to ...Y...
* séung...Y... = plan to ...Y... (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 sentences 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 jí kéuih séung fàan-làīh sihk aan. She told me she was planning to come home for lunch.

2. Kéuih wah ngóh jí kéuih yiu fàan-làīh sihk aan. She told me she was coming home for lunch.

7. *séung...Y...* and *jungīngyi...Y...* differentiated.

*séung* = would like to ...Y...; think I'll ...Y...

*jungīngyi* = like (as a general statement)

Ex: Ngóh séung yám dī cháh. I'd like some tea.

Ngóh séung sihk go píhnggwó. I'd like an apple.

Ngóh hòu jungīngyi yám cháh. I like to drink tea.

I like tea.

The differentiation of meaning between *jungīngyi* and *séung* breaks down with a *mèyèh* question, where the *jungīngyi* pattern is used as a polite way to ask what the addressee wishes. (The *jungīngyi mèyèh* question may also mean: What do you like?)

Ex: Néih séung yám dī mèyèh a? What would you like to drink? mèyèh a?

Néih jungīngyi yám dī mèyèh a? What would you like to drink? mèyèh 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 dīm, 'o'clock,' when dīm is followed by
   gēi, lēhn, or bun.

   Ex: 1. dīm gēi jūng = sometime after one 'o'clock
        2. dīm lēhn (jūng) = a little after one 'o'clock
        3. dīm bun = half past one

   (See Drill 7)

   In all other phrases concerning one 'o'clock, yāt cannot be omitted.


   go jīh is frequently omitted in the spoken language as the final
   element in a time phrase.

   Ex: sāam dīm yāt = 3:05
       sāam dīm sàam = 3:15
       sāam dīm sei = 3:20

   Note in these abbreviated forms that the numeral following dīm
   is in construction with an unspoken go jīh, not with go swāt. Thus
   sāam dīm sàam is 3:15, not 3:45. X:30 is never stated as X dīm luhk,
   but as X dīm būn.

   (See Drill 7)

   Although infrequent, X dīm jīh rather than (-) X dīm lēuhn
   is the abbreviated form for X dīm lēuhn go jīh.
III. DRILLS

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

1. Ĉingoi neih giu Lēih Tāai têng dihnwà lā.
   Please call Mrs. Lee to the telephone.

2. Hōh Tāai

3. Hōh Siujé

4. Jèung Sàang

5. Chàihn Tāai

1. Ĉingoi neih giu Lēih Tāai têng dihnwà lā.

2. Ĉingoi neih giu Hōh Tāai têng dihnwà lā.

3. Ĉingoi neih giu Hōh Siujé têng dihnwà lā.

4. Ĉingoi neih giu Jèung Sàang têng dihnwà lā.

5. Ĉingoi neih giu Chàihn Tāai têng dihnwà lā.

2. Expansion Drill

Ex: T: Jèung Sàang, têng dihnwà.
S: Ĉingoi neih giu Jèung Sàang têng dihnwà.

T: Mr. Cheung, telephone!
S: Please ask Mr. Cheung to come to the phone.

1. Chàihn Sàang, têng dihnwà.

2. Lēih Tāai, têng dihnwà.

3. Hōh Siujé, têng dihnwà.

4. Wōhng Sàang, têng dihnwà.

5. Lāuh Tāai, têng dihnwà.

1. Ĉingoi neih giu Chàihn Sàang têng dihnwà.

2. Ĉingoi neih giu Lēih Tāai têng dihnwà.

3. Ĉingoi neih giu Hōh Siujé têng dihnwà.

4. Ĉingoi neih giu Wōhn Sàang têng dihnwà.

5. Ĉingoi neih giu Lāuh Tāai têng dihnwà.

3. Expansion Drill: telephone talk; listen and repeat:

+ L. cho mistake, make a mistake
+ cho sim (line, thread) wrong line
+ Dap cho sin Wrong number! [connected the wrong line]
2. àng
   + àng (yät)jahn (var: (yät)jân)
     넉고 뉘 딘 야트진
      ihtiyacı 딘 야트진.
   + àng là

3. fán
   + fán gung
     fánjó gung
     Kèuìh fánjó gung.
     Kèuìh fánjó gung bo.
   + fán (ng)ükki
     fánjó (ng)ükki
     Kèuìh fánjó (ng)ükki.
     Kèuìh fánjó (ng)ükki bo.
   + fán hokk
     fánjó hokk
     Kèuìh fánjó hokk là.

4. chèut gài
   chèutjó gài
   Kèuìh chèutjó gài.
   Kèuìh chèutjó gài bo.
   + fán (ng)ükki
     fánjó (ng)ükki
     Kèuìh fánjó (ng)ükki.
     Kèuìh fánjó (ng)ükki bo.

5. fán hokk
   fánjó hokk
   Kèuìh fánjó hokk là.

6. heui gài
   heuijó gài
   Kèuìh heuijó gài.
   Kèuìh heuijó gài bo.

7. joi dâlâih
   dângjahn joi dâlâih
   Dângjahn joi dâlâih là.

8. call back (on the phone)
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.
4. Conversation Drill: Carry on the suggested conversations following the pattern of the example.

Ex: 1. T: Néih wán mēyēh a? /ji yūnh-bāt/
   S: Ngōh wān jī yūnh-bāt.
   T: What are you looking for? /a pencil/
   S: I'm looking for a pencil.

2. T: Néih wán bīngō a? /Chānh Sāang/ /Mr. Chan/
   S: Ngōh wān Chānh Sāang.
   T: Who are you looking for?
   S: I'm looking for Mr. Chan.


a. Repeat as Conversation Drill, thus:

1. T: /yūnhbāt/
   S1: Néih wān mēyēh a?
   S2: Ngōh wān jī yūnhbāt.

2. T: /Chānh Sāang/
   S1: Néih wān bīngō a?
   S2: Ngōh wān Chānh Sāang.

5. Conversation Drill

Ex: A: ōngōi néih giu Wōhng Sāang tēng dihnwā là.
   B: Kēuih chēutjō gāai bo. Gwaising wān kēuih a?
   A: Sing Jēung ge.

A: Please ask Mr. Wong to come to the phone.
B: I'm sorry but he's gone out. Who is calling please?
A: My name is Cheung.

LESSON 9  CANTONESE BASIC COURSE

B. .................  B. Kēuih chēutjó gāai bo. Gwaising wān kēuih a?

A. ....... Lēih ....... A. Sing Lēih ge.


B. .................  B. Kēuih chēutjó gāai bo. Gwaising wān kēuih a?

A. ....... Māh ....... A. Sing Mān ge.


B. .................  B. Kēuih chēutjó gāai bo. Gwaising wān kēuih a?

A. ....... Wōng ....... A. Sing Wōng ge.

a. Continue, using actual names of students.

Comment: Bīnwāi?, who? (polite) may be substituted for Gwaising thus:

Gwaising wān kēuih a?
Bīnwāi wān kēuih a? Who is calling her?

6. Translation & Conversation Drill

Ex: S1: ẜhpōi néih giu Lēih Sāang tēng dīnhwā lā.

S2: Kēuih heuijó gāai bo.

1 A. ................. 1 A. ẜhpōi néih giu Lēih Sāang tēng dīnhwā lā.

T. Wrong number!

B. ................. B. Daap cho sin.

2 A. ................. 2 A. ẜhpōi néih giu Lēih Sāang tēng dīnhwā lā.

T. Just a moment, please.

B. ................. B. ẜhpōi néih dáng yātjān lā.

3 A. ................. 3 A. ẜhpōi néih giu Lēih Sāang tēng dīnhwā lā.

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T. He's gone to work.
B. ........................

4. A. ........................
T. He's gone cut.
B. ........................

4. A. ........................
B. Kéuih fàanjó görd bo.

or
Kéuih heuijó gāai bo.

5. A. ........................
T. He's gone home.
B. ........................

5. A. ........................
B. Kéuih fàanjó ngŭkkéi bo.

6. A. ........................
T. He's gone to school.
B. ........................

6. A. ........................
B. Kéuih fàanjó hohk bo.

7. Expansion Drill:

Ex: T: cháh dím
S: Yingā cháh dím gamseuńghá lá.
(approximately)

+ 1. dím bun
   1:30 (time expression)
2. luhk dím sàam
   six-fifteen
   (short for luhk dím sàamgojih
3. Nī gihn chêuńghsàam
   yahng̓h mān.
4. Nī tiu̍h chêuńgnfu sāhplunk
   mān.
5. Nū gihn lāang&sàam sā'ahsei mān.

1. Yingā dím bun gamseuńghá lá.
   It's about 1:30.
2. Yingā luhk dím sàam gamseuńghá lá.
3. Nī gihn chêuńgn sàam yahng̓h mān gamseuńghá lá.
4. Nī tiu̍h chêuńgnfu sāhplunk mān gamseuńghá lá.
5. Nū gihn lāang&sàam sā'ahsei mān gamseuńghá lá.
8. Expansion Drill

Ex: T: Léih Táai wah nǐ giihn sahp män. 
    S: Léih Táai wah nghóh jī nǐ giihn sahp män. 

T: Mrs. Lee says this one is ten dollars. 
S: Mrs. Lee told me this one is ten dollars.

1. Léih Sàang wah kěuih sahp dīm fāanlāh. 
   1. Léih Sàang wah nghóh jī kěuih sahp dīm fāan-lāh.

2. Kěuih wah gō go yāhn haih sing Wōhng ge. 
   2. Kěuih wah nghóh jī gō go yāhn haih sing Wōhng ge.

3. Chànn Táai wah kěuih hohk Gvōngdūngwā. 
   3. Chànn Táai wah nghóh jī kěuih hohk Gvōngdūngwā.

4. Hōh Siujé wah kěuih go bīu hōu pēhng. 
   4. Hōh Siujé wah nghóh jī kěuih go bīu hōu pēhng.

5. Kěuih wah kěuih sahpjīh dīm yīu jāu laak. 
   5. Kěuih wah nghóh jī kěuih sahpjīh dīm yīu jāu laak.

Comment: wah (Person jī), 'tell someone', is interchangeable with gōng (Person) tēng, gōng (Person) jī, and wah (Person) tēng.

Learn to recognize the alternate ways when you hear them.

9. Expansion Drill

Ex: T: Kěuih sīhk faahn. 
    S: Gīu kěuih sīhk faahn lāi!

T: He is eating dinner. 
S: Tell him to come to dinner! (i.e., Dinner is on the table—come eat.)

1. Léih Táai, tēng dīhnwā. 
   Telephone for you, Mrs. Lee.

1. Gīu Léih Táai tēng dīhnwā lāi! 
   Tell Mrs. Lee to come to the phone.

2. Kěuih yīhgā fāanlāh. 
   He's coming back now.

2. Gīu kěuih yīhgā fāanlāh lāi! 
   Tell him to come back right now.


3. Gīu kěuih dāng jahn joi dā lāi lāi!
He'll call back in a little while.

Tell him to call back in a little while.

4. Kéuïh léuhng dim làih wán ngaôèh.
She's coming to see me [lit: look for me] at two o'clock.
(huéi wán yàhn = go see someone)

4. Giu kéuïh léuhng dim làih wán ngaôèh là!
Tell her to come see me at 2 o'clock.

5. Kéuïh gaau ngaôèh góng Gwông-dúngwá.

5. Giu kéuïh gaau ngaôèh góng Gwôngdúngwá là!

10. Response Drill

Ex: T: Nǐ bún syû haïh bïngô ga? /nyaô

S: Haïh ngaôèh ge. (ge = possessive marker)

1. Gó bà jë haïh bïngô ga? /nyaô gungyàhn/

1. Haïh ngaôèh gungyàhn ge.

2. Nǐ dì bât haïh bïngô ga? /Lëih Siujë/

2. Haïh Lëih Siujë ge.

3. Gó dì maht haïh bïngô ga? /Wûng Sàang/

3. Haïh Wûng Sàang ge.

4. Nî lèuhng jì bêjàu haïh bïngô ga? /nyaô gàngyàuh/

4. Haïh ngaôèh pânggyàuh ge.

5. Gó sàam go pînggwô haïh bïngô ga? /go go Yînggwokyàhn/

5. Haïh gó go Yînggwokyàhn ge.

11. Response Drill

Ex: T: Bîn jì yührjibât haïh néîh ga? /hâak sîk/

S: Hâakaîk gó jì.

S: That (or the ) black one.

1. Bîn gihn sëutsàam haïh néîh pânggyàuh ga? /chêuhngdî/

1. Chêuhngdí gó gihn.

2. Bîn bâ jë haïh néîh ga? /dâahdî/

2. Daahdî gó bâ.

3. Bîn bûn syû haïh néîh ga? /saadî/

3. Saadî gó bûn.

4. Bîn gihn lângsàam haïh néîh ga? /sa'ahsei houh/

4. Sa'ahsei houh gó gihn.
5. Bën desī hàaîh haih néih ga? /baat houh/
6. Bën ā̄m fû haih néih ga? /dyûn/

6. Dyûn gô tliuh.

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

1. Ngônh hòu jûngyi yâm bôjáu.
   I like to drink beer. =
   I like beer.

2. /kûûih/ 2. Kûûih hòu jûngyi yâm bôjáu.
            He likes to drink beer.

           He'd like some beer.

4. /mëyéh/ 4. Kûûih sôung yâm mëyéh a?
            What would he like to drink?

5. /jûngyi/ 5. Kûûih jûngyi yâm mëyéh a?
            What does he like ...? or (Polite)
            What does he want ...?

           He likes coffee.

                He does not like coffee.

               He does not want any coffee.

9. /sûng mûhsûng/ 9. Kûûih sôung mûhsûng yâm gafê a?
                       Would he like some coffee?

                He'd like very much to have some coffee.

                    He likes coffee.

IV. CONVERSATIONS FOR LISTENING
    (On tape. Listen to tape with book closed.)

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V. SAY IT IN CANTONSE

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. aam (var: ngaan)       6. Daap cho sin!
   bh: noon, midday       Ph: Wrong number! [caught-mistake-line]
2. chêt gāai             7. dá
   VO: go out (from one's own house)       v: hit
3. cho                   8. dihnwa
   n/v: mistake, make a mistake       VO: make a telephone call
4. Daaihsèngdi          9. dāng
   Ph: Speak louder!             v: wait
5. dāng yātjān
   (also dāng yātjahn) 10. dāng Person Verb
   Ph: wait awhile             v: allow, let Person do something; wait while Person does something.
11. dihnwa                11. dihnwa
   n: telephone               12. dīm bun
12. dīm bun              TW: 1:30 o'clock
13. fāan
   v: return (to/from a place you habitually go to)

14. fāan gung
   VO: go [return] to work

15. fāan hokk
   VO: to to school

16. fāanlah
   v: come back, return (here)

17. fāan (ng)ūkkēi
   VO: go [return] home

18. gamseuhnhá
   Ph: approximately

19. ge
   bf: mark of the possessive, joins with preceding personal noun (or pronoun) to form possessive.

20. gěidō houh?
    Ph: what number?

21. gěisi? or gěisǐ?
    QW: when?

22. giu
    v: instruct, tell, order, call

23. gōng Person ji
    Ph: tell someone

24. gōng Person têng
    Ph: tell someone

25. gūngyān
    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 dālāih
    Ph: call back (on the phone)

29. lêhng
    nu: 'and a little bit' in a number phrase

30. lihng
    nu: zero

31. lō
    v: fetch, to go get (something)

32. ngaan
    bf: noon, midday

33. ngūkkēi or ūkkēi
    PW: home

34. sīh
    v: business, affair, matter

35. sīhk (ng)aan
    VO: eat lunch

36. sīn
    adv/ss: first

37. sīn
    m: line, thread

38. tēng
    v: hear, listen to

39. tēng dihnuá
    VO: talk [listen] on the telephone

40. ūkkēi or ngūkkēi
    PW: home

41. wah ngoch ji
    Ph: tell me

42. wah yāhn têng
    Ph: tell someone

43. wah yāhn ji
    Ph: tell someone

44. wán
    v: look for, search

45. wán yāhn
    VO: look someone up

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46. heui/lāih wān yāhn  Ph: come/go see someone
47. Wéi!
   ex: Hello! (Telephone greeting)
48. (Yáuh) mēyēh 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. Build up:

Yauhhaak

bîndouh?

hái

hái bîndouh a?

jáudim

Mänhnâw Jáudim

Mänhnâw Jáudim hái bîndouh a?

Chêng mahn ...?

Yauhhaak

tourist

where?

location verb, variously translated: 'is located.'

where is (it)?

hotel

Mandarin Hotel

where is the Mandarin Hotel?

May I ask ...? polite form used in asking questions, equivalent to English: Could you please tell me ...?

Could you please tell me where the Mandarin Hotel is?

Chêng mahn, Mänhnâw Jáudim

hái bîndouh a?

Bündeihyâhn

a native, person belonging to a place by ancestry and upbringing.

-bîhn

side

gó bîhn

over there, on that side

hái gó bîhn

(it) is over there

Nêl

there! an exclamation accompanying pointing out something to somebody.

Nêl-hái gó bîhn.

Yauhhaak

see [look successfully = see]

tâidôu

tâiândôu

look, but don't see; don't see.
Deuihâjyuh, ngôu tâiândôu.  Gô bihâ bîndouh a?  Excuse me, I don't see it. Over there where?

Bündeihàhn

deuihmâh  opposite, facing
mâhtaâh  pier, wharf
mâhtaâh deuihmâh  opposite the pier
Tînsîng Mâhtaâh  Star Ferry Pier
Hái Tînsîng Mâhtaâh deuihmâh.  It's opposite the Star Ferry Pier.

Yâuhhaak
gûngâl  department store
yâuh mûuh gûngâl a?  is there a department store?
nîjôgân, (var: jôgân)  hereabouts, close by
Nîjôgân yâuh mûuh gûngâl a?  Is there a department store near here?

Bündeihàhn

Yâuh.
gàân  Yes, there is.
Nô - gô bihâ yâuh gàân.  measure for buildings
ngânhôhng  There's one over there.
gô gàân ngânhôhng  bank
gaaklêih  that bank
Hái gô gàân ngânhôhng gaaklêih.  next to, adjacent

Yàuhhaak

A'l Tàîdôu laakî Ñhöîi.  Oh, I see it! Thanks.

B. Recapitulation:

Yàuhhaak

Chêng mahn, Mâhnâh Jâudim  Could you please tell me where
Hái bîndouh a?  the Mandarin Hotel is?

Bündeihàhn

Nêl--hái gô bihâ.  There!--over there.

Yàuhhaak

Deuihâjyuh, ngôu tâiândôu.  Excuse me, I don't see it.
Gô bihâ bîndouh a?  Over there where?
II. NOTES

A. Culture Notes: Restaurants:

In this lesson we introduce two of the many names for different types of restaurants: chaansat, and chahtauh. Chaansat is the generic term for a restaurant serving Western food. (Western in contrast to Chinese, that is.) Chahtauh 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, chaanteng refers to restaurants serving Western food. (Chaansat is the generic term, chaanteng is more elegant, used more frequently in restaurant names. Ex: Meli Sam Chaanteng haih gaan chaansat. ‘Maxim’s Restaurant is a restaurant serving Western food.’)

Restaurants serving Chinese food are called jauk, jaullauh, faahnmi, choigwun, and faahngwun.

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 hai. Placewords can occupy the positions of subject, object, and modifier.
There are several different kinds of placewords:

1. Geographic names:
   
   Hêunggông = Hong Kong
   
   Kêuih yîhã hai Hêunggông. = He is in Hong Kong now.
   
   Geographic names may also function as ordinary nouns, though this is not their most common use.
   
   Ex: Bîngô wah yûnh Kêuih leuhs go Kongs?
   
   Hêunggông a?

2. Locatives

   Locatives are pronouns of place, whose meanings derive from position in relation to another element:
   
   Ex: nîdouh = 'here' [near-place]
   
   in relationship to the speaker = near the speaker
   
   gôdouh = 'there' [distant-place]
   
   in relationship to the speaker = distant from the speaker
   
   deuimihnh = opposite, facing [facing-face]
   
   in relationship to speaker or other place element: facing the point of reference.
   
   Kêuih hái nîdouh. He is here.
   
   Kêuih hái gôdouh. He is there.
   
   Kêuih hái deuimihnh. He is facing (this way).
   
   (See BC and Drill 6.)

   Locatives may be preceded by placeword nouns in modification-head structure.
   
   Ex: Kêuih hái gaakléih. He is next door. [adjacent]
   
   Kêuih hái ngànhnôhng gaakléih. He is next door to the bank.
   
   (See BC and Drill 7.)

3. Some ordinary nouns double as placewords.

   Ex: chählûuh = teahouse
   
   a. as an ordinary noun:
   
   Gô gân chählûuh hou gwai. That teahouse is very expensive.
b. as a placeword:

Wông Sāang hái chāhlâuh.
Mr. Wong is at the teahouse.

(See Drill 2)

4. Nouns and pronouns which are not placewords (cannot follow hāi as final element in sentence) form placeword phrases by suffixing a locative or the boundword -douh 'place.'

Ex: Būn syú hái ngóh (nî)douh.
The book is (here) by me.

Būn syú hái Léih Sâang douh.
The book is at Mr. Lee's.

Būn syú hái tôi (gô)douh.
The book is (there) on the table.

2. -douh, -syu = placeword formants

-douh 'place,' is a boundform, left-bound to the verb hāi, or to one of the specifiers nî/gô/bûn, or to a noun or pronoun to form a place phrase.

Ex: 1. Wông Tâai hái êhhaí douh a?
   Hái douh. (She is here.
   Êhhaí douh.
2. Kêuih hái nîdouh.
   She's not here.
   She's at this 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. hāi = location verb, requiring placeword object.
a. hāi 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: Kêuih hâi Meihgwok. He's in America.
neg: Kêuih êhhâi Meihgwok. He isn't in America.
q: Kêuih hâi êhhaí Meihgwok a?
   Is he in America?

(See BC and Drills 1, 2, 3, 4)
(2) as one verb in a series of verbal expressions:

aff: Kauh hái ñkkéi däng ngōh. She's waiting (or waited) for me at home.

neg: Kauh mǔhái ñkkéi däng ngōh. She's not waiting (or didn't wait) for me at home.

q: Kauh hái mǔhái ñkkéi däng ngōh. Is she waiting (or did she wait) for you at home?

(See Drill 2)

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. Kauh hái mēihwok. He is/was in America.
    2. Kauh hái ñkkéi. He is/was (at) home.
    3. Kauh hái sējihlāuh. He is/was at the office.
    4. Kauh hái gōdōuh. 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: Kauh hái mēihwok däng ngōh. He waited/is waiting for me in America.

4. Placeword yāuh Noun sentence type.

The Placeword yāuh Noun sentence is a form of SVO sentence, with yāuh as 'there is,' 'there are,' 'there exists.'

Ex: aff: 1. Gakkleih yāuh (gāan) ngānnhōng. Next door there is a bank.
    neg: 2. Gakkleih mōuh ngānnhōng. There's no bank next door.
    q: 3. Gakkleih yāuh mōuh ngānnhōng a? Is there a bank next door?

(See BC and Drills 11, 12, 13)

5. Pivotal constructions: Fw yāuh SVO

The Fw yāuh N sentence can be expanded to Fw yāuh SVO, with the S of the SVO standing as the object of the first verb (yāuh) and the subject of the verb which follows it. Such a construction, in which the object of V₁ is the subject of V₂, we call a pivotal construction.

Ex: Gakkleih yāuh yahn sink faahn. Next door there are people eating dinner.

(See Drill 14)
6. -dou = verb suffix, indicating successful accomplishment of action of the verb.

a. Verbs which take the suffix -dou include the following:

<table>
<thead>
<tr>
<th>Verb</th>
<th>V-dou</th>
</tr>
</thead>
<tbody>
<tr>
<td>tái</td>
<td>look</td>
</tr>
<tr>
<td>wán</td>
<td>search, look for</td>
</tr>
<tr>
<td>máaih</td>
<td>buy</td>
</tr>
<tr>
<td>táidou</td>
<td>see [look successfully]</td>
</tr>
<tr>
<td>wándou</td>
<td>find [search successfully]</td>
</tr>
<tr>
<td>máaihdou</td>
<td>buy [i.e. after overcoming obstacles]</td>
</tr>
</tbody>
</table>

b. Illustrative examples:

A. Tái ámtaidóu gó gaan ngáinhohng a?
   A: Do you see that bank?

B. Táidóu.
   B: Yes, I see it.

C. Táihdóu.
   C: No, I don't see it.

A. Ne, hái gó gaan jàudim gaaklëih.
   A: There--next to the hotel.

C. A, yînhá táidóu laak.
   C: Oh, now I see it.

C. Verb forms of V-dou:

aff: táidóu
neg: táiahdóu (or ámtaidóu)
q: táí ámtaidóu? (or táí ámtaidákóu?)

Of the negative forms V-ámdóu is more common, though ámtaidóu also is said. Both question forms are common.

(See BC and Drill 13.)
III. DRILLS

1. Expansion Drill: Students point nearby for nǐdouh, away for gǒdouh.

   Ex: T: /Ngóh/Néih/Kéuih/       T: I, you, he.
   + S: Ngóh hái nǐdouh.         S: I'm here;
   + Néih hái gǒdouh.            you're there;
   Kéuih hái bindouh a?          where's she?

1. /ngóhdeih/néihdeih/kéuihdeih/  1. Ngóhdeih hái nǐdouh;
   néihdeih hái gǒdouh;
   kéuihdeih hái bindouh a?

2. /Chàhn Sàang/Chàhn Tàai/Chàhn  2. Chàhn Sàang hái nǐdouh;
   Slüjé/                     Chàhn Tàai hái gǒdouh;
   Chàhn Slüjé hái bindouh a?

3. /tīuh/fu/gihn sēutsaam/
   deui háaih/          3. Tīuh fu hái nǐdouh;
   gihn sēutsaam hái gǒdouh;
   deui háaih hái bindouh a?

4. /ji yûnhbât/ji yûhnjibât/
   bûn syû/               4. Ji yûnhbât hái nǐdouh;
   ji yûhnjibât hái gǒdouh;
   bûn syû hái bindouh a?

5. /dī pînggwô/dī châang/dī jîu/

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

   Ex: T: /jáudim/        hotel
       S1: Kéuih hái bindouh a? Where is (or was) he? /hotel/
       S2: Kéuih hái jáudim. He is (or was) at the hotel.

1. /ngânhnhôngg/        1. S1: Kéuih hái bindouh a?
   S2: Kéuih hái ngânhnhôngg.

+ 2. /chānsât/          2. S1: Kéuih hái bindouh a?
   (Western restaurant)   S2: Kéuih hái chānsât.

+ 3. /châhlâuâ/         3. S1: Kéuih hái bindouh a?
   (teahouse)             S2: Kéuih hái châhlâuâ.

4. /jáudim/             4. S1: Kéuih hái bindouh a?

+ 5. /sêjîhlâuâ/        5. S1: Kéuih hái bindouh a?
   (office)
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6. /gʊŋgɐj/  
   S1: Kūi hái bǐndouh a?  
   S2: Kūi hái gʊŋgɐj.
+ 7. /tʰʊhsɨjʊgwœn/  
   (library)  
   S1: Kūi hái bǐndouh a?  
   S2: Kūi hái tʰʊhsɨjʊgwœn.

3. Expansion Drill:

Ex: T: Chāhn Tǎai ěhhái ngŭkkɐi.  
    /chānsɐt/  
    S: Chāhn Tǎai ěhhái ngŭkkɐi, hái  
       chānsɐt.

1. Kūi hɐi tʰʊhsɨjʊgwœn.  
   /gʊŋgɐj/  
   He's not at the library.  
   /departmɐnt stɐɾ/  

2. Lēiŋ Sǎŋ ěhhɐi gʊŋgɐj.  
   /jœdɪm/  

3. Lēiŋ Sjujé ěhhɐi chānsɐt.  
   /sɐjilɐu/  

4. Chāhn Sǎŋ ěhhɐi sɐjilɐu.  
   /chānsɐt/  

5. Māhnwɐ Jǎudim ěhhɐi Daah  
    Douh Jʊŋg. /Tɪŋsɪŋ Mǎhtəu  
    dəʊmɨjn/  
    The Mandarin Hotel is not on  
    Queen's Road Central.  
    /opposite the Star Ferry/  

6. Go chɐ jaaṃ ěhhɐi dəʊmɨjn.  
   /dəʊmɨjn/  
   The bus stop is not across  
   the street. /this side/  

7. Mǎihgwok Ngɐnhʊhʊŋ ěhhɐi nɨ  
    bihn. /dəʊmɨjn/  
    The Bank of America is not on  
    this side.  

8. Kʊi hɐi gǎn ngǔkkɐi Hʊŋkʊŋ  
    nɨ bihn. /Gǔnlʊŋg gʊ bihn/  
    His house is not here on the  
    Hong Kong side. /there on the  
    Kowloon side/  

T: Mrs. Chan is not at home.

S: Mrs. Chan is not at home,  
    she's at the restaurant.

1. Kūi hɐi tʰʊhsɨjʊgwœn,  
   hɐi gʊŋgɐj.  
   He's not at the library,  
   he's at the department  
   store.

2. Lēiŋ Sǎŋ ěhhɐi gʊŋgɐj,  
   hɐi jœdɪm.

3. Lēiŋ Sjujé ěhhɐi chānsɐt,  
   hɐi sɐjilɐu.

4. Chāhn Sǎŋ ěhhɐi sɐjilɐu,  
   hɐi chānsɐt.

5. Māhnwɐ Jǎudim ěhhɐi Daah  
    Douh Jʊŋg, hɐi Tɪŋsɪŋ  
    Mǎhtəu dəʊmɨjn.

6. Go chɐ jaaṃ ěhhɐi dəʊmɨjn,  
   hɐi nɨ bihn.  
   The car stop is not across  
   the street, it's on this  
   side.

7. Mǎihgwok Ngɐnhʊhʊŋ ěhhɐi  
    nɨ bihn, hɐi dəʊmɨjn.  
    The Bank of America is  
    not on this side, it's in  
    front.

8. Kʊi hɐi gǎn ngǔkkɐi Hʊŋkʊŋ  
    gʊ bihn, hɐi Gǔnlʊŋg  
    gʊ bihn.
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9. Heunggong chaansat mnhai go bihn. /nî bihn/
10. Ting ting mhtauh mnhai gaakleih. /deumihn/
+11. Meihgwok Jaudim mnhai (nî) jorgan. (Jungwahn) /Central District/ The American Hotel is not hereabouts. /Daaih Douh Jung/
12. Gou gahn guingeî mnhai nî jorgan. /Daaih Douh Jung/

Comments: (1) Meihgwok Jaudim, 'American Hotel' is the Hong Kong Hilton, also called 'Haiyindeuhn Jaudim'
(2) (ng)ûk 'house,' is not the one you live in. ngûkêi, 'home,' 'house one lives in'

4. Aliteration Drill

Ex: T: Wôhng Sang hai mnhai ukkêi a? T: Is Mr. Wong at home?
S: Wôhng Sang hai mnhai ukkêi a?

1. Këuih hai mnhai séjihlawuh a?
2. Chàuhn Siujé bá jë hai mnhai nidouh a? Is Miss Chan's umbrella here?
3. Hôh Taai gihn lâangsaam hai mnhai nei ukkêi a? Is Mrs. Ho's sweater at your house?

Comment: a location question of the choice type may be either hai mnhai Placeword? or hai mnhai hai Placeword?

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

1. Meihgwok Jaudim hai bîndouh a? 1. Meihgwok Jaudim hai bîndouh a?
Where is the American Hotel?
2. /Mahnwâh Jaudim/ 2. Mahnwâh Jaudim hai bîndouh a?
6. Expansion Drill

Ex: T: Lauh Siujè hái nidouh. T: Miss Lau is (or was) here.
     S: Wong Siujè wah ngoh S: Miss Wong told me Miss Lau was here.

1. Lauh Siujè hái goudouh.
2. Lauh Siujè hái bihn.
3. Lauh Siujè hái gò bihn.
4. Lauh Siujè hái deumihn.
5. Lauh Siujè hái gaaklèih.
7. Lauh Siujè hái mûnhau.
   Miss Lauh is at the door. (doorway)

7. Expansion Drill

Ex: T: Gàan ngânhôhng hái deumihn. /che jaahm/ T: The bank is on the opposite side. /bus stop/
     S: Gàan ngânhôhng hái S: The bank is opposite the bus stop.

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1. Gàan gûngsi hái deuimihn.  
/jàudim/
2. Gàan jàudim hái deuimihn.  
/gûngsi/
/chè jaahm/  
The bank is near here.
4. Go chè jaahm hái nîjógân.  
/ngânhhông/  
The bus stop is nearby. /bank/
5. Gàan gûngsi hái gaaklêih.  
/chàaansêt/  
The department store is next door. /restaurant/
/tôuhsyûgwûn/  
7. Ngôh ge sêjihlàuh hái nîbihn.  
/jàudim/  
My office is on this side of the street. /hotel/

Comment on #7:  


Ngôh ge sêjihlàuh hái jàudim nî bihn, Ngôh, 
sêjihlàuh, and jàudim are all on the same side 
of the street. Above, in referring to the dept. store, speaker would say: Gûngsi hái châhlàuh 
gô bihn. The dept. store is on that side (away from me) where the teahouse is.

8. Response Drill

Ex: T: Mêingwok Jàudim hái bindouh a?  
/Daaih Douh Jûng/
S: Mêingwok Jàudim hái Daaih Douh Jûng.
T: Where's the Hilton Hotel?
S: The Hilton Hotel is on Queen's Road Central.
1. Néih ge séjihlauh hái bindouh a? /Dákuh Douh Júng./
2. Méihgwok Jáudim hái bindouh a? /Dáih Douh Júng./
3. Daaih Douh Júng hái bindouh a? /Héunggóng nǐ bihn/ on the Hongkong side
4. Mánwáh Jáudim hái bínbihn a? /Déumih/ (which side?)
5. Tínshing Háhtáuh hái bindouh a? /gó bihn/
6. Go chē jaah hái bindouh a? /ngáanhóhng déumih/ 
7. Tōuhsýgwún hái bindouh a? /gāakléih/

Comment: People in Hongkong identify places as being 'on the Hongkong side' or 'on the Kowloon side'. Kowloon and Hongkong are on opposite sides of the Hongkong Harbour. Héunggóng nǐ bihn 'on the Hongkong side' [Hongkong this side] is said from the standpoint of a person who is on the Hongkong side. To him the Kowloon side would be Gāulühng gó bihn 'on the Kowloon side' [Kowloon that side].

9. Combining Drill

S: Kéuih hái Méihgwok Jáudim dãng ngóh.

T: He is (or was) at the American Hotel. He is (or was) waiting (or He waited) for me.
S: He is (or was) waiting, (or He waited) for me at the American Hotel.


1. Kéuih hái mǔnhnáu dãng pāngyáu.
2. Kéuih hái Tínshing Háhtáuh dãng pāngyáu.
10. Expansion Drill

Ex: T: Néih bá jē hái godeuh. /Lau Táai/
    S: Néih bá jē hái Lâuh Táai godouh.

T: Your umbrella is over there.
    /Mrs. Lau/

S: Your umbrella is there by Mrs. Lau.

1. Jī yūnhbāt hái nîdough. /ngóh/
2. Gihn yūhlâu hái godeuh. /Wông Táai/
3. Ngóh bāu yînjái hái nîdough. /Lei Sâang/
4. Tiuh kwânn hái nîdough. /ngóh/
5. Gihn sâam hái godeuh. /këuh/

Comment: Nouns and pronouns which do not in themselves have any reference to place, can function in placeword expressions when joined to a following locative.

11. Conversation Exercise

Ex: A: Nîdough jógân yáuh móuh chaansat a?
    B: Yáuh, Duimihn yáuh gâan.

A: Is there a western restaurant around here?
    B: Yes. There's one across the street.

1. A: ................?
    B: Yáuh, Gó bînh ..... 

2. A: ................?
    B: Yáuh, Gaaklèih ..... 

3. A: ................?
    B: Yáuh, Gaaklèih yáuh gâan.
12. Substitution Drill: Repeat the first sentence then substitute as directed.

1. Chêng mahn, nǐ douh jógán yáuh móuh gûngsì a?
Could you please tell me, is there a department store around here?

B. Yáuh. Dãk Fuh Douh Jûng

4. A. ........................................
B. Yáuh. Dãk Fuh Douh Jûng yâuh gâan.

5. A. ........................................
B. Yáuh. Gô gâan gûngsì deuimih.

6. A. ........................................
B. Yáuh. Gô gâan gûngsì deuimih yâuh gâan.

13. Conversation Drill

Ex: T: /deuimihn/
S1: Níih tâi deuimihn yâuh nîi yâuh mâyâh a?
S2: Deuimihn yâuh gâan jàudim.

T: /jàudim/
S1: Can you see what there is opposite us?
S2: Opposite us there's a hotel. or
T: opposite
S: hotel

T: /chê jàahm/
S1: Chêng mahn, nã jógán yáuh móuh chê jàahm a?
S2: Chêng mahn, nã jógán yáuh móuh gûngsì a?

T: /chêsânssat/
S1: Chêng mahn, nã jógán yáuh móuh chêsânssat a?
S2: Chêng mahn, nã jógán yáuh móuh ngânngôhng a?
1. /gaakléih/ 1. A. Néih táí (existing) gaaklélíh yáuh méyéh a?
/guengsI/ B. Gaakléih yáuh gáan guengsí.
2. /gódouh/ 2. A. Néih táí (existing) gódouh yáuh méyéh a?
/cháansáat/ B. Gódouh yáuh gáan cháansáat.
3. /deuimhnh/ 3. A. Néih táí (existing) deuimhnh yáuh méyéh a?
/ché jaahm/ B. Deuimhnh yáuh go ché jaahm.
4. /gaakléih/ 4. A. Néih táí (existing) gaaklélíh yáuh méyéh a?
/ngánhnhông/ B. Gaakléih yáuh gáan ngánhnhông.
6. /nI bihn/ 5. A. Néih táí (existing) níbihn yáuh méyéh a?
/jáudim/ B. Ní bihn yáuh gáan jáudim.

14. Alteration Drill

Ex:
T: Gó go yáhn dá dihnhwa. /gódouh/
S: Gódouh yáuh go yáhn dá dihnhwa.

1. Gó go yáhn wán néih. /mùnnháu gódouh/
   T: Mùnnháu gódouh yáuh go yáhn wán néih. There's a man at the door looking for you.
2. Gó wái sìnsàang dăng ché. /ché jaahm gódouh/
   S: Ché jaahm gódouh yáuh wái sìnsàang dăng ché.
3. Gó go Yìnggwókyáhn sìhk cháansát gódouh/
   3. Cháansát gódouh yáuh go Yìnggwókyáhn sìhk cháansát.
4. Gó go Mìihgwókyáhn táí syú. /séjihláuh gódouh/ (readbook, read) That American is reading.
5. Gó go yáhn maaíh cháang. /mùnnháu/
6. Gó go yáhn dá dihnhwa. /gó bihn/
   S: Over there there's a man making a phone call.
   T: That man is making a phone call/there/
   S: That American is reading.
   That man is making a phone call.
Comment: Note that in the left hand column sentences above, of the structure: Noun Phrase Verb Phrase, the nouns are 

gó go yânh = that person.

In the right hand column sentences, of the structure: Placeword yâuh Noun Phrase Verb Phrase, the nouns are un-specific:

go yânh = 'a person'.

This is characteristic of the Placeword yâuh ...... structure.

Compare: (1) Gó go yânh hái gó bihน
da dîhnwä.
(2) Gó bîhn yâuh go yâhn dá
dîhnwä.

That man is making a

phone call over there.

Over there, there's some-

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) yâchtjän = dângyîtjânn = 'in a little while'

2) wăn ândâu = 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.
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. bínbihn? FW: which side?
2. -bihn bf: side
3. bínndouh? QW: where?
4. bündesiyăhn n: a native of the place under discussion
5. chāansāt n/PW: western style restaurant
6. chāhlăuh 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. chãng mahn Ph: 'May I ask...?'
10. Daaih Douh Jûng PW: Queen's Road Central
11. Dařfuh Douh Jûng PW: Des Veoux Road Central
12. deuimihn PW: opposite side
14. gāan m: M. for buildings
15. gaaklêih PW: next door
16. gó douh PW: there
17. gó bihn PW: over there, on that side
18. güngśi n/PW: department store; office (of a commercial company)
19. hâi v: location verb, translated as: is in/at/on
20. Hûunggông PW: Hong Kong
21. jaahm n: station, stop (as train station, bus stop)
22. jáudim n/PW: hotel
23. jôgâa PW: nearby, hereabouts
24. Jûngwâahn PW: Central District
25. lá chín
   VO: withdraw money (from bank)

26. máhtāuh
   n/PW: pier

27. Māhnwāh Jáudim
   PW: Mandarin Hotel

28. mahn
   v: ask

29. Méihgwok Jáudim
   PW: 'American Hotel,' (in HK, the Hong Kong
   Hilton)

30. Méihgwok Ngāhnhōhng
    PW: Bank of America

31. múnhnáu
    n/PW: doorway

32. Nēi
    ex: 'There!' an exclamation used when pointing
    out something to someone

33. nĪbīhn
    PW: this side

34. nī douh
    PW: here

35. nījōgān
    PW: closeby, hereabouts

36. ngāhnhōhng
    n/PW: bank

37. ngūk (or ūk)
    n/PW: house

38. sējihlāuh
    n/PW: office

39. tāi jāhāu
    VP: can't see

40. tāidōu
    VP: see [lock successfully]

41. tāi ūhtáidōu?
    VP: can [you] see?

42. tāi syū
    VO: read (a book)

43. Tīnsīng Máhtāuh
    PW: Star Ferry Pier

44. tōuheyūgwūn
    n/PW: library

45. ūk (var: ngūk)
    n/PW: house

46. yāhnhāak
    n: tourist
BASIC CONVERSATION

A. Buildup:

(A brother and sister are sharing a taxi to work)

saimûi younger sister

Saaimûi

âmgeídâk forgot, forget
daai carry, take or bring along
âmgeídâk daai chîn forgot to bring money
tîm sentence suffix, indicating

Ngônh âmgeídâk daai chîn taken by surprise

tîlâ

Aiyâ! I forgot to bring my money!

tîlâ

Agô elder brother

Aiyâ! I forgot to bring my money!

Ngânyiu--ngônh yâuh. Never mind--I have (some).

(jê hands $3.00 to the driver)

jâaufân give back change (give change--return)

jâaufân sàam houh give back 30¢ change
daâk lasok that will be all right

Jâaufân sàam houh dâk lasok, Give me 30¢ change, that'll

sîgôi be OK.

driver, cab driver,

Sîgôi chaufveur

môuhdâk not have available

Ngônh mêuhdâk jâau. I don't have any change.

[don't have (money) avail-

sàan ngâa able to give change]

Nêih yâuh mêuh sàan ngân a? small coins

Agô Do you have any small coins?

Yâuh, yâuh. Yes, I have.
LESSON 11  CANTONESE BASIC COURSE

ёугинжó

ёл!
ёл! А́нгинжó гé?
А--хáй douh.
цáй!
Náh, nídouh cāт hóuhjí.

(The two get out of the taxi)

Agó

yuhung
Neih yiu chín yuhng.
je
-jyuh

jejyuh běi néih
Ngóh nídouh jejyuh běi néih sin lá.
Yiu gēidō a?

Saimúi

Sahp mān gau laak.

Agó

baak
baak mān
jí

baak mān jí
jèung
jèung yāt baak mān jí
dāk
ja

Ngóh dāk jèung yāt baak mān jí ja.
cheunghóí

lose/lost (something),
'nowhere to be seen'
exclamation of distress

Sh? Disappeared?
Oh--they're here.
here!
Here, here's 70¢.

You'll need some money to use,
lend temporarily, for a short
time lend to you
I'll lend you some (of what I have) here.
How much do you need?
Ten dollars will be enough.
hundred
hundred dollars
paper. here, paper money,
i.e. $ bill
hundred dollar bill
measure for bank notes
a one-hundred-dollar bill
have only, only have
jē + a = ja
I only have a hundred dollar bill.
break (a large note for
tens of smaller den-
nomination)
CANTONESE BASIC COURSE

Lesson 11

Dāŋ ngōh cheunghōi bōi nēih lā. (They stop in at a bank to change the $100 bill. The elder brother addresses a teller:)

Agō
cheunghoi jēung yāt baak mān jī
sīt hōng ngōh

Agō
nēih hōng ngōh cheunghōi
jēung yāt baak mān jī lā.

Siujē
dāk

Dāk. Sāngh jēung sahp mān jī
hōu ânhōu a?

Hōu sak.

Agō
Fine.

B. Recapitulation:

Saimūi
Aiyā! Ngōh ânggeidāk daai chīn
timi
Nhūng ânyiu—ngōh yūh.

(Nē hands $3.00 to the driver)
Jūafān sām hōu dāk laak.

Gīgōi
Ngōh mōu-hāk jāu. Nēih yūh
mōu săn ngān a?

Agō
Yūh, yūh. Yīf ângjin jī gā?

A—bāi douh. Nāih, nīdouh
chāt hōu hījī.

(I know. He said...)

(They get out of the taxi)

Agō
Nēih yīu chīn yūhng. Ngōh nīdouh
jejūh bēi nēih sīn lā. Yīu
You'll need some money to use.

I'll lend you some. How much
Lesson 11

Cantonese Basic Course

Saijì
Sahp män gau laak.

Agó
Ngôh dâk jèung yêt baak män jî ja. Dâng ngôh cheunghôi bêî néîh lâ.

(THEY STOP IN AT A BANK TO CHANGE THE $100 BILL. THE ELDER BROTHER ADDRESSES A TELLER)

Agó
Ngôhî néîh tûng ngôh cheunghôi jèung yêt baak män jî lâ.

Siuîê
Dâk. Sahp jèung sahp män jî hûî âmhou a?

Agó
Hûî saak.

Fine.

II. Notes

1. Sîn, 'first,'

Sîn, '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. Dâng ngôh lô jî bû
sîn lâ.

1. Let me get a pencil first--
   (and then I can write down the number.)

2. Ngôh nîdouh jëjëuh
bêî néîh sîn lâ.

2. I'll lend you (some money)
   first--(and then you can get through the day.)

3. A: Dâk meih a?

   B: Meih--dângjahn sîn lâ.

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 sîn, syān, occupies a different sentence position. In Mandarin syān comes before the verb, rather than coming at the end of the clause.

Ex: Dèng wô syān ná (yî) jî bû lâî. Let me first get a pen.

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2. **Dāk** = OK, will do, all right
   a. Forms:
      
      aff: dāk          That's OK, that'll do, all right, can do.
      
      neg: mhdāk         That's not OK, that won't do, can't.
      
      q: dāk mhdāk a?    Will that be all right?
      
      Ex: 1. Ngōh séung yihgā sihk faahn, dāk mhdāk a?
            1. I'd like to eat now, OK?

            2. Êhdāk. Yiu sāng yēt- 2. Not OK. We have to wait awhile, jahn sin.

            3. Dāk. Sihk faahn lā. 3. Sure. Eat!

      (See BC)

   t. Dāk joins with laak in the affirmative and meih 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. Ngōh gihn chōuhng-sāam dāk meih a?
            Is my dress ready yet?


            It's ready. Try it on!

   3. **Dāk** + quantity phrase = have only, get only, obtain only:

      Dāk in this sense has a quantity phrase as its object, with the implication that the quantity is insufficient. It contrasts with yāuh, 'have,' which does not have the connotation of insufficiency.

      1. Ngōh dāk léuhng gihn sōutsāam.
         I have only two shirts.
      
      2. Ngōh yāuh léuhng gihn sōutsāam.
         I have two shirts.

      (See BC and Drill 11)

      Dāk, 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 jìung yāt baak mān ji.

neg: -- --

q: Haah ēnghāin dāk jìung yāt baak mān ji a?

Do you have only a $100 bill?

4. yāuhdāk + verb = 'have available to ...', 'have available for ...ing.'

dāk used between the verb yāuh (or its negative mōuh) and a second verb, forms a verb phrase (VP) 'have (or not have) available for ...ing.'

The basic meaning of dāk in a yāuhdāk V is 'can.'

Ex: aff: yāuhdāk maaih have-can-sell, have for sale

neg: mōuhdāk maaih don't have-available for sale

q: yāuh mōuh dāk maaih are there any available for sale?

(See BC and Drills 7, 8)

5. tim! sentence suffix indicating that the speaker has been taken by surprise.

tim! adds the connotation that the situation expressed in the sentence is different from what the speaker expected.

This tim! perhaps is derived from tim, 'more,' 'in addition,' which you encountered before in Lesson 4, but differs both in implication and in expressive intonation.

tim! expressing surprise is a stressed syllable in its sentence, but tim, 'in addition' does not receive heavy sentence stress.

Further, tim, 'in addition' can be followed by another sentence suffix, but tim!, expressing surprise, cannot.

Ex: 1. Joi dāng ngōh gēi fanjūng tim lā. 'Please wait for me a few minutes more.'

2. Ēngéidāk tim! I forgot it! (having just realized it)

(See BC and Drill 3)
6. -dò and -siu phrases of indefinite amounts
   a. -dò 'large amount' and -siu 'small amount' combine with preceding hòu- and others to form phrases of indefinite amounts.
      Ex: 1. hòudò a lot, many, much
           2. géidò quite a lot
           3. mòuhgéidò not very much
           4. hòusíu very little, very few
           5. sèsiu a little
           6. síusíu just a little, just a few
   b. These -dò/-siu phrases can be used as modifier to a following nominal construction or as head in a nominal construction.
      Ex:
      as modifier:
      Ngònh yáuh hòudò chín. I have a lot of money.
      as head:
      Kèuh dòu yáuh hòudò. He has a lot too.
   c. sèsiu and síusíu modify mass nouns only, directly preceding the noun. As head structures they are used only in connection with mass nouns.
      Ex: 1. Bèi sèsiu tôngng ngònh lâ. Please give me a little sugar.
           2. Bèi síusíu tôngng ngònh lâ. Please give me just a tiny bit of sugar.
           3. Sèsiu hòu lâ. A little bit is fine.
              ( Someone asked how much sugar you want in your coffee.)
           4. Siusíu hòu lâ. Just a tiny bit is fine.
   d. The following -dò/-siu phrases can modify individual and mass nouns directly:

<table>
<thead>
<tr>
<th>-dò/-siu</th>
<th>Ind/Mass Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>hòudò</td>
<td>sèutsám</td>
</tr>
<tr>
<td>géidò</td>
<td>tòhng</td>
</tr>
<tr>
<td>mòuhgéidò</td>
<td>....?</td>
</tr>
<tr>
<td>(QW) géidò</td>
<td></td>
</tr>
<tr>
<td>hòusíu</td>
<td></td>
</tr>
</tbody>
</table>

(See Drills 11, 12) Very little sugar

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e. The following can precede a Measure (+ Noun):

\[
\begin{array}{llll}
\text{dó} & \text{M} & \text{N} \\
\text{hóudó} & \text{gihn} & \text{sentsām} & \text{many} \text{ shirts} \\
\text{móuhgóidó} & \text{"} & \text{"} & \text{not many} \text{ shirts} \\
\text{gáiḍó (k géidó?)} & \text{"} & \text{"} & \text{quite a few \text{ shirts}} \\
\end{array}
\]

7. cheung and cheunghōi 'to change money into smaller denomination'

These both form VC phrases with a following money phrase.

\text{cheung} = \text{change into} \ (\text{what} \ \text{you} \ \text{want}) \ (\text{followed} \ \text{by} \ \text{denomination} \ \text{wanted})

\text{cheunghōi} = \text{change, i.e., break} \ (\text{a} \ \text{big} \ \text{bill}) \ (\text{followed} \ \text{by} \ \text{denomination} \ \text{held})

\text{Ex:} \ \text{cheung sahp mān jí} = \text{change into $10 bills}

\text{cheunghōi jēung sahp mān jí} = \text{break a $10 bill}

8. Sentence suffix gé

gé represents sentence suffix ge, 'that's the way it is' plus rising intonation for uncertainty and doubt.

\text{Ex: Yi-āngānjō gé?} \quad \text{Eh? (They're) lost? (See BC)}
III. DRILLS

1. Alteration Drill

Ex: 1. T: Nǐ go haih cháang T: This is an orange.
   làih ge.
   S: Nàh--nīdouh yáuh S: Here--here's an orange.
   go cháang.

1. Nǐ dī haih ngàuh-yuhk làih ge.
2. Nǐ jì haih heiséui làih ge.
3. Nǐ dī haih tòhng làih ge.
4. Nǐ go haih phínggwó làih ge.
5. Nǐ jèung haih sahp mān jì làih ge.

+ 6. Nǐ go haih ńgh háuhjí ngán làih ge. (ngán = coin)
   6. Nàh--nīdouh yáuh go ńgh
   hóuhjí ngán.

7. Nǐ go haih yáuh mān ngán làih ge.
7. Nàh--nīdouh yáuh go yáuh mān
   ngán.

a. Repeat, in reverse, teacher cueing with yáuh sentences,
   students responding with haih sentences.

2. Substitution Drill

Ex: T: Bèi ńgh hóuhjí ngón. /jáaufán/
   S: Jáaufán ńgh hóuhjí ngón.

T: Give me 50¢. /give back change/
   S: Give me back 50¢ change.

1. Bèi sahp mān ngón. /je/
   Give me ten dollars.
   1. Je sahp mān ngón.
      Lend me ten dollars.

2. Bèi jí bát ngón. /ló/
   2. Ló jí bát ngón.
      Bring me a pen(cil).

3. Bèi gih sēutsāam ngón. /máih/
   3. Máih gih sēutsāam ngón.
      Buy me a shirt. (Buy a shirt to give me.)

4. Bèi go dihnwá ngón. /dá/
   Give me a phone call.
   (also: Give me a phone.)
   4. Dá go dihnwá ngón.

+ 5. Bèi jèung sahp mān jì ngón.
   /wu:n/
   Give me a ten-dollar bill.
   /Change (into)/
   5. Wu:n jèung sahp mān jì ngón.
      Change (this) into a ten-
      dollar bill for me. (The
      speakers is holding small
change and bills that he wants converted into a larger bill.

Comment: **wuhn** 'exchange,' 'change (into)' in reference to money, is usually used when you have small denominations that you want to change for larger. When you have a large bill you want to break into smaller denominations you use the verb *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: Jàaufâän īgh hōuhjī ngón.
   Give me back 50¢ change.

S: Āngōi néi jàaufâän īgh hōuhjī ngón lá.
   Please give me back 50¢ change.

3. Substitution Drill

Ex: T: Ānggāamjeuk bo.

S: Ānggāamjeuk tīm!

It doesn't fit, that's for sure.

It doesn't fit, shucks!

(tīm here carries the implication that you are disappointed. I like it, but it doesn't fit - shucks.)

1. Maaïhssai bo.

2. Ūnhái douh bo. ((He's) not here.)

3. Chēutjō gāai bo.

4. Āngau chīn bo.

5. Tēng ūnhōu bo.
   I can't hear it.

6. Wān ūnhōu bo.
   (I) can't find (it).

7. Dānhōu bo.
   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. Ângeidāk bo.
   (I) forgot.

8. Ângeidāk tīm!
a. Reverse roles, teacher cueing with sentences in right hand column, students responding with those at the left.

4. Expansion Drill

Ex: T: Yat baak mân ji. T: This is a $100 bill.
S: Ĉung ĉi-pho mmepin S: Please break this $100 bill
mân ji ngõh lâ! for me.

1. /̀nĝh houh jì ngàn/ 1. Ĉung ĉi-pho mmepin go ngõh houh jì ngàn ngõh lâ!
2. /yàt mân ngàn/ 2. Ĉung ĉi-pho mmepin go yat mân ngàn ngõh lâ!
3. /saip mân jì/ 3. Ĉung ĉi-pho mmepin jìung saip mân jì ngõh lâ!
4. /̀nĝh mân jì/ 4. Ĉung ĉi-pho mmepin jìung ngõh mân jì ngõh lâ!
5. /̀nĝh baak mân jì/ 5. Ĉung ĉi-pho mmepin jìung ngõh baak mân jì ngõh lâ!
6. /yàt baak mân jì/ 6. Ĉung ĉi-pho mmepin jìung yat baak mân jì ngõh lâ!

a. Repeat, teacher writing visual cues ($100, 50¢, etc.)
on the blackboard, students responding ĉunghoĉ sentence.

T: Write: $100
S: Ĉung ĉi-pho mmepin jìung yat baak mân jì ngõh lâ!

5. Expansion Drill

Ex: T: Kouh yamsaa ci heii-sui. T: He drank up all the soft
drinks.
S: Kouh yamsaa ci heii-sui. Ĉam, ngõh moomdak yam tîm.
S: He drank up all the soft drinks. So I don't have
any [available to drink],
blast it!

He used up all the money. Ĉam, ngõh moomdak yuhs
tîm.
 Ĉam, ngõh moomdak sihk tîm.
   Gâm, ngôn môuhdâk lô tim.
   Gâm, ngôn môuhdâk yâm tim.

6. Expansion Drill

Ex: 1. T: Yinggwok yâuh
    Yahtbûn bêjáu
    maaih. /nod/
    Méihgwok/

   S: Méihgwok dûn
   yâuhdâk maaih.

   S: In England they have it
   for sale. [America also have-
   can-sell.]

2. T: Yinggwok yâuh
    Yahtbûn bêjáu
    maaih. /shake/
    Méihgwok/

   S: Yinggwok yâuh
   Yahtbûn bêjáu
   maaih, daahn-
   haîh Méihgwok
   môuhdâk maaih.

   S: England has Japanese beer for
   sale but in America they
don't have it for sale.
   [America not have-can-sell.]

1. Ngôn yâuh chîn yuhng.
   /nod/ngôn pâhngyâuh/

2. Kêuih yâuh châh yâm.
   /shake/ngôn/

3. Chaansât yâuh châh yâm.
   /nod/châhlâuh/

   /shake/Lêih Sâang/

5. Hêunggông yâuh Jûngsânh syû
    maaih. /nod/Yahtbûn/

   1. Ngôn yâuh chîn yuhng, ngôn
   pâhngyâuh dûn yauhdâk
   yuhng.

   2. Kêuih yâuh châh yâm, daahn-
   haîh ngôn môuhdâk yâm.

   3. Chaansât yâuh châh yâm,
   châhlâuh dûn yauhdâk yâm.

   4. Kêuih yâuh yûhlâu jeuk,
   daahnhaîh Lêih Sâang môuh-
   dâk jeuk.

   5. Hêunggông yâuh Jûngsânh syû
   maaih, Yahtbûn dûn yauhdâk
   maaih.
7. Follow Drill

Ex: T: Ngôh sêung hohk Gwôngdûngwá.
    S: Bîndouh yauhdâk hohk a?

1. Ngôh sêung hohk Gwôkyûh.
2. Ngôh yiu da dînhwâ.
3. Ngôh sêung sihk faahn.
5. Ngôh sêung maaîh lâang-saâm. /maaîh/
6. Ngôh sêung maaîh chê. /maaîh/

T: I'm thinking of studying Cantonese.
S: Where can one study (it)?
    [Where have-can-study?]

8. Alteration Drill

Ex: T: Gô jûng chê, bîndouh yauhdâk maaîh a?
    /Heunggông/
    S: Gô jûng chê, Heunggông yauh mûuhdâk maaîh a?

T: That kind of car—where is it available for sale?
    /Hongkong/

S: That kind of car—is it for sale in Hongkong? or Can you buy that kind of car in Hongkong?

1. NI jûng bûu, bîndouh yauhdâk maaîh a? /Yahtbûn/
2. NI jûng phinggwô, bîndouh yauhdâk maaîh a? /Jûnggwok/
3. NI jûng gafê, bîndouh yauhdâk yâm a? /Chêansât/
4. NI jûng bêng, bîndouh yauhdâk sihk a? /Mânnaâh Jûdîm/
5. NI jûng bûu, bîndouh yauhdâk maaîh a? /Heunggông/

1. NI jûng bûu, Yahtbûn yauh mûuhdâk maaîh a?
2. NI jûng phinggwô, Jûnggwok yauh mûuhdâk maaîh a?
3. NI jûng gafê, chêansât yauh mûuhdâk yâm a?
4. NI jûng bêng, Mânnaâh Jûdîm yauh mûuhdâk sihk a?
5. NI jûng bûu, Heunggông yauh mûuhdâk maaîh a?

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9. Expansion Drill

Ex: T: Jäaufan ŋgh hòuhjí béi ngóh lá.
S: Jäaufan ŋgh hòuhjí béi ngóh dák laak.

T: Give me back 50¢
S: It'll be OK to give me back 50¢.
(You can keep the rest)
[Give me back 50¢, then it will be OK.]

1. Ňghoí néih wah kéuìh jì ngóh shfàamlíh sikh faahn lá.
2. Ňghoí néih giu kéuìh hái chè jahm dáng ngóh lá.
3. Giu kéuìh hái jógán máaih lá.
4. Dáai yih baak mán lá.
5. Jejyuh baak lèhng mán béi ngóh lá.
7. Ló béi kéuìh lá.
8. Yuhng yünbbát sè lá.

1. Ňghoí néih wah kéuìh jì ngóh shfàamlíh sikh faahn dák laak. (i.e. you don't need to do anything further)
2. Giu kéuìh hái chè jahm dánng ngóh dák laak.
   (i.e. doesn't need to come all the way to the house)
3. Giu kéuìh hái jógán máaih dák laak. (i.e. doesn't have to go to town)
4. Dáai yih baak mán dák laak.
5. Jejyuh baak lèhng mán béi ngóh dák laak.
7. Ló béi kéuìh dák laak.
8. Yuhng yünbbát sè dák laak.

10. Response Drill

Ex: 1. T: Néih gau ñghau chín máaih bějáu a? /nod/
   S: Gau. Ngóh ngàamngàam gau chín máaih.

2. T: Néih gau ñghau chín máaih náai a? /shake/
   S: Mńghau. Ngóh ñghau chín máaih.

2. Ñghau. Ngóh ñghau chín máaih.
5. Neih gau angau chin maaih. /shake/
6. Neih gau angau chin maaih. /shake/

11. Expansion & Substitution Drill

+ Ex: 1. T: Ngam daak houisiu chin. /houido/ (very little)
   S: Ngam daak houisiu chin, daahnhaiah keuih yauh houdo.
2. T: Kewl yauh houdo. /houisiu ja/
   S: Kewl yauh houdo.

1. Keuih yauh houdo chin. /mouhgeido ja/
   /not much/
2. Ngam mouhgeido chin. /geido ga/
   /quite a lot/
3. Keuih yauh geido chin. /seisiu ja/
4. Ngam yauh seisiu chin. /houido ga/
   /much, a lot/ I have a little money.
5. Keuih yauh houdo chin. /houisiu ja/
6. Ngam yauh houdo chin. /geido /

7. Kéuih yáuh gédô chín. /sèsiu ja/
   /just a little/  
7. Kéuih yáuh gédô chín, daahn-
   hain ngóh dák sèsiu ja.

8. Ngóh yáuh sèsiu chín. /hóudô ga/

8. Ngóh yáuh sèsiu chín, daahn-
   hain kéuih yáuh hóudô ga.

9. Kéuih yáuh gédô pâhngyáuh. /móuhgédô ja/
   /not many/  
9. Kéuih yáuh gédô pâhngyáuh, 
   daahnhain ngóh dák móuh-
   gédô ja.
   He has quite a few friends, 
   but I have not many.

10. Ngóh móuhgédô pâhngyáuh. /hóudô/
    /many, a lot/  
10. Ngóh móuhgédô pâhngyáuh, 
    daahnhain kéuih yáuh hóudô.

11. Kéuih yáuh hóudô pâhngyáuh. /hóusíu ja/
    /just a few/  
11. Kéuih yáuh hóudô pâhngyáuh, 
    daahnhain ngóh dák hóusíu ja.

Comment: 1) ja (pronounced [jâ] is a fusion of je and a, and 
    implies 'not much,' 'merely.'

2) ga is a fusion of final ge, indicating matter-of-
    fact statement, and final g, the sentence softener. 
    Here ga is pronounced [gâ].

12. Substitution Drill

Ex: T: Kéuih sèhkh hóudô 
    ngâuhyuick ga. /géidô ga/ 
S: Kéuih sèhkh gédô ngâuhyuick ga.

1. Kéuih sèhkh gédô ngâuhyuick ga. /faahn ga/ 
1. Kéuih sèhkh gédô faahn ga.

2. Kéuih sèhkh gédô faahn. /jyûyuick ga/ 
2. Kéuih sèhkh gédô jyûyuick.

3. Kéuih sèhkh gédô jyûyuick ga. /yám châh/ 

4. Kéuih yám gédô châh. /hóusíu ge ja/ 
4. Kéuih yám hóusíu châh ge ja.

5. Kéuih yám hóusíu châh ge ja. /bêjáu/ 
5. Kéuih yám hóusíu bêjáu.

6. Kéuih yám hóusíu bêjáu. /ngâuhnáaiah/ 

7. Kéuih yám hóusíu ngâuhnáaiah 
   ge ja. /sèhkh faahn ga/ 
7. Kéuih sèhkh hóusíu faahn ge ja.
8. Kèuīh sîhk hóusīu faahn ge ja. 8. Kèuīh sîhk mòuhgëidô faahn./mòuhgëidô/

9. Kèuīh sîhk mòuhgëidô faahn ge ja./lô chîn/

13. Substitution Drill:

/yûhnbaî/

1. Yî, ngôh go bîu ângjinjô gê. 1. Yî, ngôh gihn sàam ângjinjô gê./sàam/
2. /dâifu/ 2. Yî, ngôh tiun dâifu ângjinjô gê.
5. /fu ngângêng/ 5. Yî, ngôh fu ngângêng ângjinjô gê. (M. + eyeglasses)
+ 6. /go ngângêngdôî/ 6. Yî, ngôh go ngângêngdôî ângjinjô gê. (eyeglass case)
+ 7. /go sàudôî/ 7. Yî, ngôh go sàudôî ângjinjô gê. (woman's) handbag


Ex: T: 2 50¢ coins S: Bèi lèuung go ñgh hôuhjì ngôh ngôh làî

S: Please give me 2 50¢ [5 dime] coins.

1. 10 $10 1. Bèi sahp jèung sahp mân jì ngôh làî
2. 1 $10 2. Bèi jèung sahp mân jì ngôh làî
3. 1 $100 3. Bèi jèung yût baak mân jì ngôh làî
4. 5 $10 4. Bèi ñgh jèung sahp mân jì ngôh làî
15. Money Exchange Drill: For class practice. Teacher writes on blackboard, or holds up actual or pretend money.

Ex: T:  10 \$10 → 1 \$100

S1:  Nîdouh yâuh sahp jèung sahp mân (ji).

S2:  Nghoî néih wuhn jèung yât baak mân (ji) ngôh lâi!

1.  5 \$100 → 1 \$500

1. A. Nîdouh yâuh ngh go yât mân (ngân).
   Nghoî néih wuhn jèung ngh mân (ji) ngôh lâi!

2.  10 \$100 → 1 \$10

2. A. Nîdouh yâuh sahp go yât mân (ngân).
   Nghoî néih wuhn jèung sahp mân (ji) ngôh lâi!

3.  5 \$100 → 1 \$500

3. A. Nîdouh yâuh ngh jèung yât baak mân (ji).
   Nghoî néih wuhn jèung ngh baak mân (ji) ngôh lâi!

4.  2 \$500 → 1 \$10

4. A. Nîdouh yâuh lêuhng jèung ngh mân (ji).
   Nghoî néih wuhn jèung sahp mân (ji) ngôh lâi!

Comment: ji 'bill', and ngân 'coin', can be omitted from the sentences above without changing meaning or emphasis.
5. $10 \rightarrow 1 \text{ $100$} \\
5. A. Nǐdōuh yáuh sahp go yāt hòuējí (ngán).  
    Nǐgōi néih wūhn go yāt mān (ngán) ngōh lài!

6. 2 \text{ 50¢} \rightarrow 1 \text{ $100$} \\
6. A. Nǐdōuh yáuh lēuēng go ingleh hòuējí (ngán).  
    Nǐgōi néih wūhn go yāt mān (ngán) ngōh lài!

16. Money Change Drill: Teacher draws on board, or holds up real or pretend money.

   Ex: T: 1 $10 \quad 10 $100 \\
   S1: Nǐdōuh yáuh jēung sahp mān (jī). 
   S1: Here's a $10 bill.

   * S2: Nǐgōi néih cheung sahp go yāt mān (ngán) (bēi) ngōh lāi!
   S2: Please change (this) for me into 10 on-dollar coins.

1. 1 \text{ $500$} \rightarrow 5 \text{ $100$} \\
1. A. Nǐdōuh yáuh jēung ūgh baak mān jī.  
   B. Nǐgōi néih cheung ūgh jēung yāt baak mān jī ngōh lài!

2. 1 \text{ $100$} \rightarrow 10 \text{ $10$} \\
2. A. Nǐdōuh yáuh jēung yāt baak mān jī.  
   B. Nǐgōi néih cheung sahp jēung sahp mān jī ngōh lài!

3. 1 \text{ $500$} \rightarrow 10 \text{ 50¢} \\
3. A. Nǐdōuh yáuh jēung ūgh mān jī.  
   B. Nǐgōi néih cheung sahp go ūgh hòuējí ngān ngōh lài!

4. 1 \text{ $10$} \rightarrow 10 \text{ $100$} \\
4. A. Nǐdōuh yáuh jēung sahp mān jī.  
   B. Nǐgōi néih cheung sahp go yāt mān ngān ngōh lài!

Comment: cheung 'change money into smaller denomination'  
(followed by denomination desired)
17. Number Drill I: Classroom practice.

A. Teacher writes examples on board, calls them out, students listen.

Example:

1. 10  
2. 100  
+ 3. 1000  
4. 20  
5. 200  
6. 2000

1. sahp  
2. yāt baak  
3. yāt chīn (chīn = thousand)  
4. yih sahp  
5. yih baak  
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  
2. 80  
3. 800  
4. 9000  
5. 300

6. 700  
7. 6000  
8. 500  
9. 4000  
10. 30

11. 900  
12. 3000  
13. 600  
14. 5000  
15. 100

(answers)

1. sei sahp  
2. baat sahp  
3. baat baak  
4. gāu chīn  
5. saam baak

6. chāt baak  
7. luhk chīn  
8. ēnh baak  
9. sei chīn  
10. saam sahp

11. gāu baak  
12. sāam chīn  
13. luhk baak  
14. ēnh chīn  
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 = sahp yāt  
2. 110 = baak yāt or yāt baak yātsahp  
3. 1100 = chīn yāt or yāt chīn yāt baak  
4. 21 = yih sahp yāt or yahyāt  
5. 210 = yih baak yāt or yih baak yāt sahp

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6. 2100 = yih chīn yāt or yih chīn yāt baak

Comment: In numbers with a final zero (or zeroes), the Cantonese favor not calling the measure of the last number, it is of course predictable from the measure preceding.

B. Teacher says number, students write it down (without looking at book). Teacher then writes figure on board. At end of section, teacher points to numbers on board at random, students say the numbers.

| 1. 340 | 9. 880 | 17. 38 |
| 2. 680 | 10. 480 | 18. 280 |
| 3. 7500 | 11. 170 | 19. 85 |
| 4. 9900 | 12. 990 | 20. 140 |
| 5. 440 | 13. 52 | 21. 14 |
| 6. 78 | 14. 540 | 22. 1400 |
| 7. 190 | 15. 180 | 23. 5900 |
| 8. 830 | 16. 710 | 24. 460 |


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 lihng yāt
3. 1,001 = yāt chīn lihng yāt
4. 1,010 = yāt chīn lihng yātsahp
5. 4 = sei
6. 404 = sei baak lihng sei
7. 4,004 = sei chīn lihng sei
8. 4,040 = sei chīn lihng seisahp

Comment: In saying a number, Cantonese marks the presence of an internal zero (or zeroes) by lihng.

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

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LESSON 11  CANTONESE BASIC COURSE

| 7. 209  | 12. 5008  | 17. 3303 |
| 8. 2029 | 13. 6708  | 18. 5804 |
| 10. 2202| 15. 307   | 20. 7406 |
| 11. 508 | 16. 708   | 21. 805  |
|         | 17. 908   | 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) gãmyaht = today
3) yåtjån = dângyåtjåha = '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.
   8. Sure, you can buy them in H.K. (Hongkong-available-sell)
   9. I don't know, probably so.
10. I have very few sweaters, but my younger sister has a lot.

11. Keep the change! (Don't need to give back.)

10. Not so! You have quite a lot too!

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. cheunghōi 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...lāi h v: bring...along
9. dāk v: all right, OK, will do
10. -dāk- bf: in yāuhdāk .¥. = available, can
11. dāk... v: only have ...
12. fu m: M. for eyeglasses
13. géidō Ph: quite a lot
14. hái douh Ph: (he, she, it, etc.) is here; is at (this) place
15. hōudō Ph: a lot
16. nōusiu Ph: very little
17. jāau v: give change
18. jāaufāan v: give back change
19. je v: lend, borrow
20. jejyu h v: lend or borrow temporarily
21. jēung m: M. for banknotes
22. jī n: banknote; paper
23. -jyu h Vsauf: temporarily, for a short time
24. ânggeidāk VP: forget (not remember)
25. ângjinjō VP: lose, lost; 'nowhere to be seen'
26. mōuhdāk .¥. VP: not have available for .¥.ing
27. mōugéidō Ph: not much, not many
<table>
<thead>
<tr>
<th>No.</th>
<th>Cantonese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>Mành</td>
<td>ex: Herel</td>
</tr>
<tr>
<td>29.</td>
<td>ngáhngóng</td>
<td>n: eyeglasses</td>
</tr>
<tr>
<td>30.</td>
<td>ngáhngóngdóí</td>
<td>n: eyeglasses case</td>
</tr>
<tr>
<td>31.</td>
<td>ngán</td>
<td>n: coin</td>
</tr>
<tr>
<td>32.</td>
<td>sāanngán</td>
<td>n: small coins</td>
</tr>
<tr>
<td>33.</td>
<td>saimúi</td>
<td>n: younger sister</td>
</tr>
<tr>
<td>34.</td>
<td>sáudóí</td>
<td>r: (woman's) handbag</td>
</tr>
<tr>
<td>35.</td>
<td>sígēi</td>
<td>n: taxi driver</td>
</tr>
<tr>
<td>36.</td>
<td>tīm</td>
<td>ss: sen. suf. indicating speaker has been taken by surprise.</td>
</tr>
<tr>
<td>37.</td>
<td>tūhng</td>
<td>coV: on behalf of, for</td>
</tr>
<tr>
<td>38.</td>
<td>wuhn</td>
<td>v: in ref. to money, change small denomination for larger one (followed by denomination desired); exchange one currency for another.</td>
</tr>
<tr>
<td>39.</td>
<td>yáuhdák</td>
<td>VP: have available to V, have available for V'ing.</td>
</tr>
<tr>
<td>40.</td>
<td>fíi</td>
<td>ex: exclamation of distress: 'Oh-oh!'</td>
</tr>
<tr>
<td>41.</td>
<td>yuhng</td>
<td>v: use; spend (money)</td>
</tr>
</tbody>
</table>
I. BASIC CONVERSATION

A. Buildup:

(Two friends meet at the bus stop)

Chõnh Tăi
heui
heui bǐndouh a?
A, Wõhng Tăi, heui bǐndouh a?

Wõhng Tăi
Ngõh heui ngânhôhng lô chúin.
Néih nê?

Chõnh Tăi
hôkkhaah
Ngõh heui hôkkhaah.

Wõhng Tăi
Heui góddouh yăuh mõhy môh jih a?

Chõnh Tăi
néui
gõh gô néui
jîp

heui jîp ngõh gô néui
Ngõh heui jîp ngõh gô néui.
Kêuîh yîhâ hôkkhaah dâng ngõh.

mâhmâ
ngõh mâhmâ
taa
taam ngõh mâhmâ
daai kêuîh
Ngõh daai kêuîh heui taam ngõh mâhmâ.

Wõhng Tăi
jîgh
Néih mâhmâ hôkkhôdouh jîgh a?

go
where are you going?
Ah, Mrs. Wong, where are you going?

I'm going to the bank to get some money. And you?

I'm going to school.

What is it you're going there to do?

daughter
my daughter
meet, fetch, pick up (a person)
go to get my daughter
I'm going to get my daughter.

She's at school now waiting for me.

mother
my mother
visit
visit my mother
take/bring him along
I'm taking her to visit my mother.

live
Where does your mother live?
Chănh Tái
Gáulûnhng
Kènih hái Gáulûnhng jyuhs.  She lives in Kowloon.
(Mrs. Wong looks down the street and sees a bus coming)

Wôhng Tái
làih
ga chê
A, yâuh ga chê làih lâsk. Haîh
âmhaih baat houh a?
táî âmchingchô
Ngôh táî âmchingchô.

Kowloon
(lives)

Chănh Tái
âmhaih baat houh, haîh sâm
houh.
haubbihn
Hauhbihn yâuh ga baat houh.

Wôhng Tái
móuh cho
Ah, that's right--
sâm houh haubbihn
Îânjyuh
sâm houh haubbihn Îânjyuh
yâuh ga baat hauh.

right! correct! [not have
mistake]

It's not a Number 8, it's a
Number 3,
in back, behind
There's a Number 8 behind it.

B. Recapitulation:

Chănh Tái
A, Wôhng Tái, heui bindouh a?
Ah, Mrs. Wong, where are you
going?

Wôhng Tái
Ngôh heui ngâmnhôhng lô chûn.
I'm going to the bank to get
some money. And you?
Nêih nê?

Chănh Tái
I'm going to school.
Ngôh heui houkhâaûh.
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 
   \textit{Heui bïndouh a?} or \textit{Heui bîn a?} 'Where are you going?' This isn't being nosy, it's just a greeting form, just as in English 'How are you?' is a greeting form and doesn't call for a
detailed description of your health. To answer 餐 bindouh a?,
you say where you're going, or, if you don't want to tell, simply
say Chœût gåai or 餐 gåai 'I'm going out' (said as you emerge
from your house) or Chœutlaih hâanhghâh 'I've come out for a walk'
(if you're already out).

Other greetings are Fân gûng a? (Going to work?) Chœût gåai a?
'You're out?' Fân hoûk a? 'Going to school?' You can respond to
all of these by nodding your head, saying an A of assent, and
greeting the person by name: A, Hôh Tâai!

Around noontime or dinnertime if two acquaintances meet, a
common greeting form is Sihk faahn meih a? 'Have you eaten yet?'
Responses are: Meih a, nêih nê? 'Not yet, and you?' and Sihkjô
laak, 'I've eaten.'

2. Counting system of numbering the floors of a building.

The Chinese system of numbering floors of a building is the
same as the American system, but different from the British system.
The floor above the ground floor is called yih làu [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: Ngôh jyu hâi sêam làu. I live on the second floor.
(British counting system)
I live on the third floor.
(American counting system)

(See Drill 2.8)

B. Structure Notes

1. Sentence type: Subordinate clause-primary clause sentence.

In Cantonese sentences, subordinate clauses precede the
primary clause.

Ex: Kœuih fânlaâh, ángôl When she comes back, please tell
nêih giu kœuih dâ her to phone Mrs. Cheung.
dihnwa bêì Jêung Tâai là.
The order is fixed. This contrasts with the situation in
the English counterpart, in which subordinate-primary clauses are
reversible:

Ex: Subordinate Primary
When she comes home please tell her to call Mrs.
Cheung.

or Primary Subordinate
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 sentence has the shape: $S + V(O) + V(O) (+ V(O))$.

Ex: 1. Kèuih hái hokhhauh dâng ngôh. He's at school waiting for
    me [at-school+await-me]

2. Kèuih je chîn bèi ngôh. He lent me money.
    [lend-money+give-me]

3. Mhôí néih gân ngôh láih. Please come with me. Please
    follow me. [follow-me+
    come]

4. Kèuih heui ngânh-
    hông lô chîn. He's going to the bank to
    get some money. [go-bank+
    get-money]

5. Kèuih sung ngôh fân
    ngûkkêi. He took me home. [deliver-me+
    return-home]

6. Kèuih sêung maaîh
    gînh sêutsâam. He wants to buy a shirt.
    [wish+buy-shirt]

7. Kèuih heui tâi heî. He went to see a movie. [go+
    see-movie]

8. Kèuih heui Gâuluhng
    jîp néuih-pânggyûnh. He's going to Kowloon to fetch
    his girlfriend.

9. Kèuih jîp kèuih go
    jâi heui Gâuluhng tâi heî. He's fetching his son to take
    him to Kowloon to see a movie.
    [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: sêung = be of a mind to... want to... think (I'll)...

aff: Ngôh sêung sihkh I think I'll eat dinner.
    faahn.

neg: Ngôh âmêsêung sihkh I don't think I'll eat.
    faahn.

q: Sêung âmêsêung sihkh Do you want to have dinner?
   faahn a?


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: Gân sînsâang gông. Repeat after the teacher. [Follow-teacher speak.]
  neg: Nhgan sînsâang gông. Don't repeat after the teacher.
  q: Gân nhgan sînsâang gông (Should we) repeat a?

(See Drills li, 12)

5. Verb sequence: Aux V + Co-V + V

Auxiliary verb precedes Co-Verb phrase in a sentence in which both occur:

Ex: Ngôh sêung gân kéuih I think I'll follow him.
    heui.

6. tûnhg 'with' (Co-V) compared with tûnhg 'and' (Cj)

  tûnhg 'with' and tûnhg 'and' both stand between two nouns
  (N tûnhg N), but since otherwise they pattern differently in a
  sentence, they are classed as different parts of speech.
tûnhng, '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: Ngônh mûêngh tûnhng Lêih Táai heui. I don't want to go with Mrs. Lee.

tûnhng, '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. tûnhng, 'and' is classed as a conjunction.

Ex: Lêih Táai tûnhng ngôh heui. Mûh Sàang tûnhng Mûh Táai heui. Mr. and Mrs. Ma aren't going.

Lâuh Sàang tûnhng Lâuh Taaitáai mûêngh heui. Mr. and Mrs. Lau don't wish to go.

Ngônh mûângh Lâuh Siuêjê iôh kêuëh mûhô. I don't know Miss Lau and her mother.

(See Drill 12, 5 and 6)

7. gànjyu, gành, 'to follow'

These two are alike in meaning, but different in use. gànjyu, is a full verb, can serve as the only verb in a sentence. gành, 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: Ngôôô nhéôh gành ngôôh làih. Please follow me.

Gànjyu, gôôh gành ngôôh làih. Please follow me.

Gànjyu, gôôh gôôh gàôh chêh. Follow that car!

(-) Gành gôôh gàôh chêh. (doesn't occur)

Gành (jyu) gôôh gôôh chêh heui Follow that car!
In the Basic Conversation of this lesson gânjyuh is used as the subject of a clause, the clause itself being predicate in the larger topic: comment sentence:

<table>
<thead>
<tr>
<th>Subject (topic)</th>
<th>Predicate (Comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Predicate</td>
</tr>
<tr>
<td>Sângh hauh hauhbih gânjyuh yâuh ga baat houh.</td>
<td></td>
</tr>
</tbody>
</table>

[Three-number behind following there is [M] eight-number]

'Beside 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: Ngôh sung néih. I'll see you to your destination.

Ngôh sung di jâinéui heui taam pângyâuh. I took the children to visit friends.

Gân gûngsi sung di 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 chîn. 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: Ngôh daai ngôh go néui heui tâi yisâng. I'm taking my daughter to see the doctor.

(See BC)

10. **jip** = 'fetch (someone), meet (someone) and take him someplace else.'

Ex: Ngôh heui Gâuluhng I'm going to Kowloon to get my daughter.

Ngôh jip ngôh go néui heui Gâuluhng. I'm meeting my daughter to take her to Kowloon.

(See BC)
Ordinarily, the grammatical object of jip is a personal noun (jip vâhn = go fetch someone), but the grammatical object can be a vehicle (jip chê = 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. hài phrase in a multi-verb clause.

With most verbs a hài 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 hài has a placeword object.

Ex: (before other V) Kèuih hài châaa- sât mihn faahn. He's eating (or he ate) at the res- taurant.

(after other V) Jâi dî châh hài mîdouh. Put the tea here.

(before or after) Kèuih hài Gèu- luhng jyuh. He lives (or lived) in Kowloon.

Kèuih jyuh hài Gèuluhng.

(See Drill 4)

12. Possessive modification with family names: ngôh mâmâ, 'my mother' and others.

Some family names function irregularly with respect to possess- sive modification, not using either the general possessive ge or the individual measures ge and dí between modifier and head noun. In such cases the modifier precedes the noun directly. With other family names either ge or go/dí is required in modification structure; with still other family names filling the ge/go position is optional.

(Examples are on following page)
(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 mòuh dihnwā âh. Your house doesn't have a phone, does it.
   (Idiomatic English answer: No, it doesn't.)

**2.** A. Kéuih âhfànânlâih sîhk aan âh. He's not coming home for lunch, is he.
   B. Móuh cho, âhfànânlâih. That's right. He's not coming home.
   (Idiomatic English answer: No, he's not.)

**3.** A. Néih ūkkéi mòuh dihnwā âh. You don't have a phone at your house, do you.
   B. Ŝhaigh, Yâuh dihnwā. Not so! We do have one.
   (Idiomatic English: Yes, we do.)
4. A. Keuih àm fàanlāih he's not coming home for lunch, sikk ån åh. is he.
   B. Ghhaih, keuih Not so. He is.
       fàanlāih. (Idiomatic English: Yes, he is.)

(See Drill 14)
III. DRILLS

1. Question & Answer Drill

Ex: T: Hèunggōng.
    A: Néih hái b índouh jyu h a?
    B: Ngóh hái Hèunggōng jyu h.

1. Gáulùhng.

2. Méihgwok.


4. Hohkhaaugh.

5. Hèunggōng.

1. A. Néih hái b índouh jyu h a?
   B. Ngóh hái Gáulùhng jyu h.

2. A. Néih hái b índouh jyu h a?
   B. Ngóh hái Méihgwok jyu h.

3. A. Néih hái b índouh jyu h a?
   B. Ngóh hái Jùngwàahn jyu h.

4. A. Néih hái b índouh jyu h a?
   B. Ngóh hái hohkhaaugh jyu h.

5. A. Néih hái b índouh jyu h a?
   B. Ngóh hái Hèunggōng jyu h.

2. Expansion Drill: Repeat after the teacher.

+ 1. a. jáí
   b. ngóh go jái
   c. Ngóh go jái heui
   d. Ngóh go jái heui Gáulùhng.
   e. Ngóh go jái yihgā heui Gáulùhng.

1. a. son
   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. jàáñéui
   b. dí jàáñéui
   c. daai dí jàáñéui
   d. daai dí jàáñéui heui
   e. daai dí jàáñéui heui Wöhng Tāai douh.

2. a. children (of a family), sons and daughters (of a family)
   b. the children
   c. bring/take the children
   d. take the children.
   e. take the children to Mrs. Wong's.

+ f. Ngóh sǐnsāang daai dí jàáñéui heui Wöhng Tāai douh.
   Note the new meaning for sǐnsāang: 'husband.'

   f. My husband is taking the children to Mrs. Wong's
      (Though sǐnsāang may also mean 'teacher'

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3. a. jouh
   b. jouh mēyēh
   c. heui Gāulūhng jouh mēyēh a?
   d. Kēuih heui Gāulūhng jouh mēyēh a?
   e. Kēuih heui Gāulūhng taam pēngyāuh.

4. a. ūsāng
   b. tái ūsāng
   c. heui tái ūsāng
   d. jip kēuih go néui heui tái ūsāng.
   e. Kēuih jip kēuih go néui heui tái ūsāng.

5. a. ngōh taaitài
   b. tūhng ngōh taaitài
   c. tūhng ngōh taaitài heui
   d. āh tūhng ngōh taaitài heui
   e. Wōhng Tāai āh tūhng ngōh taaitài heui.

6. a. máaih yēh
   (yēh = things, stuff)
   b. heui máaih yēh
   c. bīngo heui máaih yēh a?
   d. tūhng bīngo heui máaih yēh a?
   e. Nēih tūhng bīngo heui máaih yēh a?

7. a. sīh
   b. jouh sīh
   c. hái bíndoúh jouh sīh a?
   d. Nēih hái bíndoúh jouh sīh a?
   e. Ngōh hái Jūngwāahn jouh sīh.

8. a. douh

---

3. a. do
   b. do what?
   c. go to Kowloon to do what?
   d. What is he going to Kowloon to do?
   e. He's going to Kowloon to see a friend.

4. a. doctor
   b. see a doctor
   c. go to see a doctor
   d. meet her daughter and go to see the doctor.
   e. She's meeting her daughter to take her to the doctor.

5. a. my wife
   b. with my wife
   c. go with my wife
   d. not go with my wife
   e. Mrs. Wong isn't going with my wife.

6. a. buy things, do shopping
   b. go shopping
   c. who is going shopping?
   d. go shopping with whom?
   e. Who are you going shopping with?

7. a. affairs, business
   b. work, have a job
   c. work where?
   d. Where do you work?
   e. I work in the Central District.

8. a. road
LESSON 12  CANTONSE BACÍC COURSE

+ b. Neihdeun Douh
+ c. Neihdeun Douh ñgh baak luuk-
sahpyih houh
(houh = number)
+ d. Neihdeun Douh ñgh baak luuk-
sahpyih houh saam lâu
(lâu = floor, story of a building)
+ e. Ngônh jyuh hâi Neihdeun Douh
ñgh baak luuk-sahpyih houh
saam lâu.

Comment: In Hongkong, when speaking English, the British
system of counting the floors of a building is
used: ground floor, 1st floor, 2d floor, etc.
In speaking Cantonese, the Chinese (which is also
the American) system is used: the ground floor
is called 1st floor the floor above the 1st floor
is called the 2d floor, etc.

3. Substitution Drill: Repeat the first sentence after the teacher,
then substitute as directed.

1. Ngônh sinsâang mhhái ngûkkêi.
   My husband is not at home.
2. /ngônh go jâi/ 2. Ngônh go jâi mhhái ûkkêi.
5. /ngônh ge jâinêui/ 5. Ngônh ge jâinêui mhhái ûkkêi.
7. /ngônh taaitâai/ 7. Ngônh taaitâai mhhái ûkkêi.
   My father is not at home.
+ 9. /ngônh ge nêuihpânhgyâuh/ 9. Ngônh ge nêuihpânhgyâun mhhái
   ûkkêi.
   My girl friend is not at
   home.
10. /ngônh ge naahmpânhgyâuh/ 10. Ngônh ge naahmpânhgyâuh
   mhhái ûkkêi.
   My boy friend is not at
   home.

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4. Transformation Drill

Ex: T: Ngŏn hái Hbunggŏng jyuḥ.
   S: Ngŏn jyuḥ hái Hbunggŏng.

   T: I live in Hong Kong.
   S: I live in Hong Kong.

1. Ngŏn māhmă hái Gāulûhng jyuḥ.
2. Nēih hái bindouh jyuḥ a?
3. Ngŏn néuihpângngyăuh hái Hbunggŏng jyuḥ.
5. Gō go yăhn hái douh jyuḥ.

1. Ngŏn māhmă jyuḥ hái Gāulûhng.
2. Nēih jyuḥ hái bindouh a?
3. Ngŏn néuihpângngyăuh jyuḥ hái Hbunggŏng.
5. Gō go yăhn jyuḥ hái douh.

5. Expansion Drill

Ex: T: Hŏh Sāng heui Gāulûhng.
   S: Hŏh Sāng heui Gāulûhng jouh mātyĕh a?

   T: Mr. Ho is going to Kowloon.
   S: what’s Mr. Ho going to Kowloon to do? or what’s Mr. Ho going to Kowloon for?

1. Ngŏn heui hokkhaauh.
2. Ngŏn sînsăang heui gaaklēih.
4. Lēi Sāang néuihpângngyăuh heui Jūngwāahn.
5. Ngŏn māhmă heui ngāahnghŏng jouh mātyĕh a?

Comment: Note that néuihpângngyăuh and māahmpângngyăuh accept possessive modifiers with or without ge or go:

Ex: Lēiḥ Śluje) - māahmpângngyăuh Miss Lee’s boy-
     ge    friend
     go    }
6. Transformation Drill

Ex: T: 惠好 neih 係偵 heui lá.
    S: 多好 係偵 ngoh heui lá.
S: Don't follow me, please.

1. 惠好 neih 係偵 keuih heui lá.
   Please follow him.
2. 惠好 neih 係偵 ngoh gong
   la.
   Please repeat after me.
3. 惠好 neih 係偵 go ga hāak
   chē heui lá.
4. 惠好 neih 係偵 go go yāhn
   heui lá.
5. 惠好 neih 係偵 ngoh láih lá.

7. Response Drill

Ex: T: 惠好 neih 係偵 ngoh heui lá.
    + S: Sai 係ai 係 ai neih
    heui a?
S: Should I follow you?
   [Should I following you, go?]

1. 惠好 neih 係偵 keuih
   heui lá.
2. 惠好 neih 係偵 Wong Tāi
   heui lá.
3. 惠好 neih 係偵 go go Meih-
   gwok-yānh heui lá.
4. 惠好 neih 係偵 ngoh māmā
   heui lá.
5. 惠好 neih 係偵 ngoh pāhn-
   gyāuh láih lá.

Comment: 係偵 and 係 both mean 'follow' and in some cases
may be used interchangeably; but 係 cannot be used
as the only verb in a sentence, whereas 係偵 can.

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8. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Ngóh heui Yinggwok.
   I'm going to England.

2. /ngóh go jái/

3. /tòuhṣyûgwûn/

4. /kêuih taaitâai/

5. /séjihlûuh/

6. /kêuih sínsââang/

7. /Méihgwok/

8. /ngóh màhmâ/

9. Conversation Exercise

Ex: A: Hôh Sââang heui bînhouh a?
    B: Kêuih heui Gûlûuhng.
    A: Heui Gûlûuhng jouh mûtyèh a?
    B: Heui màah jèh.
    A: A, heui màah jèh.

A: Where is Mr. Ho going?
B: He's going to Kowloon.
A: What's he going to do there?
B: He's going shopping.
A: Oh, he's going shopping.

1. A: Wôhng Siujê.............
   B: .............Hûnggông.
   A: .............?
   B: .............taam pâmngyâuh.
   A: .............

2. A: Nêih taaitâai ...........
   B: .............ngânhhôhng.
   A: .............?
   B: Heui lô chûn.
   A: .............
3. A. Neih.............?  
   B. ...........Tînsîng Måhtâuh.  
   A. ................?  
B. ...........jîp ngôh ge jînêui. 
   A. ................... 

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 'unhu', 'yes', 'I see,' during pauses in the flow of speech from the person at the other end of the phone. A favorite way to signal such information in Cantonese is for the listener to repeat the speaker's last sentence, or a portion of it.

10. Question and Answer Drill

   * Ex: T: Neih sung neih go néui heui bîndouh a? /hôkkhâuh/ 
      (Sung = deliver) 
      S: Ngôh sung ngôh go néui heui hôkkhâuh. 

1. Neih sung neih go néui heui bîndouh a? /Tînsîng Måhtâuh/  
2. Neih sung neih go néui heui bîndouh a? /Måhnwâh Jâûdim/  
3. Neih sung neih go jái heui bîndouh a? /Chãhn Yîsâng dôuh/  
4. Neih sung neih go jái heui bîndouh a? /hôkkhâuh/  
5. Neih sung neih go jái heui bîndouh a? /fâân hôhk/  
6. Neih sung neih ge néuih-pâhng-yâuh heui bîndouh a? /fâân gûng/  
7. Neih sung neih måhmå heui bîndouh a? /fâân ngûkkêi/  

Comment: sung 'deliver,' to accompany someone to a destination and leave him there, contrasts with dâm 'take
11. Response Drill

+ Ex: T: Néih tungkin bĩngo heui màaih yēh a? /Wôhng Siujé/
   S: Ngôh tungkin wôhng Siujé heui.

T: Who are you going shopping with? /Miss Wong/
S: I'm going with Miss Wong.

1. Néih tungkin bĩngo heui sîhk faahn a? /Ngôh taaîtâi heui.
2. Wôhng Sâang tungkin bĩngo heui ngáinhông a? /Wôhng Tâai heui.

Repeat, as Alteration Drill, thus:
T: Néih tungkin bĩngo heui màaih yēh a? /Wôhng Siujé/
Who are you going shopping with? /Miss Wong/
S: Néih tungkin màhtủng Wôhng Siujé heui màaih yēh a?
Are you going shopping with Miss Wong?

12. Transformation Drill

Ex: T: Ngôh tungkin kêuih heui tái yîsâng.
S: Ngôh màhtündig kêuih heui tái yîsâng.

T: I'm going with him to the doctor's.
S: I'm not going with him to the doctor's.

1. Kêuih daai ngôh heui màaih yēh.
2. Kêuih jîp ngôh heui hohkhaauh.
5. Ngôh jûngyi tungkin kêuih heui gaaai.
7. Kêuih ànhjîp ngôh heui hohkhaauh.
8. Kêuih ànhdâng ngôh sîhk faahn.
10. Ngôh ànhjûngyi tungkin kêuih heui gaaai.

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I like to go out with him.

   We both like to go out.


   (jouh sāam =
   make clothes, have clothes made)
   I have to take her to have clothes made.


13. Expansion Drill

Ex: T: Kéuih heui hokkhaauh. T: He's going to school. /baat dim bun/
    /8:30/
    S: Kéuih baat dim bun heui hokkhaauh.

1. Kéuih heui sīhk faahn.
   /túnhg ngóh/
2. Kéuih heui chāhlāuh. /yām chāh/
3. Kéuih túnhg kéuih sīnsāang heui Gāulūnh. /ãhtúnhg/
4. Kéuih daai kéuih go jái heui táí yīsāng. /daai ãhdaai a?/
5. Kéuih heui jip kéuih sīnsāang. /séjīhlāuh/
6. Kéuih gàn māhmā heui chānsāt. /yām chāh/
7. Kéuih sung néuih-pāhngyāuh fāan õkkēi. /kéuih ge/
8. Kéuih yīhɡā hái chānsāt dāng ngóh. /yīhɡā/
14. Response Drill

Ex: 1. T: Kéuih yâm gâfê âh.  
    S: Haïh a, yâm gâfê.
    T: He's drinking coffee. isn't he.  
    S: That's right—drinking coffee.

2. T: Kéuih mêsîk gông  
    Yingmahn âh.  
    S: Haïh a, mêsîk gông.  
    T: She doesn't know how to speak  
    English, does she?

1. Kéuih châutjôgâai âh,  
    She's gone out, hasn't she.
2. Nëih ükkëi mûuh dihnwâ âh.  
3. Hôh Sâang heui yâm châh âh.  
5. Nëih sënsâang mûfânânlâih sîhk faahn âh.  
6. Gô go yâhn hài Mêingwok Ngânh-  
    hông jouh sîh âh.  
7. Kéuihdeih heui Gaulung màaih  
    yêh âh.  
8. Nëih mûjûngyi yâm bêjâu âh.  
9. Kéuih tasitâai heui jîp këuih  
    go nêuì âh?

1. Haïh a, châutjôgâai.  
 That's right, gone out.
2. Haïh a, mûuh dihnwâ.
3. Haïh a, heui yâm châh.
4. Haïh a, sêung màaih hââihih.
5. Haïh a, mûfânânlâih sîhk faahn.
6. Haïh a, hài Mêingwok Ngânh-  
    hông jouh sîh.  
7. Haïh a, heui Gaulung màaih  
    yêh.
8. Haïh a, mûjûngyi yâm bêjâu.
9. Haïh a, heui jîp këuih go  
    nêuì.

15. Expansion Drill

1. Haubihn yàuh go ché jaahm.  
    /Ngôh sêijihlûuh/  
    There's a car stop in back.  
    Behind my office there's a  
    car stop.

2. Chînhbihn yàuh gân ngânhhông.  
    /Chàhn Siujé ükkëi chînhbihn  
    (in front;  
    front side)  
    yàuh gân ngânhhông.  
    In front of Miss Chan's  
    house there's a bank.

3. Haubihn yàuh gân jâudiim.  
    /Hônggông Ngânhhông/  
    yàuh gân jâudiim.

4. Haubihn yàuh gân gûngsîf.  
    /Hônggông Chàansât/  
    yàuh gân gûngsîf.

5. Chînhbihn yàuh méyêh a?  
    /Jûngwok Châhlûuh/  
    Chînhbihn and haubihn 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.

Comment:  
Chînhbihn and haubihn 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.

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IV: CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:
1) 䀴n? = 䀴ndouh?
2) 䁩 /*<<< sih a? = What's the matter?
3) 䀣h = sen. suf. expressing sympathy
4) ngामmgāam = just now, just on the point of, just
5) 䁬um 䁩赖以 sih a? = What's going on?
6) 䀪um 䁩赖以 sih. = Nothing special.
7) ngāamngāam 䀴ng heui = just thinking of going
8) yātjān = in a little while

V. SAY IT IN CANTONESE

A. You say to the person sitting next to you:

1. A, Mr. Lau, where are you going?
2. I'm going to Kowloon to buy something.
3. Where do you live?
4. I'm taking my daughter to see the doctor.
5. Who are you going shopping with?
6. You don't have a phone at home, do you. (confident that he doesn't)
7. She doesn't drink alcoholic beverages, does she. (confident that she doesn't)
8. What are you going over to Kowloon to do?
9. Where is the Number 8 car stop?
10. I can't make out what bus that is over there.
11. Your office is behind the Mandarin Hotel, isn't it?

B. And he responds:

1. I'm going to work, how about you?
2. I'm going to Kowloon too.
3. I live in the Central District.
4. Which doctor are you going to?
5. I'm going with Miss Lee.
6. That's right, we don't have one.
7. Not so! She does drink alcoholic beverages.
8. I'm going to visit my father.
9. It's in front of the bank.
10. Over there where?
11. No, it's in the vicinity of the Central Market.
12. I take my son to school at eight.
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. bānhā n: father
2. chinhbihn PW: front (front side)
3. chingchō 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. gān coV: follow, come behind
8. gānjyuh v: follow, come behind
9. Gaulung PW: Kowloon
10. hauhbihn PW: back (back side); behind
11. heui v: go
12. hokkhaauh n/PW: school
13. houh m: number
14. jāi n: son
15. jainéui n: children (of a family), sons and daughters
16. jip v: meet, fetch, pick up (a person)
17. jough v: do, work
18. jough sāam vco: make clothes, have clothes made
19. jough sīh vco: to work, have a job
20. fjuh v: live
21. làih v: come
22. lāu m: floor, storey of a building
23. máhmā n: mother
25. nàahspāhngyáuh n: boy-friend
26. Měihdēun Douh PW: Nathan Road
27. nóui n: daughter
28. nēuihpāhngyáuh n: girl-friend
29. sīn n: piece of business, affair, matter
30. sīnsàng n: husband
31. sung coV/V: deliver
32. taaítaai n: wife; married woman
33. taam v: to visit
34. tái yīsāng vo: see the doctor
35. tūhng coV: with
36. yēh n: things, stuff
37. yīsāng n: doctor
I. BASIC CONVERSATION
A. Buildup

Heui b índouh a?

daaphaak

gāai

gō tiuh gāai

mong

mēyēh mong

giu jouh, or giu

giu jouh mēyēh mong a?

gō tiuh gāai giu jouh mēyēh mong a?

Ngōh ōngēldāk gō tiuh gāai giu jouh mēyēh mong.

hāahng

yātihk

Nēih yātihk hāahng sīn.

dou

wah núeh teng

Dou gam seuhnhgá, ngēh wah núeh teng.

yauh

jyu

jyu yauh

Hāi nǐdouh jyūn yauh.

jō

jyu yō jō

gwōdī

Gwōdī, jyu yō jō.

Where to?

passenger

street

that street

name

what name?

called, be called

what's its name?

what's the name of that street?

I don't remember the name of the street.

go; walk; drive

straight

Go straight first.

arrive

tell you

I'll tell you as we go along.

right

turn

turn right

Turn right here.

left

turn left

a little farther on

Just a little farther on,
turn left.

Is this the place?
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Daaphaak

Ahhaih—gwodī tim.
gwo  
gwo gēi gān  
jauh
Gwo gēi gān, jauh haiah laak.

Dou laaki
jôsâubihm or jôbîm
Kâi jôsâubihm gô gâaah.

Gîgêi

tîhng

tîhng chê
hôyîh
Nîdouh mîhôyîh tîhng chê.

Daaphaak

(stop)

yahp-
yahphien
Jyun yahphien là.

wái
paak
yûuh wái paak ché
yahpbihn

Yahpbihn yûuh wái paak ché.

(The car goes into the driveway)

Daaphaak

Hŏu laak. Kâi nîdouh tîhng
chê là.

nhgôi néih dâng jaah—

jauh
Ngôh jauh fânhlîh.

No—still farther.
pass, cross by
pass a few buildings
clause connector: then; and
Pass a few buildings (more)
and that's it.
Arrived! (i.e.: Here it is!)
left hand side, left side
It's that building on the left.
stop
stop the car
be permitted, can
You can't stop here.
in
go in
Turn in (the driveway).
place; seat
park
there's a place to park
inside
Inside there's a place to park.

OK. Stop here.
Please wait--
immediately, soon
I'll be right back.
B. Recapitulation:

**Sîgî**

Heui bindouh a?

*Dâaphaak*

Ngôh mìngdâk gö tîn nh găai
giujouh mòyôh mông.
Nêih yîtjîh hâm ng sin.
Dou gamsêuhng hà, ngôh wâh nêih
têng.
Hâi nîdouh jyun yauh.
Gwodî, jyun jô.

**Sîgî**

Haih mâmâih nîdouh a?

*Dâaphaak*

Mâmâih—gwodî tîm.
Gwo gîi gân, jauh haih laak.
Dou laaki

**Sîgî**

Nîdouh mâmôyîh tînh chê.

*Dâaphaak*

(pointing to the driveway:)

Jyun yahphsei lâ.
Yahphîhn yâu wâi paak chê.

(The car goes into the driveway:)

*Dâaphaak*

Hôu laak. Hâi nîdouh tînh chê lâ.
Ngôi nêih dâng jahn—ngôh jauh fâmôlhîh.

Where to?

I don't remember the name of the street.

Go straight first.

I'll tell you as we go along.

Turn right here.

Just a little farther on, turn left.

Is this the place?

No—still farther.

Pass a few buildings more and that's it.

Here it is!

You aren't allowed to stop here.

Turn in (the driveway).

Inside there's a place to park.

OK—stop here.

Please wait—I'll be right back.
II. NOTES

1. (yāt) jïhkh 'straight,' 'straight-away'
   
   In combination with following heui, the portion yāt can be omitted.

   (Yāt) jïhkh heui lāl
   go straight.

   In combination with following hāahng, yāt jïhkh is preferred:

   yāt jïhkh hâahng; go (or walk) straight
   (See BC)

   (yāt) jïhkh may have the meaning 'straight-away,' 'without being interrupted or diverted'

   Ex: Wi ga chê jïhkh heui Jûng-wâahn za-
   This bus goes straight to the Central District.

2. jauh = (1) ...., then ....

   (2) immediately

   a. jauh in a two-clause sentence = ...., then ....

   jauh connects subordinate clause and main clause in a sentence
   of sequential relationship:

   (When or After) A , then B .

   As clause connector jauh comes in the second clause (the main clause), following the subject of the clause (if any) and
   preceding the verb.

   Ex: 1. Gwo gêi gân, jauh (After we) pass a few buildings,
   haih laak.
   then there it is.

   2. Gwo gêi fânjûng, nêih After a few minutes pass, you
   jauh hûîh fân-
   jâih.

   (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: Ngûn jauh fânlaih.
   I'll be right back.

   Ngûn jauh tûnhg kêuih fânlaih.
   I'll be right back with him or
   I'll bring him right back.

   Ngûn tûnhg kêuih jauh fânlaih.
   He and I will be right back.

   Ngûn sâm dîmjûng jauh fânlaih.
   I'll be back at 3 o'clock.
   (an early hour from the speaker's point of view)

   (See BC) 292
3. hŏyìh = 'can,' in the sense of 1) 'permitted to'
   2) 'willing and able,' 'can do a favor'

   hŏyìh 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'
   Nîdouh mnhŏyìh 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. Ngôn hŏyìh je yāt baak I can lend you $100.
      mān (bēi) nēih.
   2. Nēih hō mnhŏyìh je yāt Can you lend me $100?
      baak mān (bēi) ngōn
      a?
   3. Deuimhjiyun--ngôn mnh-
      hŏyìh lāih jip I'm sorry, I can't come get
      neih--yāuh dī sih. you, I have some work (I
      have to attend to.)

4. tîhng, 'stop' with hāi phrases.

   tîhng, 'stop' is one of a group of verbs which a hāi phrase
   can either precede or follow. (See note on hāi with verbs of station,p273.)

   Hāi nîdouh tîhng chē lā. Here stop. (i.e. Stop here.)
   (See BC)

   Tîhng hāi bîndouh a? Stop where?
   (See Drill 7)

   paak, 'park (a car)' also belongs to the group of verbs which
   a hāi 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 hāi 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 hāi phrase first; if you're most concerned about stopping,
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you put that part first.

(See BC and Drill 7)

5. Sentence suffix la for friendly advice or persuasion.

An imperative sentence with sentence suffix la at mid pitch on
the intonation scale adds the connotation of friendly advice or
persuasion.

Ex: ōhóu fāan jyun tāuh la.  Don't turn and go back =
    Better not turn and go back.
    (Said as friendly advice
    rather than command)

(See Drill 12)

6. jō and yauh, 'left' and 'right.'

jō and yauh 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 jō
    PW: jō bihn
    mod+N: jō sāu
    turn left
    left side, left, to the left
    left hand

(See BC)
III. DRILLS

1. Expansion Drill

+ 1. a. fàanjyuntàuh
   b. hái nídouh fàanjyuntàuh
   c. hóyíh hái nídouh fàanjyuntàuh
   d. mìhóyíh hái nídouh fàanjyuntàuh
   e. Hó mìhóyíh hái nídouh fàanjyuntàuh?

   Comment: fàanjyuntàuh [return-turn-head] is used when you have overshot the place you intend to go and want to direct the driver to turn the car around and go back.

+ 2. a. tanbuh
   b. tanbuh lá
   c. tanbuh lá, gòdouh yáuh go wáí
   d. tanbuh lá, gòdouh hauhbihn yáuh go wáí
   e. Tanbuh lá, gòdouh hauhbihn yáuh go wáí paak chë.

+ 3. a. Wihng Ön Gungai
   b. hái Wihng Ön Gungai
   c. hái Wihng Ön Gungai tìhng chë
   d. mìgòi néih hái Wihng Ön Gungai tìhng chë lá
   e. mìgòi néih hái Wihng Ön Gungai gwodí tìhng chë lá.

4. a. yahpheui
   b. jyun yahpheui
   c. gànjyuh jyun yahpheui.

   2. a. turn (the car) around and go back the other way
   b. turn around here and go back
   c. you may turn around and go back here or it is permitted to turn around and go back from here
   d. it's not allowed to turn around and go back here
   e. May I turn around and go back here?

2. a. back up, reverse (a car)
   b. back up please
   c. back up, there's a place
   d. back up, behind us there's a place
   e. Back up, behind us there's a place to park.

3. a. Wing On Company, (a department store in Hong Kong)
   b. at Wing On
   c. stop the car at Wing On
   d. please stop the car at Wing On
   e. Please stop the car a little beyond Wing On.

4. a. enter, go in
   b. turn in (there) [turn, go in]
   c. follow (that car) in
d. gânjyu gô ga chê jyun yahpheui

e. gânjyu gô ga hâak chê jyun yahpheui

f. Gânjyu chînhbihn gô ga hâak chê jyun yahpheui.

5. a. yâuh wâi
b. yâuh go wâi
c. yâuh go wâi paak chê

d. hauhbihn yâuh go wâi paak chê
e. ga hâak chê hauhbihn yâuh go wâi paak chê

f. gô ga hâak chê hauhbihn yâuh go wâi paak chê
g. Mê! Gô ga hâak chê hauhbihn yâuh go wâi paak chê.

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

1. Hâaih, Yîngmân gînjouh mîyên a?
   1. Hâaih, Yîngmân gînjouh mîyên a?
   How do you say "shoes" in English?

2. /pînggwô/
3. /tîhng/

4. /blû/
5. /jûng/
6. /gâi/

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7. /gāi/

7. Gāi, Yingmán giujouh mēyēh a?

Comment: giu may substitute for giujouh in all sentences above.

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3. Response Drill

Ex: 1. T: Gó gāan gūngēi giujouh mēyēh mēng a? /Wīhng Ōn Gūngēi/

S: Giujouh Wīhng Ōn Gūngēi.

2. T: Gó gāan gūngēi giujouh mēyēh mēng a? /shake/

S: Deuijhyuh, ngōh ṭhjidou giujouh mēyēh mēng.

---

T: What's the name of that department store? /Wīhng Ōn Company/

S: It's called the Wing On Company.

---

T: What's the name of that department store? /shake/

S: Excuse me, I don't know what it's called.

---

1. Gaakleih gāan chāhlাউ giujouh mēyēh mēng a? /shake/

2. Jōgān gāan nāhnhōng giujouh mēyēh mēng a? /Mēihgwo Ngāhnhōng/

3. Gó biha gāan jūdīm giujouh mēyēh mēng a? /Māhnwāh Jāudīm/

4. Daaih Douh Jūng gō gāan chān-sāt giujouh mēyēh mēng a? /shake/

5. Deuimhnh go māhtāuh giujouh mēyēh mēng a? /Tīnsēng Māhtāuh/


7. Gó gāan gūngēi giujouh mēyēh mēng a? /shake/

---

a. Repeat: Omitting 'mēng' in question and answer.
4. Alteration Drill

Ex: T: Ŧŋgōi nēih hái nǐdouh T: Please stop (the car) here.
     ƙihnɡ chē lā.

S: Hō Ŧnhōyīn hái nǐdouh S: May one stop here? or
     thīng chē a? Is it permitted to stop here?

1. Ŧŋgōi nēih gwodī jyun jō lā.
2. Ŧŋgōi nēih jyun yahpheui lā.
+ 3. Ŧŋgōi nēih jyun yahp yauhașaubihnh lā.
   (yauhașaubihnh =
    right hand side)
   Please turn in on the right
   hand side.
4. Ŧŋgōi nēih hái nǐdouh jyun yahp heui lā.
5. Ŧŋgōi nēih tanhauh lā.

5. Substitution Drill: Students gesture where appropriate. Repeat
   first sentence, then substitute as directed.

1. Nǐdouh Ŧnhōyīn jyun yauh.
   It's not allowed to turn
   to the right here.

+ 2. diuhtāuh
   (turn around (a car))

3. jyun yahpheui
4. tanhauh
5. yāt jihk heui
6. jyun jō.

Comment: Compare word order of:

1. Nǐdouh Ŧnhōyīn jyun jō.
2. Ŧnhōyīn hái nǐdouh jyun jō.
3. Hái nǐdouh Ŧnhōyīn jyun jō.
You can't turn left here.

These are interchangeable. Note absence of hái
before nǐdouh in first sentence. Omission of hái
before PW is permitted when PW begins the sentence.
6. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. Yiú hái ní Doug tanhau.
   (We) want to back up here. or
   Back up here.
2. ōnänger
3. diuhtauh
4. yiú
5. jyun yahpheui
6. höyih
7. jyun yauh
8. hou ōnhou
9. yætjihk heui
10. fæunjyun tæuh

1. Yiú hái ní Doug tanhau.
2. ōnänger hái ní Doug tanhau.
3. ōnänger hái ní Doug diuhtauh.
4. Yiú hái ní Doug diuhtauh.
5. Yiú hái níDoug jyun yahpheui.
6. Höyih hái níDoug jyun yahpheui.
8. Hou ōnhou hái níDoug jyun yauh a?
   Is it OK to turn right here?
9. Höyih hái níDoug yætjihk heui a?
10. Höyih hái níDoug fæunjyun tæuh a?

7. Response Drill: Students gesture where appropriate.

Ex: T: Tënsing Måhtauh  T: Star Ferry
S1: Tënh hái biDoug a? S1: Where should I stop?
S2: Tënh hái Tënsing Måhtauh la.

1. Tënh hái biDoug a?
   /Måhnwah Jâudim mûnhhau/
2. Tënh hái biDoug a?
   /arih On Gûngsi deuimihn/
3. Tënh hái biDoug a?
   /Meihgwok Ngànhnéng gaaklèih/
4. Tënh hái biDoug a?
   /Jûnggwok Chählauh chênhbihn/
5. Tënh hái biDoug a?
   /Tûhçygûngwûn mûnhhau/
6. Tënh hái biDoug a?
   /Tënsing Måhtauh gwodi/
7. Tënh hái biDoug a?
   /Måhnwah Jâudim mûnhhau la.
8. Tënh hái biDoug a?
   /arih On Gûngsi deuimihn la.
9. Tënh hái biDoug a?
   /Meihgwok Ngànhnéng gaaklèih la.
10. Tënh hái biDoug a?
    /Jûnggwok Chählauh chênhbihn la.
11. Tënh hái biDoug a?
    /Tûhçygûngwûn mûnhhau la.
12. Tënh hái Tënsing Måhtauh gwodi la.
7. Tīhng hái bīndouh a?  
/Mēihgwok Jāudim yauhsāubihn/
8. Tīhng hái bīndouh a?  
+ /ngānhnōhng yauhbihn/ 
(right side)

Comment: Tīhng, 'stop' is one of a group of verbs which accepts a hái phrase in either pre-verb position or post-verb position.

Ex: A: Tīhng hái bīndouh a?
Hái bīndouh tīhng a? Where should I stop?
B: Tīhng hái Tīnsīng Māhtāuh lā. Stop at the
Hái Tīnsīng Māhtāuh tīhng lā. Star Ferry.

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

1. Jūnggwok Chāhlāuh gwōdī, jyun yauh.
A little beyond the China Teahouse, turn right.
2. jyun jō
3. chē jaahm
4. jyun yauh
5. Hēunggōng Chāansāt
6. Māhnwāh Jāudim
7. Dāk Fuh Douh
8. hohhhaa unh
9. Daah Douh Jūng
10. jyun jō

a. Do #1-4 as expansion drill, incorporating hāahngdou 'walk to, go to,' thus:

T: Jūnggwok Chāhlāuh gwōdī, jyun yauh.
A little beyond the China Teahouse, turn right.
S: Hāahngdou Jūnggwok Chāhlāuh gwōdī, jyun yauh.
Go a little beyond the China Teahouse, and turn right.
9. Expansion Drill: Students should gesture to indicate directions.

Ex: T: wihng オン Gûngsî gwodî, jyun jô.  
S: wihng オン Gûngsî gwodî, jyun jô, ñhhaih jyun yauh.

T: Turn left a little beyond Wing On Department Store.
S: Turn left a little beyond Wing On Department Store; not right.

1. Mêhgwok Ngânhông gwodî, jyun jô.  
2. Chê jaahm gwodî, jyun yauh.
5. Mânwhâ Jâudim gwodî, jyun yauh.

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

1. Gwo léuhng go chê jaahm, jauh haih laak.  
   Pass two bus stops, and there you are.
2. Gwo léuhng go chê jaahm.
3. Gwo sâm go chê jaahm
4. Gwo léuhng gân gûngesî
5. Gwo léuhng tîuh gânî
6. Gwo yêt gân
7. Gwo gôi gân

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11. Response Drill

Ex: T: Kéuih hái bín gåan châhlâuh a? /gaaklêih/
    S: Kéuih hái gaaklêih gô gåan.
Which teahouse is he in? /next door, adjacent/
He's in the one next door.

1. Kéuih hái bín gåan ngâhhônhng a? /deuimihng/
2. Nêih heui bín gåan gûngsî a? /chînhbihn/
3. Nêih mâmã hái bín gåan séjih-làuh a? /yaubihn/
4. Nêih séung heui bín gåan châansê a? /nî bihn/
5. Kéuih hái bín gåan hohkhâauh a? /jôsáubihn/
1. Kéuih hái deuimihng gô gåan.
2. Ngôh heui chînhbihn gô gåan.
4. Ngôh séung heui nî bihn gô gåan.
5. Kéuih hái jôsáubihn gô gåan.

Comment: Compare the structure and meaning above with one you have studied previously:
1. Kéuih hái gaaklêih gô gåan châhlâuh.
   He's at the teahouse next door. [next-door teahouse]
2. Kéuih hái gô gåan châhlâuh gaaklêih.
   He's next door to the teahouse.


Ex: T: Kéuih heui Tînsîng Mâhtâuh.
    S: Kéuih âmheui Tînsîng Mâhtâuh.
    T: He's going to the Star Ferry.
    S: He's not going to the Star Ferry.

1. Kéuih jîp ngôh heui tái yîsâng.
2. Hái nîdôuh hôyîh tânhuah.
4. Ngôh gau chîn mêmâih bîu.
5. Châhn Tàai deui hâaîh gêî leng.
7. Sîhk yîn lâ!
8. Môhôu sîhk yîn la!

+7. Sîhk yîn lâ!

(friendly advice)
8. Wōng Tāai tūng ngón māhmā hōu jūngyi jouh sāam.
10. Fāanjyun tāuh lāi

Comment: in #7 and #10 above note that the sentence suffix on the negative sentences is la and not lā. The mid-pitched final la gives the imperative sentence a connotation of friendly advice, contrasting to the high pitch lā, polite but more urgent.

13. Transformation Drill: Change the sentence from a question-word question to a choice type question, following the pattern of the example.

Ex: T: Bīn tiuh haih Dāk Fuh Douh Jūng a?
S: Nī tiuh haih ēnhaih Dāk Fuh Douh Jūng a?

1. Bīn gāan haih Jūnggwok Ngānhnhōng a?
2. Bīn gāan haih Wīhng Ōn GungsI a?
3. Bīn gāan haih Mēihgwok Jāudim a?
4. Bīn tiuh haih Daaih Douh Jūng a?
5. Bīn gāan haih Māhnwāh Jāudim a?

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

1. Chīnhbihn yāuh móuh wāi paak chē a?
2. /yahpbihnh/
3. /deuimihn/

Is there a place to park the car in front?

1. Chīnhbihn yāuh móuh wāi paak chē a?
2. Yahpbihnh yāuh móuh wāi paak chē a?
3. Deuimihn yāuh móuh wāi paak chē a?
15. Response Drill:

+ Ex: T: Néih sīk mhsîk jà chê a? [drive car] /not know how/
   S: Ngôh mhsîk jà chê.

1. Binho gau nóih jà chê ga? /Hôh Sâang/
2. Hêunggông yûuh móuh hokhhaauh gau jà chê ga? /daâk gêi gaàn...ge ja/
3. Néih hái bîndouh hokh jà chê ga? /Gâulûhng/
4. Nî tiuh gâai hô mmôihîh hokh jà chê ga? /mmôihîh bo/** Is this a street that you can learn to drive on?
5. Néih jûngyî jà bîn gwok ge chê a? /Mêingwok chê/ Which country's cars do you like to drive?
6. Néih jûng mmôihîyî jà chê a? /mmôihîyî jûngyî ge ja/

** Access to some streets in Hong Kong is prohibited to learner drivers.
16. Expansion Drill

Ex: T: Ngóii néih, faaidié T: Faster please. /drive/
      lai! /já/
S: Ngóii néih jé faaidié S: Please drive faster.
     lai!

1. Ngóii néih, maahndé lai! /góng/
2. Ngóii néih, faaidié lai! /háahng/
3. Ngóii néih, chèuhngdí lai!
   /jouh/
   Longer please. (said to a
tailor)

4. Ngóii néih, dyündé lai! /jouh/
5. Ngóii néih, pèhngdí lai! /maaiah/
   Cheaper! (said to shopkeeper)
6. Ngóii néih, daaihdé lai! /jouh/
7. Ngóii néih, faaidié lai! /sé/
8. Ngóii néih, saidié lai! /sé/
9. Ngóii néih, futdí lai! /jouh/
   Wider please. (said to a
tailor)

10. Ngóii néih, jaakdí lai! /jouh/
    A bit narrower, please.

17. Classroom Conversation Drill: Teacher asks, students answer,
giving their actual Cantonese names. Students should learn to
react appropriately to the different questions.

1. Gwaai sing a? (polite) 1. Siu sing Surname. or
   Ngóii sing ______.


+ 3. GwaaiSingmíng a? (polite)
   Your family name and given
   name?

   Surname Given name.


Comment: The response to #4 měyén měng a? may be simply the
given name if the surname is not in question.
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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) yátján = in a little while
2) dÍksí = taxi
3) gáaiháu = intersection [street-mouth]
4) hóu chín = very likely ..., most likely ...
5) Bi! = 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?
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. diuntauh vo: turn (a car) around [reverse head]
3. dou v: arrive
4. fàanjyun tâuh vp: turn (the car) around and go back [return-turn head]
5. gāai n: street
6. giu(jooh) v: is called, is named
7. gwaisingmihung? 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. gwodī Ph: beyond; a little farther on
10. Gwodī tim. Ph: Go further on; Keep going (said to taxi driver)
11. háahng v: go; walk; drive
12. hōyīh 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. jink bf: straight
16. jó bf: left (direction)
17. jōbihn PW: left side
18. jōsāubihn PW: lefthand side
19. jyun v: turn
20. la ss: as sen. suf. to imperative sentence, gives connotation of friendly advice
21. mōng n: name; given name
22. paak (chē) v(o): park a car
23. tanhauh v: back (a car) up, move back
24. tīnhg v: stop
25. wāi n: place, seat
26. Wīngōn Gūngsī PW: Wing On Department Store
27. yahp bf: enter
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<td>28. yahpbihn</td>
<td>PW: inside</td>
<td></td>
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<tr>
<td>29. yahpheui</td>
<td>v: go in; enter</td>
<td></td>
</tr>
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</table>
| 30. yatjihk | adv: straight a) direction  
               b) without being diverted: straight-away |   |
| 31. yauh   | bf: right (direction) |   |
| 32. yauhbihn | PW: right side |   |
| 33. yauhsáubihn | PW: right hand side |   |
I. BASIC CONVERSATION

A. Build up:

(A Hong Kong native and a foreign friend have lunch in a Chinese restaurant:)

**Bündesihyän**

fógi

At Fógi!

choipáai
ning
ninglái; mingheui
ning go choipáai láih lá
ning go choipáai láih běi
ngón lá
táiháh
běi ngón táiháh lá

Mhgöi néih ning go choipáai láih běi ngón táiháh lá.

**Fógi**

Hou aak, jauh láih.
ngoíngwokýaın

**Ngoíngwokýaın**

dim
choi
Mhgöi ánsík dim choi ga.
gaaísíuh
Mhgöi néih gaaísíuhháh lá.

**Bündesihyän**

Gám, dâng ngén dim lá.
yúhjyú
gwo

meih
sihkgo meih?

waiter

Waiter!

menu, bill of fare
carry
bring; take
bring the food list please
please bring me a menu
have a look
please let me have a look
Please bring me a menu to have a look at.
Yes sir; coming right away.
foreigner

order (food from a list)
food, dishes
I don’t know how to order food.
recommend, introduce
Please make a recommendation.

Well then, I’ll choose.
suckling pig
verb-suffix: indicates experience; to have done something before.
not yet
have (you) eaten (it) before?
Have you ever eaten roast suckling pig?

Not yet. Not yet even one time I haven't eaten it even once.

Let's try it, OK?

Fine.

Do you like to eat shrimp, or eat fish?

As you wish. i.e., Either one. like to eat shrimp really like to eat shrimp however, but, although

Although I really like shrimp. (i.e., I really like shrimp better.)

still, in addition, also (precedes verbal expression)

also want some what?

also want to have some what?
Ngōhdeih juhng sōung oi dī? mēyēh a?
Bündeihyāhn
soup
Juhng sōung oi go tōng tim.
In addition let's have a soup too.
(Later the local resident calls the waiter again:)
Bündeihyāhn
-dō-
additional; another; more
(becomes Measure expression)
bēi dō jī bējāu ngōh
give me another bottle of beer
-dō lēuhng jī bējāu
two more bottles of beer
Fōgeii Bēi dō lēuhng jī bējāu
ngōh deih tīm lā.
Waiter! Please give us two more bottles of beer.
Ngoihgwoakyāhn
good [not wrong]
ǹhcho
Dī yūhjyū jānhaih ǹhcho.
The suckling pig is really good.
Bündeihyāhn
more
dōdī
Sink dōdī lāi
Have some more!
Ngoihgwoakyāhn
thank you (for the gift)
dōjēh
Gau laak. Dōjehsaai.
I've had plenty. Thanks a lot.
Bündeihyāhn
check please! [together-list]
Fōgeii Māaihdān
Waiter! The check please!

B. Recapitulation:
(A Hong Kong native and a foreign friend have lunch in a Chinese restaurant:)
Bündeihyāhn
Aī Fōgeii
Waiter!
Please bring me a menu to have a look at.

Bundesihn

Well then, I'll choose.

Bundesihn

Not yet—I've not eaten it even once.

Bundesihn

Let's try it, OK?

Bundesihn

Fine.

Bundesihn

Do you prefer shrimp, or fish?

Bundesihn

As you wish, i.e., Either one. Although I really like shrimp. (i.e., I really like shrimp better.)

Bundesihn

What else do we want to have?

Bundesihn

In addition, let's have a soup, too. (Later the Hong Kong native calls the waiter again:)

Bundesihn

Waiter! Please give us two more bottles of beer.
Ngoingwokyaan
Dī yûhjyû jànhaih ânhcho. The suckling pig is really
good!

Bûndeihyaan
Siuk dûdî lâi Have some more!

Ngoingwokyaan
Gau laak. Dôjehsaai. I've had plenty. Thanks a lot.

Bûndeihyaan
Fôgei! Mâsihdaani! 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 Seuhghoî choi, 'Shanghai
cooking,' 'Shanghai food'; Jûngchoi 'Chinese cooking,' 'Chinese
food.'
   (In this book we use the term Jûngchoi as the general term
for Chinese food. There is another term sometimes used having
the same meaning: Tônhchoi = Chinese food.)
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3. choipái and choǐdāan, 'menu'
   choipái, 'menu,' 'bill of fare,' is the list you choose from
   in a restaurant.
   choǐdāan, 'menu' is the written-down account of a particular
   meal.

B. Structure Notes:

1. directional verb compounds. Ex: ninglāih, 'bring (something) here;
   and ningheui, 'take (something) there'
   a. Directional verbs use -lāih and -heui as suffixes to indicate
      direction towards and away from the speaker (or other point
      of reference).
      Ex: ning carry
           ninglāih carry towards the speaker—i.e., bring here
           ningheui carry away from the speaker—i.e., take there
      We give the directional verb plus the heui/lāih suffix
      the same directional verb compound.
   b. The noun object of a directional verb compound comes between
      the verb and the suffix. In the absence of a noun object, the
      verb and suffix come together, since a pronoun object is not
      stated:
      Ex: A: Ning ji bějāu làih  1a.
      B: Hōu, jauh ninglāih.  Right—bringing it right away.
      (See BC and Drills 1, 3, 10)
   c. Another way of forming sentences with directional verb compounds
      is to put the logical object of the verb into subject position.
      Ex: Dī bějá yihgīng ning-
           làih laak. The beer (I've) already
                       brought.

2. gwo 'pass,' used as verb suffix
   gwo, a verb with the basic meaning 'pass,' 'pass by,' 'pass
   through,' is used as a verb suffix indicating 'have passed through
   (experienced)' the action expressed by the verb.
   Ex: sinhgwo, 'pass through the experience of eating,'
       'have eaten,' 'ate.'
   (See BC and Drills 7, 8, 9, 13)
3. *meih 'not yet.'

The negative *meih 'not yet' precedes the verb in a negative sentence. In a choice question, it follows the verb:

Ex: 1. Meih sîhkgwo. (I) haven't had the experience of eating (it).

2. Sîhkgwo meih? Have (you) had the experience of eating (this)?

(See BC and Drills 3, 8, 9, 13)

*meih 'not yet,' indicates that the action expressed by the verb is one which the speaker contemplates doing—'I haven’t eaten it yet,' (but I'd like to.)

4. *mîyêh, (mîtyêh) as mass noun.

*mîyêh functions as a mass noun, in taking the mass measure dî:

Ex: dî mîyêh? Some what?

Sîh dî mîyêh a? What will you have to eat?

[eat-a little-what?]

5. ....yikwaahk...... = '......, or ......?'

*yikwaahk 'or' can be called an interrogative conjunction. It connects two verb phrases, indicating: A. or B., which one?

Ex: Nêih jîngyi sîhkh hâ, Which do you prefer, to eat

yikwaahk sîhkh yû nê? shrimp, or to eat fish? or

Do you want shrimp, or would you rather have fish?

(See BC and Drills 2, 3)

The English possibility of:

A: Do you want coffee or tea?

B: No thanks.

is not covered by yikwaahk. 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. dôuahih 'really'

In the following sentence taken from the Basic Conversation,

Bîgwo ngôh dôuahih Although I really like shrimp,

jîngyi sîhkh hâ.

dôuahih 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.

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7. sentence suffix ma?

ma? 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.

(See BC)

8. sentence suffix å

In the Basic Conversation there is the following exchange:

A: Siháh å, hâu ma? Let's try it, OK?
B: Hâu å. Fine.

The raised intonation on the final å expresses liveliness.

(See BC)

9. juhung 'still,' 'in addition,' 'also'

juhung is an adverb which positions before a verb.

Ex: 1. Juhung séung oi dì Also think you want some what? meyeh å? i.e. What else would you like to have?
    2. Juhung séung oi dì We also think we want some soup tông tím. too.

(See BC and Drills 6,11)

10. dò 'additional;' 'more'

dò with the above meanings is bound to a following number-
measure phrase. When the number is yāt 'one,' the number part may be omitted. Before mass nouns the measure dì follows dò, with
the number yāt omitted.

Ex: 1. dò (yāt) dì another bottle, one more bottle,
an additional bottle
    2. dò lēuñg go two more, an additional two
    3. dò (yāt) dì tông more soup, additional soup

(See BC and Drills 1,3, 1,4, 5, 10)

11. bātgwo however, but, although

bātgwo is a conjunction joining two clauses. Its sentence position is first word in the second clause.

Ex: Yu tūnhg hā dòu hâu Fish and shrimp are both good— hōu sihk, bātgwo but I really prefer shrimp.
    ngōh dōuhaîh
    jüngyl sihk hā.

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III. DRILLS

1. Expansion Drill

+ 1. a. Wún
   b. Wún tông.
   c. Yám wún tông.
   d. Yám wún tông lá.
   e. Yám dò wún tông lá.
   f. Yám dòdī tông lá.

a. bowl
b. bowl of soup
c. have a bowl of soup
d. Please have a bowl of soup.
e. Have another bowl of soup.
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 sāam jek wún, '3 bowls.' (also sāam go wún, '3 bowls.')

+ 2. a. Būi
   b. Būi châh
   c. Bēi būi châh
   d. Nghói néï bēi būi châh

a. cupful
b. a cup of tea
c. Please give me a cup of tea.
d. Please give me a cup of tea.

+ 3. a. Būi.
   b. Jek būi.
   c. NIng jek būi láih.
   d. NIng dò jek būi láih.
   e. NIng dò léu hung jek būi láih.
   f. NIng dò léu hung jek būi láih tím.

a. cup
b. a cup
c. Bring a cup.
d. Bring another cup.
e. Bring two more cups.
f. Bring two more cups too.

+ 4. a. Baakh faahn.
   b. Wún baakh faahn.
   c. Bēi wún baakh faahn ngóh.
   d. Bēi dò wún baakh faahn ngóh.
   e. Nghói néï bēi dò wún baakh faahn ngóh lá.

a. white rice.
   (i.e. plain boiled or steamed rice)
b. a bowl of rice.
c. Give me a bowl of rice.
d. Give me another bowl of rice.
e. Please
   bēi dò wún baakh faahn ngóh lá. give me another bowl of rice.

+ 5. a. Cháau mihn
   b. Sīhk cháau mihn
   c. Jūngyi sīhk cháau mihn
   d. Jūngyi sīhk cháau mihn

a. fried noodles
b. eat fried noodles
c. like to eat fried noodles
d. like to eat fried noodles or
yīkwaakh tông mihn a? soup noodles?
2. Transformation Drill

Ex: T: Néih yám mātyēh a?
   /chāh/gafe/
   S: Néih yám chāh yikwaahk gafe nē?

T: What will you have to drink?
   /tea/coffee/
   S: Would you like tea, or coffee?
   (i.e., Which would you like, tea or coffee?)

1. Néih yám mātyēh a?
   /heisêu/bèjāu/

2. Néih oi mātyēh a?
   /jyūyuk/ǔgàuhyuk/

3. Néih heui bǐndōuh a?
   /jungwàahn/G útilūng/

4. Néih wān bǐngō a?
   /Hōn Sāang/Hōn Tāai/

5. Néih jūngyi bǐndī a?
   /chāu faahn/chāu mihn/
   (chāu faahn = fried rice)

6. Néih jūngyi bǐndī a?
   + /Seuhnghōi choi/Gwóngdūng choi/
   (/Shanbaai food/Cantonese food/)

7. Néih jūngyi bǐndī a?
   + /jūng choi/Sāichāan/
   (/Chinese food/Western food/)

8. Néih jūngyi jūng choi yikwaahk Sāichān nē?
   Would you prefer Chinese food, or Western food?
3. Response Drill

**Ex:** T: /chaau faahn/ chaau T: /fried rice/fried noodles/

**Sl:** Néih júnghy sihk cháau Sl: Do you want to have fried rice, faahn yikwaahk sihk or fried noodles.

**S2:** Sihdaahn lá. Cháau S2: Either one. Fried rice and fried faahn tühng, cháau mihn a?

**S1:** mihn dōu dák.

1. /jyuyuhk/ngauhyuhk/

2. /Jungchoi/SaiChaan/

3. /Seuhngboi choi/Gwongdung choi/

4. /ngauhnáih/heisêuai/

5. /chák/gafe/

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4. Expansion Drill

**Ex:** T: /jí bōjáu/ T: /a bottle of beer/

**S:** Béi jí bōjáu ngóh lá. S: Give me a bottle of beer.

1. /jí heisêuai/

2. /jek gäng/ (a spoon)

3. /büi cháh/

4. /büi gafe/

5. /go cháau mihn/

6. /go cháau faahn/

1. Béi jí heisêuai ngóh lá.

2. Béi jek gäng ngóh lá. Please give me a spoon.


5. Béi go cháau mihn ngóh lá.

7. /gō tong mihn/
8. /wōn baanh faahn/
9. /wōn tong mihn/
10. /tiu kwāhn/
11. /je̞k jīu/

Comment: The sentences in the right hand column are appropriate
said by a diner in a restaurant to a waiter.

Note that tong mihn may be either go tong mihn, 'an
order of soup noodles' (see #7) or wōn tong mihn,
'a bowl of soup noodles' (see #9).

5. Expansion Drill: Expand the sentences by adding dō.

Ex: 1. T: Bēi bāau yīnjāi
   ngōh lā!
   S: Bēi dō bāau yīn-
   jāi ngōh lā!
   T: Give me a pack of cigarettes.
   S: Give me another pack of
   cigarettes.

2. T: Bēi lēuňg gihn
   sēutsāam ngōh
   lā!
   S: Bēi dō lēuňg gihn S: Give me two shirts.
   sēutsāam ngōh lā!

+ 1. Bēi deui faaįji ngōh lā!
   (chopsticks)
2. Bēi go tong ngōh lā!
3. Bēi bā jē ngōh lā!
4. Bēi jek gāŋ ngōh lā!
5. Bēi lēuňg bāau yīnjāi ngōh lā!

6. Substitution Drill: Repeat the first sentence after the teacher,
then substitute as directed.

1. Juhng sēung yiu dī mēỳēh nē?
   What else’d you want?
1. Juhng sēung yiu dī mēỳēh
   nē?
2. /yâm/
2. Juhng sēung yām dī mēỳēh nē?
3. /sīhk/
3. Juhng sēung sīhk dī mēỳēh
   nē?
4. /oi/
   Juhng seung oi di mēyēh nē?

5. /si/
   Juhng seung si di mēyēh nē?
   What else would you like to try? (in restaurant, ordering food)

6. /lō/
   Juhng seung lō di mēyēh nē?
   What else do you want to get?

7. /māaih/
   Juhng seung māaih di mēyēh nē?

7. Response Drill

Ex: T: Néih jaugwo nǐ júng
   T: Have you worn this kind of
   yūhlau meih a?
   raincoat before? /nod/
   /nod/
   S: Jaugwo.
   S: Yes.
   T: Néih jaugwo gō dēui
   T: Have you worn that pair of
   hǎaiah meih a?
   shoes yet?
   /shake/
   S: Meih.
   S: No, not yet.

1. Néih sīhkgwo hā meih a?
   1. Meih.
   /shake/

2. Néih yāmɡwo nǐ júng bējáu
   2. Yāmɡwo.
   meih a? /nod/

3. Néih làihgwo Hēnghōng meih
   3. Meih.
   a? /shake/

4. Néih hēiɡwo Méhgwok meih
   4. Hēiɡwo.
   a? /nod/

5. Néih jyuhgwo Gāulūhng meih a?
   5. Meih.
   /shake/

6. Néih yuhnggwok faaijī meih a?
   /shake/

7. Néih yāmɡwo nǐ dī tōng meih
   7. Meih.
   a? /shake/

8. Néih joughgw nǐ dī yēh meih a?
   Have you done this kind of work
   before? (jough yēh =
   /nod/
do chores; have a job)
8. Transformation Drill

Ex: T: Ngōh sīhkgwo chāau mihn.

S: Ngōh meih sīhkgwo chāau mihn.

I’ve eaten fried noodles before.

I’ve never eaten fried noodles before.

1. Ngōh jāgwo chā.

2. Ngōh heuigwō Méihgwok.


4. Ngōh yāmgwo nī jūng bējāu.

5. Ngōh yuhhnggwō faaijī.


(Chinese style restaurant)

9. Expansion Drill

Ex: T: Ngōh meih sīhkgwo hā.

S: Ngōh meih sīhkgwo hā, nēih sīhkgwo meih a?

I’ve never eaten prawns.

I’ve never eaten prawns; have you?

1. Ngōh meih sīhkgwo yūhjyū.

2. Ngōh meih yāmgwo nī jūng tōng.


5. Ngōh meih dīmgwō nī jūng choi.

1. Ngōh meih sīhkgwo yūhjyū.

Nēih sīhkgwo meih a?

2. Ngōh meih yāmgwo nī jūng tōng. Nēih yāmgwo meih a?

3. Ngōh meih sīhkgwo gō jūng yīnjāi. Nēih sīhkgwo meih a?

4. Ngōh meih heuigwō gō ħāan jāugā. Nēih heuigwō meih a?

5. Ngōh meih dīmgwō nī jūng choi. Nēih dīmgwō meih a?
10. Expansion Drill

Ex: T: Ngəi néih ning ji bejəu láih.
   S: Ngəi néih ning dò ji bejəu láih.

1. Ngəi néih ning deui faaiji láih.
2. Ngəi néih ning jek gäng láih.
5. Ngəi néih ning jek sēui būi láih.

   /small bowl/
+ 5. Ngəi néih ning jek sēui būi láih. /water glass/

a. Repeat, teacher giving cue only, students responding with sentences in left hand column, thus:
T: ji bejəu
S: Ngəi néih ning ji bejəu láih.

11. Expansion Drill

Ex: T: Néih sihksaa dī hā meih a?
   S: Sihksaa laak, ngōh jhung sēung yiu dī tım.

1. Néih sihksaa dī yú meih a?
2. Néih sihksaa dī chāu faahn meih a?
3. Néih yám saai dī chāh meih a?
4. Néih yuhngsaa dī chin meih a?
5. Néih sihksaa dī chāu miūn meih a?
6. Néih yámsaa dī tōng meih a?

Have you eaten up all the shrimp
I've eaten (them all) up, and I still want some more. [in addition, want to have some more]

1. Sihksaa laak, ngōh jhung sēung yiu dī tım.
2. Sihksaa laak, ngōh jhung sēung yiu dī tım.
3. Yám saai laak, ngōh jhung sēung yiu dī tım.
4. Yuhngsaa laak, ngōh jhung sēung yiu dī tım.
5. Sihksaa laak, ngōh jhung sēung yiu dī tım.
6. Yámsaa laak, ngōh jhung sēung yiu dī tım.
LESSON 14  CANTONESSE BASIC COURSE

12. Response Drill

Ex: T: Yú tühng hā, néih jungyi bìn yeuhng a? (+
S: Yú tühng hā, nghō lhūng yeuhng dōu jungyi.

T: Which do you like better, fish or prawns? [fish and prawns, you like which kind more?]
S: Fish and prawns, I like both.

1. Jüngchoi tühng Sāickāan, néih jungyi bìn yeuhng a?

1. Jüngchoi tühng Sāickāan, nghō lhūng yeuhng dōu jungyi.

2. Gwōngdūng choi tühng Seuhng-hōi choi, néih jungyi bìn yeuhng a?

2. Gwōngdūng choi tühng Seuhng-hōi choi, nghō lhūng yeuhng dōu jungyi.

3. Chāau mihn tühng tōng mihn, néih jungyi bìn yeuhng a?

3. Chāau mihn tühng tōng mihn, nghō lhūng yeuhng dōu jungyi.

4. Chāau faahn tühng baahk faahn, néih jungyi bìn yeuhng a?

4. Chāau faahn tühng baahk faahn, nghō lhūng yeuhng dōu jungyi.

5. Jūnggwok choi tühng Yahtbūn choi, néih jungyi bìn yeuhng a?

5. Jūnggwok choi tühng Yahtbūn choi, nghō lhūng yeuhng dōu jungyi.

(Chinese food)

(Japanese food)

13. Response Drill

Ex: T: Néih heui-gwo géiddō chi a?
S: Yāt chi dōu meih heui-gwo.

T: How many times have you been there?
S: I've never been even once.

1. Néih làihgwo géiddō chi a?
2. Néih yu-hnggwo géiddō chi a?
3. Néih heui-gwo géiddō chi a?
4. Néih sīhkgwo géiddō chi a?
5. Néih fāanggwo Seuhng-hōi géiddō chi a?

1. Yāt chi dōu meih làanggwo.
2. Yāt chi dōu meih yu-hnggwo.
4. Yāt chi dōu meih sīhkgwo.
5. Yāt chi dōu meih fāanggwo.

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14. Expansion Drill

Ex: T: Kéuih yáuh lóuhng ga chē.
   S: Kéuih yáuh lóuhng ga chē, daanhhaih ngóh yat ga dòu móuh.

T: He has two cars.
   S: He has two cars, but I don't even have one.

1. Gó go hohkwâang yáuh gí ji yúnjibât.

2. Kéuih yáuh lóuhng go taaítái.


5. Kéuih yáuh lóuhng go jái.

15. Transformation Drill

Ex: T: Sihk dòdī lá.
   S: Šhhòu sihk gam dò a.

T: Have some more.
   S: Don't eat so much.

1. Já maahndī lá!

2. Dim dòdī lá!

3. Sihk dòdī lá!

4. Já faaidī lá!

5. Hāahng faaidī lá!

6. Yám dòdī lá!

7. Jouh chèuhngdī lá!

8. Jouh dyúndī lá!

1. Šhhòu já gam maahną a.

2. Šhhòu dim gam dò a.

3. Šhhòu sihk gam dò a.

4. Šhhòu já gam faai a.

5. Šhhòu hāahng gam faai a.

6. Šhhòu yám gam dò a.

7. Šhhòu jouh gam chèuhnğ a.

8. Šhhòu jouh gam dyú a.
IV. CONVERSATIONS FOR LISTENING
(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:
1) ngāamngāam = just now
2) tôn ĝung = leave work, get off from work
3) yīhm guhk gāi = salt-roasted chicken
4) gaailān cháau ngāuhyuhk = stir fried beef and broccoli
5) taai = too, excessively
6) sāi yēuhng choi tông = watercress soup
7) giu = order, call for (without having to look at a listed menu)
8) Yēuhngjāu cháau faahn = Yangchow fried rice
9) Sāiyēuhngchoi tông = watercress soup
10) faai = soon, almost, approaching (preceding a time expression)
11) yāuh mēng = famous
12) gū lòu yuhk = sweet & sour pork
13) dōi 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?
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  11. No, I've never been here
(Western style) restaurant  even once.
before?
12. Have you ever eaten roast  12. Yes, several times.
suckling pig?
13. Have you drunk up all your  13. Yes, and I think I'd like
beer?  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. būi  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. dō  bf: additional, as modifier in Noun phrase
12. dōdī  adv: more (in addition) (follows V)
15. dōuhaih  adv: always, really
16. faaijī  n: chopsticks
17. fōgel  n: waiter in restaurant
18. gaaisiuuh  v: recommend; introduce
19. gāng  n: spoon

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20. -gwo
Vsuf: indicates experience; to have done something before

21. Gwôngdông choi
n: Cantonese food

22. hā
n: shrimp

23. Hōu ma?
Ph: Is that OK?

24. jąugā
n/PV: Chinese style restaurant

25. jek
n: M. for spoon

26. jouch yēh
vo: do chores; have a job

27. juhung
adv: still, in addition, also (+ verb)

28. Jōnghchoi
n: Chinese food

29. Jōngwok choi
n: Chinese food

30. ma?
ss: sen. suf. making a question of the sentence it attaches to

31. Māaihdān!
Ph: The check please!

32. meih
adv: negative, 'not yet'

33. mhcho
Ph: good [not-wrong], 'not bad!'

34. ngoihgwokyāhn
n: foreigner(s)

35. nīng
v: carry (something)

36. nīng...heui
v: take, carry off (something)

37. nīng...làih
v: bring (something)...here

38. Sāichān
n: Western meal

39. Seuhnhōi choi
n: Shanghai food

40. Sēui būi
n: water glass

41. Sīhdaahn lā.
Ph: Either one. No preference. As you wish.
   (when offered a choice)

42. tāihān
VP: have a look

43. tōng
n: soup

44. tōng mihn
n: soup noodles

45. wūn
m: M. a bowl of...

46. wūn
n: bowl

47. wūnjāi
n: small bowl

48. Yāhthūn choi
n: Japanese food

49. yēt chi dōu meih...
VP: not even once...

50. yēt..w..dōu .Ngī..Y.
Ph: Not even one...; can't V. even one M.

51. yēh
n: work (as in jouch yēh) (with restricted use)

52. yeuuhng
m: kind, type

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53. yikwaahk...?  cj: or?
54. yúhjyú  n: roast suckling pig
I. BASIC CONVERSATION
   A. Build-up:

(Mr. Wong approaches another pedestrian on the street in front of the South China Morning Post building on Wyndham Street)

**Wōhng Sāang**

(dim neui?) how go?, how (do you) go (to)?

dim neui Wōhng Ĝun Ĝung-sī a? how do you go to the Wing On Company?

*yāuh* from

*yāuh nidouh* from here

*yāuh nidouh dim neui Wōhng Ĝun Ĝung-sī a?* how do you get to the Wing On Company from here?

Chêng mah ēih, yāuh nidouh dim neui Wōhng Ĝun Ĝung-sī a? Could you please tell me how to get to the Wing On Company from here? pedestrian

louhyâhn

Louhyâhn

lohk down
CANTONESE BASIC COURSE

Lesson 15

lohkheui
hâahng lohkheui
hâahng lohkheui Daaih
Douh Jüng
hâahng lohkheui Daaih
Douh Jüng sin
yihn(jî)hauh
Hâahng lohkheui Daaih Douh
Jüng sin, yihnhauh jyun jî.
Wôhng Sâang
Jyun jî.
Louhyânh

gâaisîh
Jüngwâahn Gâaisîh
hâahngdong Jüngwâahn Gâaisîh
-dou

Gâm, yâtjihk hâahngdong
Jüngwâahn Gâaisîh, jyun yauh.

gwojô gâaisîh
Gwojô gâaisîh, jauh haih Dâk
Fuh Douh Jüng laak.

mahn yahn la
Heuidou godouh, joi mahn
yahn la.
(Mr. Wong arrives at Wing On and approaches a salesclerk:)
Wôhng Sàang

bouhfahn
gô go bouhfahn
maaih lâangsàam gô go
bouhfahn
go down [down go]
walk down (to)
go down to Queen's Road
Central
first go down to Queen's
Road Central
then, after that
First go down to Queen's Road
Central, then turn left.

Turn left.

food market
Central Market
walk to Central Market
verb suf. to verbs of
action indicates arrival
at goal.
Then, go straight till you get
to Central Market, and turn
right.

get past the market
When you get past the market,
you are on Des Voeux Road
Central.
ak ask someone
When you get there, ask again.

(Mr. Wong arrives at Wing On and approaches a salesclerk:)
Wôhng Sàang

bouhfahn
gô go bouhfahn
maaih lâangsàam gô go
bouhfahn
department (in a store)
that department
the sweater department
[the department that
sells sweaters]
Maaih láangsám go go bouh-fahn hái bíndouh a?

Sauhfoyūhn

séuhng
séuhng sàam láu

chóng
Chóng séuhng sàam láu lá.

Where is the sweater department?
go up
go up to the third floor
(Chinese and American style of counting; 2nd floor British style of counting)
invite; please
Please go up to the second (or third) floor.

B. Recapitulation:

Wōhng Sāang

Chóng mahn néih, yàuh nidouh
dim heui Wōhng Ön Gùngsī a?

Louhyāhn

Hāahng lokkheui Daaih Douh
Jùng sin, yihahauh jyun jó.

Wōhng Sāang

Jyun jó.

Louhyāhn

Gám, yātjihk hâahagdou
Jùngwàahn Gàaisih, jyun yauh.

Gwojó gàaisih, jauh hain Dāk
Fuh Douh Jùng laak.

Heuidou go douh, joi mahn yāhn
lá.

(Cr. Wong gets to the store and asks a clerk:)

Wōhng Sāang

Maaih láangsám go go bouh-fahn
hái bíndouh a?

Where is the sweater department?

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II. NOTES

1. Paired conjunctions:
   ...sin, yihnhauh (or yihnjihauh).... = 'first.... then....'
   
   This set of paired conjunctions connects two primary clauses in
   a sentence of sequential relationship.
   
   Ex: Håahng lohkheui Daaïh Douh Azd Gôw jyun jô.
   
   Go down to Queen's Road
   Jûng sin, yihnhauh Central first, then turn left.
   (See BC and Drills 10, 11)

2. Directional verbs.
   a. Examples of directional verbs are:
      
      1. séuhng = up
      2. lohk = down
      3. yahp = in
      4. chêut = out
      5. gwo = over, across

   b. In Cantonese these words pattern as verbs. They can be preceded by
      ình, and form a question on the VahV pattern.
      
      Ex: A: Nêih lohk ìnhlohk a? Are you going down? (Said at
      top of escalator)
      
      B: Ìnhlohk. 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, -làih and -heui,
      or both.
      
      Ex: 1. Kêuih séuhng sâm lâu. He went up to the 2nd floor,
      2. Ngôh dôu séuhngheui. I went up too.
      3. Kêuih séuhng(làih) sâm lâu. He came up to the 2nd floor.
      4. Kêuih chûtheui Daaïh Dôu Jûng. He went out to Queen's Road
         Central.
      (See Drills 13, 14)
d. The directional verbs may combine with a preceding verb of movement, such as hâanh 'walk,' jyun 'turn,' níng 'carry.'

Ex: 1. Kêuih hâanh lohk- (heui) sâm láu. He walked down to the second floor.
3. Nhörí néih níng chûtlaih. Please bring it out.

(See Drill 12.)

3. deihá, làuhhah, hahbihn differentiated.
   1. deihá 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:
   tài + dòu = look + successful = see
   wán + dòu = search + successful = find
   heui + dou = go + arrive = reach (a place)
   gwo + jó = pass + accomplish = get past (a place)
   chêng + dòu = 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]
      Kêuih heuidou gôdouk,... When he got there,... or when he gets there,...
   2. duhkdou = read to [read-arrive]
      Kêuih duhkdou sa'ahsei He read to page 34. yîhp.

   (See BG and Drills 34)
6. 

- Joey verb suffix = accomplish the performance: 'get/got it done'

Ex: Gwojó Jüngwâahn Gâaihêih, when you get past the Central jyun Joey, Market, turn left.

The - Joey 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 2)

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 go chô  = the second car
   2. daihyih tiuh gâai  = the next street, the second street (i.e. the first one after the place you're talking about)
   3. daihyih go gôngyâhn = another servant
   4. daihyih di gôngyâhn = other servants

   In this lesson we practice only the first two meanings.
   daihyih as 'other' you will meet in Lesson 16.

8. yauh (and hâu) as 'from'...

   yauh (or alternately, hâu) serves as 'from' in the PW phrase:
   yauh PW + Verb of movement = go/come/etc. from PW

   Though similar to co-verbs in having an object, yauh differs from co-verbs in not normally being preceded by mân, but using the verb hâi between mân and itself.

   Ex: mânhaih yauh mîdouh chêu-heui = Don't exit from here.

   Occasionally you may hear someone say mînchauh mîdouh chêu-heui or some other phrase with mânchauh, but it is not common usage. Therefore we class yauh (and hâu used in this position) not as a co-verb but as a preposition.

   (See BC and Drill 6)
9. yihr 'page' and fo 'lesson' classed as measures.
   Note that in the grammatical sense yihr and fo are measures, inasmuch as they can follow numbers directly. From the point of view of having substantive meaning, they are like nouns.
   (See Drills 3, 4)

10. čhêng... = invite (someone to do something); Please ā." čhêng basically means 'invite.' čhêng + Verb is used as a polite imperative:

   Ex: Čhêng sêuhung sàam lâu. Please go up to the 3d floor [invite you to go up]

   (See BC)

   As polite imperative it is only used affirmatively. To say 'Please don't.' with čhêng, the negative attaches to the following verb.

   Ex: Čhêng āhsêuhung sàam lâu. Please don't go up to the 3d floor.
III. DRILLS

1. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

   1. Kēuih hái douh dāng néih.  
      He's waiting for you here.

   2. /hauhbihn/

   + 3. /yahpbihn/

   + 4. /deihhā/
      ground floor

   + 5. /seuhngbihn/
      above; upstairs; on top
      [up-side]

   + 6. /hahbihn/
      downstairs; below; under
      [down-side]

   + 7. /lāuhseuhng/
      upstairs [floor-above]

   + 8. /lāuhhah/
      downstairs [floor[below]

   9. /sei láu/

   + 10. /chēutbihn/
      outside

   1. Kēuih hái douh dāng néih.

   2. Kēuih hái hauhbihn dāng néih.

      He's waiting for you inside.

      He's waiting for you on the ground floor.

   5. Kēuih hái seuhngbihn dāng néih.
      He's waiting for you upstairs.

      He's waiting for you downstairs.

      He's waiting for you upstairs.

   8. Kēuih hái lāuhhah dāng néih.
      He's waiting for you downstairs.


2. Response Drill: Students gesture the directions.

   Ex: 1. T: Māhnwāh Jáudim hāi chinhbihn, hain māhhaib a? /hauhbihn/
       S: Ōhhaih, hāi hauhbihn.

       T: The Mandarin Hotel is in front, isn't it?
       S: No, it's in the back.

   2. T: Māhnwāh Jáudim hāi chinhbihn, hain māhhaib a? /chinhbihn/

       T: The Mandarin Hotel is in front, isn't it?
       /in front, ahead/

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S: Haih, hái chihnbihnh.
S: That's right, it's in front.

1. Mèihgwok Ngànhnhönhng hái jósau-bihnh, háih ìnhhaih a?
   /yauhsæubihnh/
2. Nèih sìnsåang (ge) sëjihlauh
   háih chiühnbihnh, háih ìnhhaih a?
   /hauhbihnh/
3. Wòngh Sàang háih chëutbihnh, háih
   ìnhhaih a? /chëutbihnh/
4. Lèih Tàai háih yahpbihnh, haib
   ìnhhaih a? /chiühnbihnh/
5. Tënsìng Màhtàuh háih yauhsæubihnh.
   hah ìnhhaih a? /yauhsæubihnh/
6. Maaìh ìnhhaih gò go boufhahn háih
   yìh lâu, hah ìnhhaih a?
   /deihhá/
7. Maaìh syû gò go boufhahn háih
   làuhseühng, háih ìnhhaih a?
   /làuhháh/

Comment: Note (#2 above) that ge can be omitted in everyday
speech in modification structure before sëjihlauh.

a. Repeat, students taking both parts, teacher
cueing thus:
   1. /Màhnháh Jàudim/chìhnbihn/hauhbihnh/
or
   2. /Màhnháh Jàudim/chìhnbihn/

3. Expansion Drill

+ 1. a. yìhp
   b. sei'ah yìhp.
   + c. duhk sei'ah yìhp
   + d. duhkduo sei'ah yìhp
   + e. seuhngchi duhkduo sei'ah yìhp
   + f. seuhngchi duhkduo daïh sei'ah
      yìhp
      (ordinal number marker,
      -st, -nd, -rd, etc.)
   g. Ngóhdeih seuhngchi duhkduo
      daïh sei'ah yìhp.

   1. a. page
   b. 40 pages
   c. read 40 pages
   d. read to page 40
   e. last time read to page 40
   f. last time read to the
      40th page.
   g. Last time we read to
      the 40th page.

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2. a. lesson
   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. open your book to page 10
   c. open your books to the 43rd page (page 43)
   d. Open your books to page 343.

4. Response Drill

Ex: 1. T: Ngōhdeih seuhng-chi duhk dou daih gěi yihp a? /43/

   S: Duhk dou daih se'i'ah sāam yihp.
   S: We got to page 43.

2. T: Ngōhdeih seuhng-chi duhk daih gěi fo a? /3/

   S: Daih sāam fo.
   S: We did lesson 3.

1. Ngōhdeih seuhng-chi duhk dou daih gěi yihp a? /86/
   1. Duhk dou daih baatsahpluhk yihp.

2. Ngōhdeih seuhng-chi duhk daih gěi fo a? /7/
   2. Daih chāt fo.

3. Ngōhdeih seuhng-chi duhk daih gěi fo a? /15/
   3. Daih sahpūgh fo.

   4. Duhk dou daih yih baak  úgh-sahpsei yihp.

5. Ngōhdeih seuhng-chi duhk daih gěi fo a? /26/
   5. Daih yahluhk fo.
5. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Sàam làu yáuh dī mēyēh maaih a?
   What's for sale on the 2nd floor? What do they have (for sale) on the 2nd floor?
2. /seì làu/
3. /làuhhaah/
4. /làuhseuhng/
5. /yahpbihn/
6. /seuhngbihn/
7. /hahbihn/

Comment: Note in #1 and #2 above the absence of ordinalizing prefix daih in connection with làu, 'floor, story'.

Compare: sàam làu = the third floor.
        daih sàam fo = the third lesson.
        daih is not used before numbers when modifying làu.

6. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Yàuh nīdouh, dīm heui Tīn-sīng Māhtāuh a?
   How do you get to the Star Ferry from here?
2. /Māhnwāh Jaudim/
3. /Mēihgwok Ngànhnhōng/
4. /Jūngwāahn Gàaisīh/
5. /Hèunggóng Chàansāt/

1. Yàuh nīdouh, dīm heui Tīn-sīng Māhtāuh a?
2. Yàuh nīdouh, dīm heui Māhnwāh Jaudim a?
3. Yàuh nīdouh, dīm heui Mēihgwok Ngànhnhōng a?
4. Yàuh nīdouh, dīm heui Jūngwāahn Gàaisīh a?
5. Yàuh nīdouh, dīm heui Hèunggóng Chàansāt a?
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Comment: ldre is used in place of yâu by some speakers, with no difference in meaning.

Ex: Hái ní douh, dim heui Tינ Sing Máhtauh a?
   or Yâu ní douh, dim heui Tин Sing Máhtauh a?
   How do you get to the Star Ferry from here?

7. Expansion Drill

Ex: T: /WihngOn GûngseI/
   T: The WingOn Company
   S: Chêng mahn néih, dim heui WihngOn Gûng-seI a?
   S: Can you please tell me how to get to the WingOn Company?

1. /Jànggwok Jâugâ/
   1. Chêng mahn néih, dim heui Jànggwok Jâugâ a?

2. /Jàngwâahn Gâaisih/
   2. Chêng mahn néih, dim heui Jàngwâahn Gâaisih a?

3. /TìnsIng Máhtauh/
   3. Chêng mahn néih, dim heui TìnsIng Máhtauh a?

4. /Gâuluhng WihngOn GûngseI/
   4. Chêng mahn néih, dim heui Gâuluhng Wihng On GûngseI a?

5. /Nêihdôun Douh/
   5. Chêng mahn néih, dim heui Nêihdôun Douh a?

8. Alteration Drill

Ex: T: Gwo sàam gàan, jaun dou laak.
   T: Pass three buildings, then (you) arrive. (i.e., It’s just 3 buildings away.)
   S: Gwojó daih sàam gàan, S: When you’ve passed the third building, then you’re there.
   jaun dou laak.

1. Gwo sàam go gâaihau, jauh dou laak.
   1. Gwojó daih sàam go gâaihau, jauh dou laak.
   Pass three intersections [street-mouth], and there it is.
   When you’ve passed the third intersection, it’s right there.

2. Gwo yât gàan, jauh haih laak.
   2. Gwojó daih yât gàan, jauh haib laak.

3. Gwo sàam gàan, jauh jyun jô.
4. Gwo sei go gàaiháu, jauh jyun yauh.
5. Gwo léuhng gàan, jauh tàidòu laak.

Comment: -jó may be added to gwo in left hand column, but not subtracted from right hand. Instead of gwojó on right, hàahngdou is permissible.

9. Alteration Drill

Ex: T: Gwojó Wéihgwok Jáu- dim, jauh jyun yauh. turn right.
S: Wéihgwok Jáudim gwodí, jyun yauh.

2. Gwojó Wìhngōn GùngsĨ, jauh hahí laak.
5. Gwojó daih sàam go gàaiháu, jauh jyun yauh.

10. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Ángóí néih heui Jùngwàahn sin, yinhnauh heui Gàui-lùhng. Please go to the Central District first, and after that go to Kowloon.
2. /Wéihgwok Ngànhnhòng/ /Jùngwàahn Gàaisíh/
3. /Mānhwáh Jáudim/ /Wìhngōn GùngsĨ/
11. Expansion Drill

1. /heui máaih yén/ /fàan hohk/
   1. Ngóh séung heui máaih yén sin, yínhhauh faan hohk. I think I'll go shopping first, and after that go to school.

2. /heui yám chèh/fàan gùng/
   2. Ngóh séung heui yám chèh sin, yínhhauh faan gùng.

3. /heui taam Wóhng Táai/ /heui wán Léih Siújé/

4. /heui Jüngwâahn Gâaiśih/ /fàan úkkéi/

5. /yám bûi chèh/ /chştuei múnhnâu dàng kêuíh/
   5. Ngóh séung yám bûi chèh sin, yínhhauh chştuei múnhnâu dàng kêuíh.

6. /wuhn sāam/dâ dihnwâ giu chè/ /change clothes/phone for a cab/
   6. Ngóh séung wuhn sāam sin, yínhhauh dâ dihnwâ giu chè. I'll change clothes first, and after that call for a cab.

12. Expansion Drill

Ex: 1. T: /duihhâ/yih lâu/ T: /ground floor/1st floor/
   S: Ngóh yáuh deihhâ S: I walked from the ground floor
dàahn séúhng (heui) yih lâu. up to the 1st floor.

2. T: /sàam lâu/yih lâu/ T: /2nd floor/1st floor/
   S: Ngóh yáuh sàam S: I walked from the 2nd floor
dàahn lôh hâahn lôhk (heui) yih lâu. down to the 1st floor.

1. /yih lâu/deihhâ/ 1. Ngóh yáuh yih lâu hâahn lôhk (heui) deihhâ.
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2. /sàam láu/sei láu/  2. Ngóh yáuh sàam láu hàahng séuñg (heui) ñgh láu.
5. /baat láu/luhk láu/  5. Ngóh yáuh 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/
S: Ngóh hái sàam láu, I am on the 2nd floor, now yihgá séuñg sei láu. I'm going up to the 3rd floor.

1. Ngóh hái yih láu. /sàam láu/
2. Ngóh hái sàam láu. /yih láu/
3. Ngóh hái ñeihhá. /yih láu/
4. Ngóh hái yih láu. /ñeihhá/
5. Ngóh hái ñeihhá. /sei láu/

14. Expansion Drill

Ex: T: Ngóh hái Dàkfuñ Douh Júgn. T: I am at Des Voeux Road
/Douh Júng. Central. /Wing On Company/
/Wihng Ön Günsêi/
S: Ngóh hái Dàkfuñ Douh Júng, yihgá ngóh S: I'm at Des Voeux Road Central, yahpheui Wihng Ön now I'm going into Wing On Günsêi dàng néih.
Company to wait for you.
1. Ngóh hái Dàkfuñ Douh Júng. 1. Ngóh hái Dàkfuñ Douh Júng,
/Jüngwàahn Gâaisih/ yihgá ngóh yahpheui Jüngwàahn Gâaisih dàng néih.

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LESSON 15

   /Dákfuh Douh Júng/

   /Daaih Douh Júng/

   /Méihgwok Ngûnňhông/

2. Ngóh hái Willng Ön Günsi, yihga ngôh cheutheui Dákfuh Douh Júng dăng 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.

![Diagram of Júnghwah Gáiisih]

1. Máaih gáí gó go bouhfahn hái bûndouh a?
2. Máaih choi gó go bouhfahn hái bûndouh a?
3. Bûndouh yáuh pîhngwó tûhng châaang máaih a?
4. Bûndouh yáuh jûyuyhk máaih a?
5. Máaih hâ gó go bouhfahn hái bûndouh a?
6. Bûndouh yáuh yû máaih a?
7. Bûndouh yáuh ngûuhyuhk máaih a?

1. Lûu下方 jósâubihn.
2. Sàam lâu yauhsâubihn.
3. Sàam lâu jósâubihn.
4. Yih lâu jósâubihn.
5. Lûu下方 yauhsâubihn.
7. Yih lâu yauhsâubihn.

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 㗦佊佊 instead of deih há.

16. Response Drill

<table>
<thead>
<tr>
<th>Gùngai</th>
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<tbody>
<tr>
<td>háaih</td>
<td>bou</td>
<td></td>
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<tr>
<td>fu</td>
<td>längsāam</td>
<td>→ sei láu</td>
</tr>
<tr>
<td>bīu jūng</td>
<td></td>
<td></td>
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<tr>
<td>bāt</td>
<td>syū</td>
<td>→ sàam láu</td>
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<td>būi</td>
<td>gāng</td>
<td></td>
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<tr>
<td>sēutsāam</td>
<td>wūn</td>
<td>→ yih láu</td>
</tr>
<tr>
<td>yūhlāu</td>
<td>maht</td>
<td></td>
</tr>
<tr>
<td></td>
<td>jē</td>
<td>→ deih há</td>
</tr>
</tbody>
</table>

Ex: 1. T: Máaih háaih séuhng gēi láu a?  
   S: Séuhng sei láu lá.  
2. T: Máaih jē hāi gēi láu a?  
   S: Hāi deih há.

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Máaih längsāam séuhng gēi láu a?</td>
<td>1. Séuhng sei láu lá!</td>
</tr>
<tr>
<td>5. Máaih háaih séuhng gēi láu a?</td>
<td>5. Séuhng sei láu lá!</td>
</tr>
<tr>
<td>10. Máaih fu séuhng gēi láu a?</td>
<td>10. Séuhng sei láu lá!</td>
</tr>
</tbody>
</table>

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IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:
1) yauh yuhng = useful

V. SAY IT IN CANTONESE

A. Say to the classmate sitting next to you:

1. Where did we read to last time?
2. What lesson did we read last time?
3. Could you please tell me how to get to the Mandarin Hotel?
4. How do you get to the Central Market from here?
5. (in a dept store:) Where is the umbrella department?
6. Where is the shoe department?
7. I'm going down to the ground floor to buy a raincoat. I'll wait for you there, OK?
8. Turn left just beyond the library.
9. What's for sale on the 4th floor?
10. Go up to the 3d floor first, then go down to the 1st floor.

B. And he responds:

1. We read to page 300.
2. Lesson 14.
3. Go straight, and when you get to the 3d intersection, turn left. Go two blocks and you'll be there.
4. Turn left at the next intersection and it's two blocks down.
5. On the ground floor.
6. Go up to the 1st floor.
7. Wait just a sec, and I'll go with you.
8. You can't turn in there--I'll stop at the intersection, OK?
9. Sweaters and shoes and fabrics.
10. OK, want to come with me?
11. Could you please tell me how to get to the Wing On Company from here?

11. From here you go straight, after you pass the 2d intersection, it's the 1st building on the right.

12. When you get to Queens Road Central, turn left.

12. Thanks a lot.

13. Your father is waiting for you upstairs.

13. What does he want, do you know?

14. My glasses are downstairs—would you go down and get them for me?

14. OK. Downstairs where?

15. Your boy friend is outside waiting for you.

15. Please ask him to come in.

Vocabulary Checklist for Lesson 15

1. bouhfahn n: department (in a store)
2. chêng... v: please (+ verb); invite
3. chêut v: out
4. chêutheui v: go out
5. chêutlah v: come out
6. chêutbihn PW: outside, exterior
7. dá dihwá giu chê VP: phone for a cab
8. dâhôi v: open (as of a book)
10. daihyät Ph: the first
11. deihhá PW: ground, ground floor
12. -dou Vsauf: suffix to verbs of motion, indicating arrival at goal
13. duhk v: read
14. duhkdou... v: read to...
15. fo m: lesson
16. gâaihâu n/PW: street opening, i.e. intersection
17. gâaisih n/PW: food market
18. hâahng v: walk; go
19. habbihn PW: below; under
20. hái prep: from
<table>
<thead>
<tr>
<th>21. -heui</th>
<th>Vσuf: attaches to verbs of motion, indicating direction away from speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. -jó</td>
<td>Vσuf: verb suf. indicating 'accomplish the performance'</td>
</tr>
<tr>
<td>23. Jàngwàahn Gàaisihn</td>
<td>PW: Central Market</td>
</tr>
<tr>
<td>24. -làih</td>
<td>Vσuf: attaches to verbs of motion, indicating direction towards the speaker</td>
</tr>
<tr>
<td>25. làułhah</td>
<td>PW: [floor-below] downstairs</td>
</tr>
<tr>
<td>26. làuhseu̯ng</td>
<td>PW: [floor-above] upstairs</td>
</tr>
<tr>
<td>27. lohk</td>
<td>v: descend</td>
</tr>
<tr>
<td>28. lohkheui</td>
<td>v: go down</td>
</tr>
<tr>
<td>29. louhyàhn</td>
<td>n: pedestrian</td>
</tr>
<tr>
<td>30. sèu̯ng</td>
<td>v: ascend</td>
</tr>
<tr>
<td>31. seuhngbihn</td>
<td>PW: above; on top</td>
</tr>
<tr>
<td>32. seuhngchi</td>
<td>Tσ: last time</td>
</tr>
<tr>
<td>33. ...sin, yihnhauh...</td>
<td>Cσ: ...first, then...</td>
</tr>
<tr>
<td>34. wuhn sàam</td>
<td>Vσ: change clothes</td>
</tr>
<tr>
<td>35. yàhn</td>
<td>n: someone</td>
</tr>
<tr>
<td>36. yàuh</td>
<td>prep: from</td>
</tr>
<tr>
<td>37. yihn(ji)hau̯h</td>
<td>Cσ: afterwards, then</td>
</tr>
<tr>
<td>38. yiḥp</td>
<td>m: page</td>
</tr>
</tbody>
</table>
Lesson Two

1. At a party:
   Man: Šiujé gwaising a?
   Woman: Ngóh sing Chành. Sînsâang gwaising a?
   Man: Šiusing Nôh. Chành sîujé haih âhhaih Gwóngdungyàhn a?
   Méihgwokyàhn a?

2. At the first day of school, students are getting acquainted:
   First student: Néih sing mîyâh a?
   Second student: Ngóh sing Wôhng.
   First student: Néih pâhngyâuh nô?
   Second student: Kêuîh dòu haih sing Wôhng ge.
   First student: Néih haih Åhhaih Gwóngdungyâhn a?
   Second student: Haih.
   First student: Néih pâhngyâuh haih Åhhaih dòu haih Gwóngdungyâhn a?
   Second student: Åhhaih a. Kêuîh haih Seuhnghôiyàhn.

Lesson Three

The following conversations take place among some university students between classes.

1. A: Lêih Sâang sîk êheîk gong Yahtbûnâ a?
   B: Sîk sêsîu.
   A: Gâm, kêuîh sîk êheîk gông Yîngmân nô?
   B: Dòu sîk sêsîu.
   A: Bîngô gauu kêuîh gông Yîngmân ge nô?
   B: Haih Wôhng Sâang gauu kêuîh ge.

2. A: Néih sîk êheîk gông Gwokyûh a?
   B: Deuiââhjyu. Ngóh tëng âhchìngchô - âhgoi nêih joi gông yâtchi.
   A: Néih sîk êheîk gông Gwokyûh a?
   B: Sîk sêsîu jë.
   A: Gâm, néih sîk êheîk Yîngmáîh nô?
   B: Sîk gông, êheîk sê. Néih nô?
   A: Ngóh dòu êheîk. 'Yêt yih aâam' dòu êheîk gông.
Lesson Two

1. At a party:
   Man: Siuje gwaising a?
   Woman: Ngoh sing Châhn. Sinsâang gwaising a?
   Man: Siusing Kôh. Châhn siujé haih âhhaih Gwôngdûngyâhn a?
   Man: Haih a. Ngôh haih Môiângwokyâhn.

2. At the first day of school, students are getting acquainted:
   First student: Néih sing mâyâh a?
   Second student: Ngôh sing Wôhng.
   First student: Néih pâhngyâuh nô?
   Second student: Kêuih dûu haih sing Wôhng ge.
   First student: Néih haih Âhhaih Gwôngdûngyâhn a?
   Second student: Haih.
   First student: Néih pâhngyâuh haih Âhhaih dûu haih Gwôngdûngyâhn a?

Lesson Three

The following conversations take place among some university students between classes.

1. A: Léih Sâang sîk âheïk gông Yahtbûnvâ a?
   B: Sîk sêsìu.
   A: Gâm, kêuih sîk âheïk gông Yingmán nô?
   B: Dûu sîk sêsìu.
   A: Bîngô gauu kêuih gông Yingmán ge nô?
   B: Haih Wôhng Sâang gauu kêuih ge.

2. A: Néih sîk âheïk gông Gwokyâh a?
   B: Deuimôhjuh. Ngôh têng âheïk sîk gông - âhôi nêih joi gông yâtchi.
   A: Néih sîk âheïk gông Gwokyâh a?
   B: Sîk sêsìu jô.
   A: Gâm, nêih sîk âheïk Yingmân nô?
   B: Sîk gông, âheïk sê. Nêih nô?
   A: Ngôh dûu âheïk. 'Yât yih sâm' dûu âheïk gông.
3. A: Nèih gaau bìngo Ｇwɒŋdùŋwà a?
   B: Ngóh gaau Wûhng Tàai.
   A: Kèuih haih ânhaih Wéihgwokýahn a?
   B: -hooks. Kèuih haih Yinggwokýahn.
   A: Kèuih eik âheik sé Jûngmàihn nè?
   A: Kèuih hohk ânhohk Gwokyûh a?
   B: Ngóh ânjídou a.

Lesson Four

1. Man : Ngóh go bîu maahn sèsiu. Nèih go haih ânhaih a?
   Woman: ânhaih. Ngóh go haih jëun go.
   Man : Gàm, yinhâ géidîmjûng a?
   Woman: Yinhâ ngâmngâam sahpyih dim.
   Man : Ngóh go bîu yinhâ haih sahpyat dim daahp sahp.
   Woman: Gàm, nèih go maahn lèuhnggojih.

2. Woman: Yinhâ haih ânhaih baat dim sàamgogwàt a?
   Man : ânhaih. Ngóh go bîu yinhâ haih baat dim daahp baat jë.
   Woman: Nèih go bîu jëun ânhjëun a?
   Man : Jëun. Ânhfaai ânhwaahn.
   Woman: Gàm, ngóh go faai yàt go jiห.
   Man : Waahkjé haih.

3. Woman: Jûusâhn, Wôhng Sâang. Nèih jì ânhjì yinhâ géidîmjûng a?
   Woman: Nèih go bîu haih ânhaih faai sèsiu a?
   Woman: Nèih jì ânhjì Léih Tàai géidîmjûng hohk Gwɒŋdùŋwà a?
   Man : Ngóh jìdou. Haih sahp dim bun.

Lesson Five

1. Two friends in a coffee shop deciding what to have for a mid-afternoon tea:
   A: Nèih yàm sêyèh a?
   B: Ngóh yàm gafe. Nèih nè?
APPENDIX I CANTONESE BASIC COURSE

A: Ngóh yàm chàh. Síhk âhsihk bëng a?
B: Hôu aak.
A: Néih géidimjüng yiu jàu a?
B: Sei dim.
A: Jânhaih gam faai yiu jàu mē?
B: Haai a, jânhaih.

2. A hostess is entertaining a new acquaintance at tea:
Hostess: Yâm chàh lā.
Guest: Hôu, âhgōi.
Hostess: Síhk bëng lā.
Guest: Hôu ask, âhgōi.
Hostess: Síhk yîn lā.
Hostess: Néih haakhei jē.

3. At lunchtime Mrs. Wong instructs her servant about the work for the rest of the day:
Mrs. Wong: Ngóh tûhng Wông Sâang sàam dim bun yiu yâm chàh.
Servant: Síhk âhsihk bëng a?
Mrs. Wong: Sèsiu lā.
Servant: Gâm, géidimjüng síhk faahn a?
Mrs. Wong: Baat dim lā.
Servant: Hôu ask.

Lesson Six
1. In a department store:
   Clerk: Jôusâhn, séung máaîh mēyēh a?
   Customer: Ngóh séung máaîh tiuh fu, Wî lôuhng tiuh yiu géidô chîn a?
   Clerk: Nî tiuh sahpbaat mân, gó tiuh yahyih mân.
   Customer: Gâm, ngóh máaîh nî tiuh lā.

2. In a department store:
   Customer: Nî gihng sëutsâam haib âhhaih yahsei mân a?
   Clerk : Âhhaih. Haaih yahgáu mân.
   Customer: Gô gihng dôu haib yahgáu mân, haib âhhaih nē?
   Clerk : Haaih. Néih haib âhhaih lôuhng gihng dôu máaîh nē?
3. In a department store:
   Clerk : Máaih mëyh a?
   Customer: Ngöh seung máaih sëutsaam. Nï gihn géidô chîn a?
   Clerk : Nï gihn sahpyih män jë. Máaih géidô gihn nô?
   Customer: Bëi yât gihn ngôh lâ.

Lesson Seven

The following conversations take place between clerk and customer:

1. Clerk : Máaih mëyh a?
   Customer: Ngöh séung máaih bëjàu. Géidô chîn ji a?
   Clerk : Go baat ngânhchin. Òi géidô ji a?
   Customer: Òi léuhng ji.
   Clerk : Sái ãhsái máaih yînjài a?
   Customer: Hôu, bëi bâau ngôh lâ!

2. Customer: Nï dî bou géidô chîn mäh a?
   Clerk : Yahsâam go bun. Nëih yiu géido mäh a?
   Customer: Ngöh ìhyiu laak. Go dî nô? Géidô chîn mäh a?
   Clerk : Gô dî sahsâam go bun ngânhchin mäh. Nëih máaih ãhsaï a?
   Clerk : Yahchât män léuhng mäh lâ.

3. Clerk : Máaih mëyh a?
   Customer: Ngöh séung máaih dî ngâuhyuhk. Dîn máaih nô?
   Clerk : Nï dî seí go baat ngânhchin gân. Gô dî chât go bun ngânhchin gân.
   Customer: Bëi saâm gân go dî ngôh lâ.
   Clerk : Sâam gân yahyih go bun.
   Customer: Ngôh dôu séung òi léuhng gân nî dî.
   Clerk : Hôu aak, gân go luhk ngânh chîn lâ.

Lesson Eight

1. In a department store:
   Clerk : Jòusâhn. Séung máaih mëyh a?
   Customer: Yâuh mûuh baahk sëutsaam a?
   Clerk : Haïh ãhhaïh nêïh jeuk ga?
APPENDIX 1 CANTONESE BASIC COURSE

Customer: Hah.
Clerk : Ngh jeuk geid⁰ houh a?
Customer: Såamsahp luhk, waahkje såamsahp baat.
Clerk : Ní gihn hain såamsahpluHK.
Customer: Ní gihn ãngau daaih. Yauh mòuh såamsahpbaat ge nê?
Clerk : Deuiânjyuh - såamsahpbaat ge maaiheai laak.

2. In a department store:
Customer: Yauh mòuh baank hàaih maaïh a?
Clerk : Yauh. Nëih jùng âhjûngyi ní deui nê?
Customer: Gëi læng. Gëi(dô) chûn deui a?
Clerk : Ní deui hain Mëihgwok hàaih. Châ'taghâu mân deui.
Customer: Yauh mòuh pëhngdí ge nê?
Customer: Ângûi nêih bëi deui Yahtbûn ge ngôh lâ.
Clerk : Hoû ak.

3. In a department store:
Customer: Yauh mòuh maht a?
Clerk : Yauh. Ní dî nêih jùng âhjûngyi nê?
Customer: Gëi jûngyi. Dîm maaïh a?
Clerk : LuHK go bun ngáihnchûn deui. Nëih jeuk gëi houh a?
Customer: Âûjî - Ngôh jeuk luHK houh ge Mëihgwok hàaih.
Clerk : Gâm, gû houh lâ. Nëih sëung maaïh geid⁰ deui a?
Customer: Bëi sâm deui ngôh lâ.
Clerk : Hoû ak. Oî âhôi hàaih nê?
Customer: Âhoî laak. Ângûi.

4. At a grocery store:
Customer: Yauh mòuh tôhng maaïh a?
Clerk : Yauh. Maaïh geid⁰ bohng nê? Âgh bohng gau ângâu a?
Customer: Ânsái gam dô. Lëuûng bohng gau laak. Âl Ngôh sëung oî dîngâuhyuhk, dîm maaïh a?
Clerk : Sei go baat ngâihnchûn gàn.
Customer: Bëi yût gàn ngôh lâ.
Clerk : Hoû.
Lesson Nine

1. Mr. Wong phones Mrs. Ho:
   
   Amah : Wēi.
   
   Caller : Haih ànhhaih chât-sàam-lihng-sei-ûng-lihng a?
   
   
   Caller : Chât-sàam-lihng-sei-ûng-lihng, haih ànhhaih a?
   
   Amah : Haih. Wân bîngo a?
   
   Caller : Ngông néih giu Hôh Tâai têng dihnâwâ là.
   
   Amah : Hôu. Dâng (yāt)jân.
   
   Mrs. Ho : Wēi.
   
   Caller : Hôh Tâai, jûusâhn.
   
   Mrs. Ho : Jûusâhn.
   
   Caller : Ngông haih Wôhng Sâang a. Néih ji ânhjî Châhn Sînsâang ge dihnâwâ gêidô houh a?
   
   Mrs. Ho : A! Ji. Kêuih ge dihnâwâ haih ûng sei sàam yih yêt lihng.
   
   Caller : Hôu, ânhgôi.
   
   Mrs. Ho : Rhsâi ânhgôi.

2. Mr. Wong calls a businessman at his office:
   
   Secretary : Wâi.
   
   Caller : Wâi. Haih ànhhaih sàam baat luhk lihng ûng gâu a?
   
   Secretary : Haih. Wân bînwâi nê?
   
   Caller : Ngông sêung wân Lôih Sâang têng dihnâwâ.
   
   Secretary : Deuiânhjyu laak. Kêuih chêujtô gâai bo.
   
   Caller : Gâm, kêuih gêidîmju ngânâi hê?
   
   Secretary : Léuhng dim lêhng jîng gamseuhnghê là.
   
   Caller : Hôu. Ânhgôi nêih.
   
   Secretary : Rhsâi ânhgôi.

3. Mr. Ho telephones Mr. Chan:
   
   Amah : Wēi. Wân bîngo a?
   
   
   Amah : Kêuih fàanlêi gûng bo. Gwaising wân kêuih a?
   
   Caller : Sing Hôh ge. Kêuih gêisîh fàanlêi hê?
   
   Amah : Ânhjî bo.
   
   Caller : Dâng kêuih fàanlêi ânhgôi néih giu kêuih dâ dihnâwâ bêi ngông là. Ngông ge dihnâwâ haih....

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Lesson Ten

1. Asking directions:
   A: Chông mahn TínSing Máhtâuh hái bándouh a?
   B: Hái Mâhnhâw Jáudim deümihn.
   A: Ngôh ñhôj Mâhnhâw Jáudim hái bándouh bo.
   B: Nê -- hái gö bihn gö gân -- néih tái ñhtâidôu a?
   B: Âhsái ñhôgôi.

2. Two friends discuss restaurants:
   A: Nêih séjihlâuh hái ñhháih Hêunggông nî bihn a?
   B: Hái. Hái Daaih Douh Jûng.
   A: Gôdouh jôgân yâuh móu hóu ge châmâlhâuh a?
   A: Ngôh séjihlâuh jôgân ge châmâlhâuh dôu ñhháih géi hóu, daahnhaih yâuh gân géi hóu ge châmânsât. Ngôh jüngyi hái gôdouh sihk ngaan.

3. Mrs. Ho compliments Miss Wong on her sweater:
   Mrs. Ho : Nêih gihn lâanggâas hóu leng. Hái bándouh máaih ga?
   Miss Wong: Hái Jüngwâahn yât gân gûngsî máaih ge.
   Mrs. Ho : Bin gân nê?
   Miss Wong: Hái ngôh séjihlâuh gaaklêih gö gân.
   Mrs. Ho : Hâih ñhháih hái chéjàahm deümihn a?
   Miss Wong: Hâih. Hâih gö gân.

4. Mr. Ho calls Mr. Lee on the phone:
   Léih Sâang: Wêi.
   Hôh Sâang : Léih Sâang âh.
   Léih Sâang: Hâih a, bîn wäi a?
   Hôh Sâang : Ngôh hâih Rôh Yaht-sîn a, Nêih jî ñhôj Méihgwok Jáudim
Lesson Eleven

1. A clerk totals the bill for a customer at a grocery store:

Clerk : Sei ji böjàu, luhk ji heisêuì, sahp go chásaàng...sahpsaàam go yih là.

Customer: Nàh, môdou yàtà baak mèn.

Clerk : Hòu, dâng ngôh jàsaufàn bêí néih là. Aiya, deuimhyuh, ìmgau sàamjì tim. Néih yàuh mòuh sàannjì a?

Customer: Ngôn dòu sòuh bo.

Clerk : Gàm, ngóì néih dâng jành, ngôh wàm yành cheunghôî këuih là.

Customer: Hòu là.

Clerk : Nîdouh jàsaufàn baatsahpluhk go baat bêí néih.

Customer: Néih yâuh mòuh yàt mèn ngàm a?

Clerk : Yàuh, nèih sëung yìu géidô nê?

Customer: Ângôì néih cheung sahp mèn ngôh là.

Clerk : Hòu.

Customer: Ânghôisai.

2. At the teller's window in the bank Mr. Wong puts down a $500 bill and says:

Mr. Wônhg: Ânghôì néih tûnhng ngôh cheunghôî këuih là!

Teller : Cheung géidô a? Haìh môhâih ngôisai sahp mèn jì a?

Mr. Wônhg: Ânhâi. Oi sei jëung yàt baak mèn jì, sahp jëung sahp mèn.

Teller : Ìmgau sahp mèn jì bo. Oi gáu jëung sahp mèn jì, sahp go yàt mèn ngàm, hòu mënhôu a?

Mr. Wônhg: Hòu, oî dì sàanggà dòu hòu.

1) oî = here: to have in your possession
3. Talking about a borrowed book:

A: Nêih gâmyah îngêidâk daai gó bûn syû fàanlåih bêi ngôh a?
B: Aiyaî îngêidâk tíî! Jânhaïh deuiâmijuyh lâak! Nêih gêsîh (gësi) yiu yuhng a?
A: Ngôh dàng jahn yiu ga. Yâtjân ngôh hohk Yîngmân móuh syû tâi, thôcâk ge bo!
B: Gàm, ngôh yîngê fàan îkkêî lô bêî nêîh lâ.
A: Yiu fàan îkkêî lô âh. Shhôu lâak, Nêih jî mîphî fêng gro yàuh mî bûn syû hêîyîh jeîyîh bêî ngôh sîn ga?
B: Aî Chành Sâng dôu yuhng gó bûn syû hohk Yîngmân, dàng ngôh giu kêuih je bêî nêîh lâ.
A: Nûu aak! Ngôîsâî.
   1) gâmyah = today
   2) yâtjân = dàngyâtjahn = 'in a little while'

Lesson Twelve

1. Two women meet in the elevator of their apartment building. One woman has her daughter with her:

Wôhng Tâai: A, Léih Tâai, tûhng gó néui heui bîn a?
Léih Tâai : Ngôh daai kêuîh heui tâi yîsâng a.
Wôhng Tâai: Môyêh sîh a?
Léih Tâai : Kêuîh mûsêung sîh fàahn lôh.
Wôhng Tâai: Nêih daai kêuîh heui tâi bîn go yîsâng a?
Léih Tâai : Ngôh sînsâng giu ngôh daai kêuîh tâi Jêung Yîsâng.
   Kêuîh haih ngôhdeih gê pàhnghyûuh.
Wôhng Tâai: Bîn go Jêung Yîsâng a? Haih âhhaâh Seuhnhôhî Ngànhnhôhng gô go a?
Léih Tâai : Mûuh cho, haih kêuîh lâak.
   1) bîn = bîndôuh?
   2) Môyêh sîh a? = What's the matter?
   3) lôh = sen. suf. expressing sympathy
   4) ngàsângâas = just now, just on the point of, just

2. Two men on their way to the bus stop. They have just finished work:

A: Nêih haih âhhaâh fàan îkkêî a?
B: Âhhaâh, ngôh yîngê yiu heui ngôh néuîphàhgyûuh îkkêî taaam kêuîh mûhâh.

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A: Kêuih măhsă màuh mëyêh sih a?
B: Môuh mëyêh sih. Kêuih giu ngôh heui kőuihdeih douh sihk faahn jô.
A: O--kőuihdeih jyu hâi bûn a?
B: Kőuihdeih ngäamngäam jyu hâi néih haubbihn.
A: Haih më? Gâm, ngôh sung néih heui lâ.
B: Ñhgoisaaai.
   1) Yâuh mëyêh sih a? = What's going on?
   2) Môuh mëyêh sih = Nothing special.

3. Mr. and Mrs. Lee at home:

Léih Tâai : Ngôh yatjân yiu heui güngi mâaih yêh. Néih yâuh móuh chín a?
Léih Sâang: Ngôh däk sëfiu ja, Ngôh ngäamngäam séung heui ngânhôhng lô chín. Néih géidimjûng cheutgâai a?
Léih Tâai : Hmmm...Ngôh yiu dâng Hôh Tâai dihnâ bo.
Léih Sâang: Gâm...Ngôh yîngé heui ngânhôhng lô chín sin. Néih yatjân làih ngôh séjîhlâuh lô chín, hôu êhhôu a?
Léih Tâai : Hôu! ...A, ...néih yâuh móuh yêh yiu mâaih a?
Léih Sâang: Môuh laak.
   1) ngäamngäam séung heui = just thinking of going
   2) yatjân = in a little while

Lesson Thirteen

1. Two girls driving in a car talk about a young man they see:

A: Hâi hâak sîk gô go chê hauhbïhn gô go yâhn haih âhhaih néih pângyâuh a?
B: Haih bô! Ñhgoi néih fânjyuntâuh lâ. Ngôh yâuh di yêh sëung wah kêuih ji ge.
A: Hôu aak. Kêuih haih âhhaih sing Jêung ga?
B: Âhhaih, kêuih sing Châhn ge.
A: Kêuih giu jouh mëyêh mëng a?
B: Kêuih giu jouh Gwok-wâh.
A: Châhn Gwok-wâh...Hmmm...Gâm, âhhaih laak.
B: Âhhaih mëyêh a?
A: Kêuih âhhaih Lôih Sûjé ge nàahspângyâuh laak.

2. A young girl calls home:

Wôhng Tâai: Néi!
APPENDIX 1  CANTONESE BASIC COURSE

Siu Ying : Woi, mahn ah? Ngoh bahih Siu Ying a. Ngoh ying bai 
Mahnwah Jau diim yam chah. Neih lai ah. Ahlaih a?
Wohng Taaai: Neih ttung tinge yam chah a?
Neih lai la.
Wohng Taaai: Neih yauh pahngyauh bai douh, ngoh ahlih la.
Siu Ying : Laih la, mahm, ngoh seung neih yajjan tuhng ngoh neui 
mah ah yoh a.
Wohng Taaai: Gan ah, sai ihsai ngoh ja ceh lai a?
Siu Ying : Ni jogan hou siu vai paak ceh ge bo. Neih gin diksi lai la.
Wohng Taaai: Hou lai, ngoh jauh lai laak.
1) yajjan = in a little while
2) diksi = taxi

3. Asking directions:
A: Chong mahm ni tiuh haih ah haai Daaih Douh Jung a?
B: Mahah, neih hai ni douh yajjin keui, haahng dou daih saam go 
gaihau go tiuh jauh haih laak.
A: O, ahgoi.
(He goes on...)
A: Chong mahm, Daaih Douh Jung ngh bahih sei houh hai ahhaai 
ijogan a?
C: Ngh bahih sei houh ah. Ne, chinhbihn yauhsauhbihn daih saam 
gan jauh haih laak.
A: Gou douh yauh mouh vai paak ceh ga?
C: Hou chih mouh bo.
A: Hou, ahgoi saai.
1) gaihau = intersection [street-mouth]
2) hou chih = very likely..., most likely...

4. Passenger and taxi driver:
A: Ahgoi Neih Dain Douh, ngh bahih yisahb sei houh.
B: Hou.
(They ride for awhile)
A: Gwojoh daih yih go gaihau yauhsaih, tin ng chah la.
Ei! Gwojoh laa, ahgoi neih tanhauh seaih la.
B: O, ahdek bo, haubihn yauh cheh lai, ahhojih tanhauh.
1) Ei = mild exclamation
2) gwojoh la = here: we've overshot it, we've passed it. gwo = 
pase by
A: Gâm, joi săi gwodī, fâanjyuntâuh lā.
B: Dāk.

The driver makes a U-turn at the intersection and goes back.

(He pays the driver $3 for the $2.70 ride)

Mhsâi jāau lâ.
B: Dôjeh.

1) săi = drive

Lesson Fourteen

1. Lunchtime:

Wôhng Sâang: A, Léih Slûjû. Heui bîndouh a?
Léih Slûjû: Meih ai Nêîh nê?
Wôhng Sâang: Ngôh dôu meih a, ngôh chêng nêîh heui sîhkh faahn lâ, hôu mãhhoû a?
Léih Slûjû: Hôu aak, heui bîn gân nê?
Wôhng Sâang: Gângjûn Jâûgâ dî yihm guhk gâî hôu lêng gâ, nêîh sîhqgwo meih a?
Léih Slûjû: Meih sihkgwo.
Wôhng Sâang: Gâm, ngôhdeih heui sihhâh lâ.

(They arrive at the restaurant)

Wôhng Sâang: Fôgei! Ngôhdeih sèung yiu jek yihm guhk gâî, mm...Léih Slûjû, juhng yiu mëyeh choi tîm ne?
Léih Slûjû: Gâilîn châû ngâûhyûk lâ, mm...yît jek gâî taaî dô, ngôhdeih sîhkh mhsaai, yiu bûn jek jauh gau la, joi dîm go săî yûinh choi tông, hôu mãhhoû a?

1) ngâamngâam = just now
2) fông gûng = leave work, get off from work
3) yihm guhk gâî = salt-roasted chicken
4) gâilîn châû ngâûhyûk = stir fried beef and broccoli
5) taaî = too
6) săî yûinh choi tông = watercress soup

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APPENDIX 1  CANTONSESE BASIC COURSE

Lóih Siujé : Nídouh dǐ choi jànhaih âhcho, agôh dôu yiu daai ngôh mahnâ lâih sîhâh.

(They finish eating)

Wôhng Sâm: Fôgei, màiahdâan.

Fôgei : Sînsâang, yahsàam mân là!

Wôhng Sâm: Nídouh yâh úgh mân, âhsái jàau laak.

Lóih Siujé : Wôung sînsâang, dôjehsaai bo.

Wôhng Sâm: Mhsái haakhei.

2. Miss Lee takes her foreign friend to a restaurant for lunch:

A: Mî gân jàngâ âhcho ga. Dì yêh yauh pêhng yauh lêng.

B: O. Haiah mē?

A: Wai, fôgei! Ñngôi néih ngîng go choipâai lâih tâidh là.


A: Nídouh yâh Gwôngdúng choi, Sêuhnghôi choi. Ñéih sêung sihk bîn yeubng nê?

B: Ngôh sêung sîhâh Gwôngdúng choi. Ñngôi néih gaaisiuhhâh là.

A: Gâm, dîm go yûhjyu, joi yiu go daaíh hâ. Hôu âmhôu a?

B: Hôu aak. Giu go Yêuhngjâu châau faahn sîhâh là.

A: Mmm...Néih sêung ci go mëyôh tông tim nê?

B: Sâiysûhungchoi tông là.

A: A, fôgei, Ñngôi lô dò lâuhng jî heisêui lâih là.

B: Mmm, dî chûau faahn tûhng daaíh hâ jànhaih âhcho laak.

A: Sîhkh dôô tông lâ! Mãnhôu haakhei a.

B: Gau la! Dôjehsaai.

A: Fôgei! Màiahdâan!

1) giu = order, call for (without having to look at a listed menu)

2) Yêuhngjâu châau faahn = fangchow fried rice

3) Sâiysûhungchoi tông = watercress soup

3. Deciding where to eat:

A: Néih jûngyi sihk mëyôh nê?

B: Néih wah là, ngôh mëyôh dôu sihk gê.

A: Gâm, néih sêung sihk Jûngchoi yikwaahk sêichân nê?

B: Dôô dâk; néih wah là.

A: Gâm, ngôhdeih heui sihk Gwôngdúng choi, hôu âmhôu a?

B: Hôu! Néih jî ûhjî bîndouh ge Gwôngdúng choi hôusihk a?
A: Jùnggwok Châhlauh ge gîi hóu. Heui gŏdouh, hóu ânhhó a?
B: Hóu aak. Já ̀hjá che heui nê?

4. Time for lunch. Two women friends:
A: A! Yîhgá jauh faai sahp-yih dim la. Ngônhdeih heui sihk aan sin, hóu ânhhó a?
B: Hóu aak!
B: Hóu a.

(In the restaurant a waiter gives them a menu card:)

Waiter: Lóuhng wái sêung dim dí mîyêh choi nê?
A : Wônhng Tâai, néih jîngyi sihk dí mîyêh a?
B : Ngôh amêsîk dim ga. Nêih gaaisiuh gêi yeuhung jauh dêk la.
A : Gâm, ngôh dim gêi yeuhng nîdouh yâuh möng ge bêi néih sihän la. Fôgei, yiu go gûlou yuhk, yêt go daaih hâ, dôu yiu sai go.
B : Joi yiu yêt go jyûuhhk tông, hóu ânhhó a?

Waiter: Hóu.
A : Wônhng Tâai, sihk dôî lâ.
B : Gau la--nîdouh dî choi jânhaïh ânhcho bo!
A : Haih a. A! Yîhgá jauh faai yêt dim bun la, ngônhdeih jàu la, hóu ma?
B : Hóu aak.
A : Fôgei! Mâaihsdân. (She pays the check, leaving a tip.)

Waiter: Dôjehsaaai.

1) faai = soon, almost, approaching (preceeding a time expression)
2) yâuh möng = famous
3) gûlou yuhk = sweet & sour pork
4) dôu yiu sai ge = want both to be small portions
Lesson Fifteen

1. Asking directions:
   A: Chóng mah néih, Mióngwok Gúngsi hái bínhou a?
   B: Hái Dāk Fuh Douh Júng.
   A: Jláuh níduoh díh héui a?
   B: Hái níduoh yátihk háahng, gwojó dail yih go gáaiháu, yíhnhauh jyún yáuh.
   A: Jyun yauh jíaháu né?
   B: Joi yátihk háahng, gwojó gáaisih, jauh haaih Dāk Fuh Douh Júng.
   Hauidouh gódouh, néih jauh táidóu ga laak.
   A: Nōu, mghóii.
   B: Nhái mghóii.

2. At a department store, looking for a friend who works there:
   A: Chóng mahh, Léih Sǘ-lihhng Sǘjé hái bínhou a?
   B: Léih Sǘ-líhhng, këuih hái bín go boufahsin jwu bih sa?
   A: Hái máah laanggám gõ go boufahn.
   B: O, haah laak. Këuih wáh ngóh jí yáuh wáí sínsgáng yiu wáí këuih, yísgá këuih hái yancthhn däng néih.
   A: Gám, ngóh hái bínhouh yahehuí a?
   B: Hhm... Néih hái níduoh yátihk háahng, yíhnhauh jyunchhût jósáubihn, Léih Sújé jáuh hái gódouh laak.
   A: Mghóisai.
   B: Nhái mghóii.

3. Mr. Cheung has rung the bell of apt. 12-A. A servant answers the door, and Mr. Cheung says:
   A: Chóng mahh néih, Wóhng Sínsgáng hái mhhái douh a?
   B: Bín wáí Wóhng Sínsgáng a?
   A: Wóhng Wíhng-yíhp Sínsgáng.
   B: Mhhái níduoh bo. Chóng néih sëuhngheui sei lâu mahnhháh lâ.
   (Goes up)
   A: Chóng mahh, Wóhng Wíhng-yíhp Sínsgáng hái mhhái douh a?
   C: Néih wáí bính a? Ngóhdeih níduoh móuh sing Wóhng ge bo.
   C: Oh! Wóhng Wíhng-yíhp! Këuih haaih mhhái gau Gwóngdúngwá ga?
   A: Móuh cho, haaih këuih laak.

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C: Kāuī jyun ĝai sām lāu, néih hāsang ĝian lohk heui la.
A: Hōu, ĝahgāsaa.

4. Discussing Cantonese lessons:
A: Yihgā bīng bīng ĝau néih gong Gwongdungwā a?
B: Dōu hāi Jōng Sāng.
A: Hokkāo daih ĝai fo a?
B: Daih sahpīgh fo ge la.
A: Daih sahpīgh fo gong mēyīh ga?
B: Haih gong heui guingeī máaih yēh ĝe, nī fo jahnhaī hōu yāuh yuhng.
   Hohkjo nī fo ngōh jauh hōyīh tūhng guingeī ge fōgeī gong Gwong-
   dūngwā laak.
A: Haih āh.
B: Haih āi Go fōgeī juhng wah ngōh ge Gwongdungwā hōu hōu tīm.
B: Nēih gām gōng, ngōh jauh jahnhaī āhhou yisā la.
   1) yāuh yuhng = uuseful
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CANTONESE BASIC COURSE

CUMULATIVE VOCABULARY LIST
LESSONS 1-15

Entries are arranged in alphabetical order by syllable, with h indicating lower register disregarded alphabetically. When words having the same syllable but different tones are listed, the sequence of tone listing is: high level, mid level, low level, high falling, low falling, high rising, low rising. Numbers in the right hand column refer to the lesson in which the item first appears, thus:

12  = Lesson 12, Basic Conversation
12.1 = Lesson 12, Drill 1
LCP = 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.

ã  㱾  sen. suf. a (QV) + raised intonation for 14
A  呀  oh, ah. (a mild exclamation) liveness 1
a  阿  sen. suf., to soften abruptness 2
agó [go]  阿哥  elder brother 11
àn  阿  sen. suf. with force of 'I suppose.' 8
aak  呀  sen. suf. a (QV) + -k (QV) 5.7
āam (var: ngaam)  呀  fitting, proper, right 2CP
āamāan (var: ngaamgaam)  呀  exactly 4.5
āamjeuk (var: ngaamjeuk)  呀  well-fitting (for clothes), fits well 8.2
aan (var: ngaan)  哑  noon, midday 9
Aiyai  呦  exclamation of consternation 5
bά  把  Measure for things with handles, such as umbrellas 6.1
baak  百  hundred 11
baahk  白  white 8
baahk faahn [wːn] [dǐ]  白飯  boiled or steamed rice 14.1
baat  八  eight 4.0
báau  包  package, Measure for cigarette pack 7.1
báhhbá [go]  爸爸  father 12.3
báat [jǐ]  筆  writing implement, either pen or pencil 6.1
báttgwuo  不過  however; but; although 14

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<td>bêi</td>
<td>bêi</td>
<td>let, allow</td>
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<td>cake</td>
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<td>bîn-?</td>
<td>which?</td>
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<td>bînbihnh?</td>
<td>bînbihnh?</td>
<td>which side?</td>
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<td>whoever, whoever, whichever</td>
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<td>bîngo?</td>
<td>who?; which person?</td>
<td>3.12</td>
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<td>bînbhnh</td>
<td>bînbhnh</td>
<td>side</td>
<td>10</td>
</tr>
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<td>bîu [go]</td>
<td>bîu [go]</td>
<td>watch, wristwatch</td>
<td>4</td>
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<tr>
<td>bo</td>
<td>bo</td>
<td>sen. suf. expressing certainty</td>
<td>4</td>
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<td>bohng</td>
<td>bohng</td>
<td>pound (weight)</td>
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<tr>
<td>bou [fàai] [fâit]</td>
<td>bou [fâai] [fâit]</td>
<td>cloth</td>
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</tr>
<tr>
<td>boufahnh [go]</td>
<td>boufahnh [go]</td>
<td>department (in a store)</td>
<td>15</td>
</tr>
<tr>
<td>bûi [jek] [go]</td>
<td>bûi [jek] [go]</td>
<td>a cup, glass</td>
<td>14.1</td>
</tr>
<tr>
<td>bûi</td>
<td>bûi</td>
<td>cup</td>
<td>14.1</td>
</tr>
<tr>
<td>bûn</td>
<td>bûn</td>
<td>half</td>
<td>4.3</td>
</tr>
<tr>
<td>bûn</td>
<td>bûn</td>
<td>Measure for book</td>
<td>1CP;7.1</td>
</tr>
<tr>
<td>bûndeihyāhn [go]</td>
<td>bûndeihyāhn [go]</td>
<td>a native of the place under discussion [this-place-person]</td>
<td>10</td>
</tr>
<tr>
<td>chânhôdô</td>
<td>chânhôdô</td>
<td>approximately</td>
<td>2CP;4</td>
</tr>
<tr>
<td>châh [bûi] [wûh]</td>
<td>châh [bûi] [wûh]</td>
<td>tea</td>
<td>5</td>
</tr>
<tr>
<td>châhlâuh [gân]</td>
<td>châhlâuh [gân]</td>
<td>Cantonese style tea-house</td>
<td>10.2</td>
</tr>
<tr>
<td>chânsât [gân]</td>
<td>chânsât [gân]</td>
<td>Western style restaurant</td>
<td>10.2</td>
</tr>
<tr>
<td>cháang [go]</td>
<td>cháang [go]</td>
<td>orange (fruit)</td>
<td>5.1</td>
</tr>
<tr>
<td>cháau</td>
<td>cháau</td>
<td>to toss-fry in a small amount of oil, as in scrambling eggs</td>
<td>14.2</td>
</tr>
<tr>
<td>cháau faahn [wûn] [dihp]</td>
<td>cháau faahn [wûn] [dihp]</td>
<td>fried rice</td>
<td>14.2</td>
</tr>
<tr>
<td>cháau mihn [wûn] [dihp]</td>
<td>cháau mihn [wûn] [dihp]</td>
<td>fried noodles</td>
<td>14.1</td>
</tr>
<tr>
<td>Châhnh</td>
<td>Châhnh</td>
<td>Chan (sur.)</td>
<td>1</td>
</tr>
<tr>
<td>chêt</td>
<td>chêt</td>
<td>seven</td>
<td>4.0</td>
</tr>
<tr>
<td>chê [ga]</td>
<td>chê [ga]</td>
<td>vehicle: car, bus, or tram</td>
<td>10.9</td>
</tr>
<tr>
<td>chê jahhm [go]</td>
<td>chê jahhm [go]</td>
<td>car stop (bus or tram stop)</td>
<td>10.3</td>
</tr>
<tr>
<td>chêng...</td>
<td>chêng...</td>
<td>please (+ Verb). polite preface to imperative sentence</td>
<td>15</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Cantonese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chêng mahn</td>
<td>請問 'May I ask...?' Polite form used to preface a question equivalent to English 'Could you please tell me...?'</td>
</tr>
<tr>
<td>Chêuihbin</td>
<td>隨便 As you wish. At your convenience.</td>
</tr>
<tr>
<td>Chêuihbin chóh laa.</td>
<td>隨便坐啦 'Sit anywhere you like.' Polite phrase used by host to guest.</td>
</tr>
<tr>
<td>Cheung</td>
<td>當 (唱) change money into smaller denomination (followed by denomination desired)</td>
</tr>
<tr>
<td>Cheunghôi</td>
<td>當 (唱) 開 split, break up a large banknote or coin for ones of lesser denomination (followed by denomination held)</td>
</tr>
<tr>
<td>Chêuhng</td>
<td>長 long (in length)</td>
</tr>
<tr>
<td>Chêuhng saam [ghin]</td>
<td>長衫 (件) cheongsaam. Chinese style dress for women, with high collar and slit skirt</td>
</tr>
<tr>
<td>Chêût</td>
<td>出去 out, emerge</td>
</tr>
<tr>
<td>Chêutheui</td>
<td>出去出嚟</td>
</tr>
<tr>
<td>Chêutlãih</td>
<td>出去</td>
</tr>
<tr>
<td>Chêutbin</td>
<td>出使 (邊) outside, exterior</td>
</tr>
<tr>
<td>Chêut gâi</td>
<td>出街 to go out (from one's own house)</td>
</tr>
<tr>
<td>Chi</td>
<td>次 time, occasion</td>
</tr>
<tr>
<td>Chên</td>
<td>千 thousand</td>
</tr>
<tr>
<td>Chinhbin</td>
<td>前使 (邊) front side, in front, at the front</td>
</tr>
<tr>
<td>Chin [dî]</td>
<td>錢 [錢] money</td>
</tr>
<tr>
<td>Chingchô</td>
<td>清楚 clear</td>
</tr>
<tr>
<td>Chinhgihng</td>
<td>情形 circumstances, conditions</td>
</tr>
<tr>
<td>Cho</td>
<td>錯 mistake (v/n)</td>
</tr>
<tr>
<td>Chôh</td>
<td>坐 sit</td>
</tr>
<tr>
<td>Choi [dihp] [go]</td>
<td>菜牌 [牌] food; a particular food, a dish</td>
</tr>
<tr>
<td>Choiâan [jêung]</td>
<td>菜單 [單] menu of a specific dinner</td>
</tr>
<tr>
<td>Choipéái [go]</td>
<td>菜牌 [牌] menu, bill of fare</td>
</tr>
<tr>
<td>Då</td>
<td>打 dozen</td>
</tr>
<tr>
<td>Dâ</td>
<td>打 hit</td>
</tr>
<tr>
<td>Dá dihnwa</td>
<td>打電話 make a telephone call</td>
</tr>
<tr>
<td>Dá dihnwa giu chê</td>
<td>打電話叫車 phone for a cab</td>
</tr>
<tr>
<td>Dânôi</td>
<td>打開 open (as of book)</td>
</tr>
<tr>
<td>Daai</td>
<td>帶 carry, bring/take something along; bring/take someone along</td>
</tr>
</tbody>
</table>
-dóu verb suf., indicating successful accomplishment of what is attempted 10

duhk read aloud; recite; read 3CP;15.3

duhkduó read to...

duhk syū to study 18

dyún short 8

faahn [wún] [túng] rice (cooked) 5.1

fāan return (to/from a place you habitually go to) 9.3

fāan gung go [return] to work 9.3

fāanheui go back, return 17

fāan hohk go to school 9.3

fāan jyuntáuh turn (the car) around and go back in the direction you had been coming. [return-turn-head] 13.1

fāanláih come back, return (here) 9

fāan (ng)ükái go [return] home 9.3

faai fast 4

faai [deui] [jek] [mung] chopstick(s) 14.5

fānjūng minute(s) 4

fānhit difference 7CP

fo lesson 4CP;15.3

főgei [go] clerk in a grocery store 6

főgei [go] waiter in a restaurant 14

fu [tiuh] trousers, slacks, long pants 6.1

fu pair; M. for eyeglasses 11.13

fut wide 8.3

gā sen. suf: a fusion of noun-forming boundword ge and sen.suf a (四) 2.9

gā (var: ge, [gə]) sen. suf. for matter of fact assertion: 'that's a fact' 3

gā M. for vehicles 12

gāai [tiuh] street 13

gāaisiuh recommend; introduce 14

gāaiháu [go] street opening; i.e., intersection 15.8

gāaisih [go] food market 25

gāai(eǐk) explain 7CP
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<tr>
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<tbody>
<tr>
<td>daaih</td>
<td>large</td>
<td>8</td>
</tr>
<tr>
<td>Daaih Douh Jüng</td>
<td>Queen's Road Central</td>
<td>10.3</td>
</tr>
<tr>
<td>daaihseng</td>
<td>loud (voice)</td>
<td>2CP</td>
</tr>
<tr>
<td>Daaihsengdī</td>
<td>Speak louder!</td>
<td>9</td>
</tr>
<tr>
<td>daahnaih</td>
<td>but</td>
<td>3</td>
</tr>
<tr>
<td>daap</td>
<td>to answer</td>
<td>2CP</td>
</tr>
<tr>
<td>Daap cho sin.</td>
<td>Wrong number. [connected the wrong line] (said over the phone)</td>
<td>9.3</td>
</tr>
<tr>
<td>daaphaak [dī]</td>
<td>passenger</td>
<td>13</td>
</tr>
<tr>
<td>daahp</td>
<td>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 yīh = 10 after, etc.</td>
<td>4</td>
</tr>
<tr>
<td>daahp bun</td>
<td>half past (the hour)</td>
<td>4.4</td>
</tr>
<tr>
<td>daahp gēi?</td>
<td>how many five minutes past the hour? [tread on-which number?]</td>
<td>4.4</td>
</tr>
<tr>
<td>daih</td>
<td>ordinal number marker: -st, -nd, -rd, -th, etc.</td>
<td>3CP;15.3</td>
</tr>
<tr>
<td>daihyāt</td>
<td>the first</td>
<td>15</td>
</tr>
<tr>
<td>dāifu [tluh]</td>
<td>underpants, undershorts</td>
<td>6.3</td>
</tr>
<tr>
<td>dāikwāhn [tluh]</td>
<td>slip, petticoat</td>
<td>6.1</td>
</tr>
<tr>
<td>dāisan [gihn]</td>
<td>underwear</td>
<td>8.13</td>
</tr>
<tr>
<td>dāk</td>
<td>OK, all right</td>
<td>7CP;11</td>
</tr>
<tr>
<td>dāk...</td>
<td>have only..., only have .X.quantity. (dāk with a quantity phrase as object implies that the quantity is insufficient.)</td>
<td>11</td>
</tr>
<tr>
<td>yāuh -dāk-</td>
<td>available, can. (used between the verb yāuh (or its negative mouh) and a second verb, forms a phrase: 'have (or not have) available for .Y.ing'; 'can .Y.'</td>
<td>11</td>
</tr>
<tr>
<td>Dākfuh Douh Jüng</td>
<td>Des Vieux Road Central</td>
<td>10.5</td>
</tr>
<tr>
<td>Dāk meih?</td>
<td>Are you (Is he, etc.) ready?</td>
<td>4</td>
</tr>
<tr>
<td>dāng</td>
<td>wait (for)</td>
<td>4</td>
</tr>
<tr>
<td>dāng Verb</td>
<td>allow, let Person do something; wait while Person does something</td>
<td>9</td>
</tr>
<tr>
<td>dāng (yāt)jān or dāng yātjahn</td>
<td>wait awhile; in a little while</td>
<td>9.3</td>
</tr>
<tr>
<td>Cantonese</td>
<td>Pinyin</td>
<td>Translation</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>deihha</td>
<td>地下</td>
<td>ground, ground floor</td>
</tr>
<tr>
<td>deui</td>
<td>对</td>
<td>pair; group measure for shoes, socks, chopsticks, things that come in two's</td>
</tr>
<tr>
<td>Deui̍nghjyuh</td>
<td>對唔住</td>
<td>Excuse me; I beg your pardon; I'm sorry.</td>
</tr>
<tr>
<td>deui̍mhnh</td>
<td>對面</td>
<td>opposite side, facing; across the street</td>
</tr>
<tr>
<td>dĩ</td>
<td>的</td>
<td>the; some. (plural M for individual nouns)</td>
</tr>
<tr>
<td>dĩ</td>
<td>的</td>
<td>a little, some; the. (general M for mass nouns)</td>
</tr>
<tr>
<td>-dĩ</td>
<td>的</td>
<td>suffixed to Adj. to mean: a little Adj., somewhat Adj., Adj-er. Attached to predicate Adj. means: a little too Adj.</td>
</tr>
<tr>
<td>dĩn̄wá [go]</td>
<td>電話[話]</td>
<td>telephone</td>
</tr>
<tr>
<td>dím</td>
<td>點</td>
<td>to order (food, by pointing out your choice from a list.)</td>
</tr>
<tr>
<td>dím?</td>
<td>糗</td>
<td>how?</td>
</tr>
<tr>
<td>dím bun</td>
<td>點半</td>
<td>1:30 o'clock</td>
</tr>
<tr>
<td>dím(jùng)</td>
<td>點鐘</td>
<td>o'clock. (represents the hour place in a time phrase)</td>
</tr>
<tr>
<td>diuhtáuh</td>
<td>捲頭</td>
<td>turn (a car) around [turn-head]</td>
</tr>
<tr>
<td>dōdĩ</td>
<td>多</td>
<td>more (in addition). (follows Verb)</td>
</tr>
<tr>
<td>dō</td>
<td>多</td>
<td>much, many</td>
</tr>
<tr>
<td>dō</td>
<td>多</td>
<td>additional, another, more. (precedes Number + M phrase)</td>
</tr>
<tr>
<td>Dǒjeh</td>
<td>多謝</td>
<td>Thank you (for gift)</td>
</tr>
<tr>
<td>Dǒjehsaaí</td>
<td>多謝哂</td>
<td>Thank you very much.</td>
</tr>
<tr>
<td>dǒu</td>
<td>都</td>
<td>also</td>
</tr>
<tr>
<td>dǒu</td>
<td>都</td>
<td>both; and</td>
</tr>
<tr>
<td>dǒunaih</td>
<td>都係</td>
<td>really</td>
</tr>
<tr>
<td>dǒu + nǐán</td>
<td>都</td>
<td>not even +</td>
</tr>
<tr>
<td>dou</td>
<td>到</td>
<td>arrive</td>
</tr>
<tr>
<td>-dou</td>
<td>到</td>
<td>verb suf. to verbs of motion, indicating arrival at goal</td>
</tr>
<tr>
<td>Douh</td>
<td>道</td>
<td>Road (restricted to use following named road)</td>
</tr>
<tr>
<td>-douh</td>
<td>皮</td>
<td>place. Also see: hál douh</td>
</tr>
<tr>
<td>CANTONESE BASIC COURSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gaaklēih</td>
<td>隔離</td>
<td>next door, adjacent</td>
</tr>
<tr>
<td>gàan</td>
<td>間</td>
<td>M. for buildings</td>
</tr>
<tr>
<td>gaau</td>
<td>教</td>
<td>teach</td>
</tr>
<tr>
<td>gaadou</td>
<td>教到</td>
<td>teach to...</td>
</tr>
<tr>
<td>gaf [bùi] [mùh]</td>
<td>咖啡 (胡)</td>
<td>coffee</td>
</tr>
<tr>
<td>gāi [jek]</td>
<td>雞（隻）</td>
<td>chicken</td>
</tr>
<tr>
<td>gaijuhk</td>
<td>繼續</td>
<td>continue</td>
</tr>
<tr>
<td>gam</td>
<td>味</td>
<td>so (+ Adj.)</td>
</tr>
<tr>
<td>gameuēnhghā</td>
<td>味上下</td>
<td>approximately</td>
</tr>
<tr>
<td>gām</td>
<td>味</td>
<td>that way, this way, thus, such a way</td>
</tr>
<tr>
<td>Gām,...</td>
<td>味</td>
<td>'Well then,...' 'Say,...' (Sen. preface, resuming the thread of previous discussion)</td>
</tr>
<tr>
<td>gān</td>
<td>斤</td>
<td>catty. unit of weight equalling 600 gms., ca. 1 lb 5 oz.</td>
</tr>
<tr>
<td>gānjyuh</td>
<td>跟</td>
<td>follow, come behind</td>
</tr>
<tr>
<td>gān</td>
<td>跟</td>
<td>follow, come after</td>
</tr>
<tr>
<td>gāŋ [jek]</td>
<td>鍋(煲)</td>
<td>spoon</td>
</tr>
<tr>
<td>gau</td>
<td>足</td>
<td>enough</td>
</tr>
<tr>
<td>gauh</td>
<td>足</td>
<td>old (not new)</td>
</tr>
<tr>
<td>gāu</td>
<td>九</td>
<td>nine</td>
</tr>
<tr>
<td>Gauluēng</td>
<td>九龍</td>
<td>Kowloon</td>
</tr>
<tr>
<td>-ge</td>
<td>嚇</td>
<td>noun-forming boundword. added to Verb Phrase makes it a Noun Phrase</td>
</tr>
<tr>
<td>-ge</td>
<td>嚇</td>
<td>as noun substitute</td>
</tr>
<tr>
<td>ge</td>
<td>嚇</td>
<td>possessive marker, joins with preceding personal noun or pronoun to form possessive.</td>
</tr>
<tr>
<td>gēibūn</td>
<td>基本</td>
<td>basic; foundation</td>
</tr>
<tr>
<td>gēi</td>
<td>基</td>
<td>several</td>
</tr>
<tr>
<td>gēi-?</td>
<td>基-</td>
<td>which number?; how many?</td>
</tr>
<tr>
<td>gēi</td>
<td>基</td>
<td>rather, quite</td>
</tr>
<tr>
<td>gōidīm? (var: gōidīmjuŋ?)</td>
<td>甚</td>
<td>what time is it? [which number - o'clock?]</td>
</tr>
<tr>
<td>gōidō?</td>
<td>甚多</td>
<td>how much?, how many?</td>
</tr>
<tr>
<td>gōidō</td>
<td>甚多</td>
<td>quite a lot</td>
</tr>
</tbody>
</table>
CANTONESE BASIC COURSE

géidō houh?  what number?  9
géisī? (var: géisīh?)  when?  9
gleui  sentence  3CP; 3.14
gleui  give (an example)  7CP
gihn  M. for clothes, such as shirt, dress, raincoat  6
giu  instruct, tell (someone to do something); order; call  9
giu chê  call a cab  15.11
giu(jouh)  is called, is named  13
go  general M. for many nouns  1CP; 4
go  M. for dollar; represents the dollar place in a money phrase  7
gô-  that; those  6
gô bihn  over there, on that side  10
gôdî  those (in reference to unit nouns); that (in reference to mass nouns)  7
gôdouh  there [that-place]  10.1
gông  speak  1CP; 2CP; 3

gông ñêøøû jî  tell ñêøøû  9.8
gông ñêøøû têng  tell ñêøøû  9.8
guhaak [dî]  customers  6
gûngsi [gàan]  department store; office (of a commercial company)  10
gûngyahn [go]  servant, laborer  9
gwai  expensive  8.1
gwaishing?  what is (your) surname? (polite)  2
gwaisingmînhg?  what is your surname and given name? (polite)  13.17
gwâ̦t  quarter (hour)  4
gwo  pass by (a point); cross (a street); go over (to a place)  13
-gwo  V. suf. indicating experience; to have done something before.  14
gwodî  beyond; a little farther on  13
Gwodî tîm.  Go further on; i.e. Keep going. (said to taxi driver)  13
Gwokyûh  Mandarin spoken language [National-language]  378
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<td><strong>Gwónضةng cípio</strong></td>
</tr>
<tr>
<td><strong>Gwónضةngwa</strong></td>
</tr>
<tr>
<td><strong>Gwónضةngyüàn [gó]</strong></td>
</tr>
<tr>
<td><strong>há [jék]</strong></td>
</tr>
<tr>
<td><strong>hakbihn</strong></td>
</tr>
<tr>
<td>-háh</td>
</tr>
<tr>
<td><strong>háah [áuęi] [jék]</strong></td>
</tr>
<tr>
<td><strong>háak</strong></td>
</tr>
<tr>
<td><strong>haakheui</strong></td>
</tr>
<tr>
<td><strong>háahng</strong></td>
</tr>
<tr>
<td><strong>háih</strong></td>
</tr>
<tr>
<td><strong>háih ...lái ge</strong></td>
</tr>
<tr>
<td><strong>hái PW</strong></td>
</tr>
<tr>
<td><strong>hái PW</strong></td>
</tr>
<tr>
<td><strong>hái douh</strong></td>
</tr>
<tr>
<td><strong>hauhbihn</strong></td>
</tr>
<tr>
<td><strong>heiséui [jí] [jóun] [buí]</strong></td>
</tr>
<tr>
<td><strong>heui</strong></td>
</tr>
<tr>
<td>-heui</td>
</tr>
<tr>
<td><strong>heui gāai</strong></td>
</tr>
<tr>
<td><strong>Hónggông</strong></td>
</tr>
<tr>
<td><strong>Hóh</strong></td>
</tr>
<tr>
<td><strong>hóyíh</strong></td>
</tr>
<tr>
<td><strong>hohk</strong></td>
</tr>
<tr>
<td><strong>hohksáah [gáan]</strong></td>
</tr>
<tr>
<td><strong>hohksáah [go]</strong></td>
</tr>
<tr>
<td><strong>houh</strong></td>
</tr>
<tr>
<td><strong>houh</strong></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Cantonese</th>
<th>Pinyin</th>
<th>Meaning</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>hòu (ji)</td>
<td>呢子</td>
<td>dime (represents the dime place in a money expression when the figure is less than a dollar)</td>
<td>7</td>
</tr>
<tr>
<td>hóu</td>
<td>hòu</td>
<td>very, quite</td>
<td>2CP;8</td>
</tr>
<tr>
<td>Hóu</td>
<td>hòu</td>
<td>well, good</td>
<td>2CP;8</td>
</tr>
<tr>
<td>Hóu aak.</td>
<td>好吃</td>
<td>OK, All right, Fine, Agreed. (Response phrase indicating agreement.)</td>
<td>4</td>
</tr>
<tr>
<td>hóu dò</td>
<td>好多</td>
<td>a lot</td>
<td>11.11</td>
</tr>
<tr>
<td>Hóu ma?</td>
<td>好唔好</td>
<td>Is that OK?</td>
<td>14</td>
</tr>
<tr>
<td>hóu m̀hóu a?</td>
<td>好唔好呀</td>
<td>OK?, is (that) all right?</td>
<td>8</td>
</tr>
<tr>
<td>hóusihk</td>
<td>好食</td>
<td>good to eat; tasty</td>
<td>8.2</td>
</tr>
<tr>
<td>hóusi</td>
<td>好少</td>
<td>very little</td>
<td>11.11</td>
</tr>
<tr>
<td>hóuyám</td>
<td>好飲</td>
<td>good to drink; tasty</td>
<td>8.2</td>
</tr>
<tr>
<td>ja</td>
<td>咪</td>
<td>sen. suf: a fusion of sen. suffixes je and a, implying not much, merely</td>
<td>11.11</td>
</tr>
<tr>
<td>jà</td>
<td>摺</td>
<td>to clutch in the hand(s), grab</td>
<td>13.15</td>
</tr>
<tr>
<td>jà chē</td>
<td>摺車</td>
<td>to drive a car</td>
<td>13.15</td>
</tr>
<tr>
<td>jaak</td>
<td>窄</td>
<td>narrow</td>
<td>8.3</td>
</tr>
<tr>
<td>jaahm</td>
<td>站</td>
<td>stop, station, as in 'bus stop,' 'train station'</td>
<td>10.3</td>
</tr>
<tr>
<td>jáau</td>
<td>摺</td>
<td>give change</td>
<td>11</td>
</tr>
<tr>
<td>jáaufàn</td>
<td>翻</td>
<td>give back change [change-return]</td>
<td>11</td>
</tr>
<tr>
<td>jái [goi]</td>
<td>咪</td>
<td>son</td>
<td>12.2</td>
</tr>
<tr>
<td>jainéi [dī]</td>
<td>女女</td>
<td>children of a family, sons and daughters of a family</td>
<td>12.2</td>
</tr>
<tr>
<td>jànhaih</td>
<td>真係</td>
<td>really, indeed</td>
<td>5</td>
</tr>
<tr>
<td>jauh</td>
<td>就</td>
<td>then; and; immediately; soon</td>
<td>3CP;13</td>
</tr>
<tr>
<td>jàu [jeùn] [bùi]</td>
<td>酒[樽]杯</td>
<td>alcoholic beverage</td>
<td>5.2</td>
</tr>
<tr>
<td>jàudim [gàan]</td>
<td>酒店[間]</td>
<td>hotel</td>
<td>10</td>
</tr>
<tr>
<td>jàugà [gàan]</td>
<td>酒家[間]</td>
<td>Chinese style restaurant</td>
<td>14.8</td>
</tr>
<tr>
<td>jē</td>
<td>咪</td>
<td>sen. suf: only, merely; that's all</td>
<td>3</td>
</tr>
<tr>
<td>jē [bål]</td>
<td>借</td>
<td>umbrella</td>
<td>6.1</td>
</tr>
<tr>
<td>je</td>
<td>借</td>
<td>lend, borrow</td>
<td>11</td>
</tr>
<tr>
<td>je jyuh</td>
<td>借住</td>
<td>lend or borrow temporarily</td>
<td>11</td>
</tr>
<tr>
<td>Cantonese</td>
<td>Pinyin</td>
<td>English</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>jek</td>
<td>jok</td>
<td>M. for shoe, sock, ship, cup, spoon, chicken and others</td>
<td>7.1</td>
</tr>
<tr>
<td>jeuk</td>
<td>jok</td>
<td>wear; put on (clothes)</td>
<td>8</td>
</tr>
<tr>
<td>jéun</td>
<td>jok</td>
<td>accurate, right</td>
<td>2CP;4</td>
</tr>
<tr>
<td>Jèung</td>
<td>jok</td>
<td>Cheung (sur.)</td>
<td>1.1</td>
</tr>
<tr>
<td>jèung</td>
<td>jok</td>
<td>M. for banknote, table, chair, newspaper, and other sheet-snapped objects</td>
<td>11</td>
</tr>
<tr>
<td>jih [go]</td>
<td>jih [gou]</td>
<td>written figure; word; used in telling time; indicates the 5-minute divisions of the hour, thus: vāt go jih = 5 minutes; 5 min. past the hour.</td>
<td>4;7CP</td>
</tr>
<tr>
<td>jihgōi</td>
<td>jih goi</td>
<td>my-, your-, him-self; our-, your-, them-selves</td>
<td>2CP;</td>
</tr>
<tr>
<td>jī</td>
<td>jī</td>
<td>M. for pens, pencils, bottles, and other things that are small thin and striplike in size</td>
<td>6.1</td>
</tr>
<tr>
<td>jī (dou)</td>
<td>jī dou</td>
<td>to know (something)</td>
<td>3</td>
</tr>
<tr>
<td>jī [jèung]</td>
<td>jī jing</td>
<td>banknote; paper</td>
<td>11</td>
</tr>
<tr>
<td>jidou</td>
<td>jī dou</td>
<td>point to</td>
<td>3CP</td>
</tr>
<tr>
<td>jīp</td>
<td>jīp</td>
<td>meet, fetch, pick up (a person)</td>
<td>12</td>
</tr>
<tr>
<td>jīu [jek]</td>
<td>jū jok</td>
<td>banana</td>
<td>5.1</td>
</tr>
<tr>
<td>-jō</td>
<td>jō</td>
<td>verb suf. indicating accomplishment of performance undertaken</td>
<td>9</td>
</tr>
<tr>
<td>jō</td>
<td>jō</td>
<td>left (direction)</td>
<td>13</td>
</tr>
<tr>
<td>jōbihn</td>
<td>jó bi hōn</td>
<td>left side</td>
<td>13</td>
</tr>
<tr>
<td>-jōgān</td>
<td>jō gōn</td>
<td>nearby, (thereabouts)</td>
<td>10</td>
</tr>
<tr>
<td>jōsāubihnh</td>
<td>jō sōō bi hinh</td>
<td>left-hand side</td>
<td>13</td>
</tr>
<tr>
<td>joi</td>
<td>joi</td>
<td>again</td>
<td>1CP;3</td>
</tr>
<tr>
<td>joi dā làih</td>
<td>joi dá láih</td>
<td>call back (on the phone)</td>
<td>9.3</td>
</tr>
<tr>
<td>Joigin.</td>
<td>jō gan</td>
<td>Goodbye.</td>
<td>1</td>
</tr>
<tr>
<td>joi gōng yātchi</td>
<td>joi gōng yātche</td>
<td>say it again</td>
<td>3</td>
</tr>
<tr>
<td>jouh</td>
<td>jō</td>
<td>do; work; act as</td>
<td>2CP;3CP;</td>
</tr>
<tr>
<td>jouh sāam</td>
<td>jō saam</td>
<td>make clothes, have clothes made</td>
<td>12.12</td>
</tr>
<tr>
<td>jouh sīh</td>
<td>jō sīh</td>
<td>to work, have a job</td>
<td>12.2</td>
</tr>
<tr>
<td>jouh yēh</td>
<td>jō yēh</td>
<td>do chores, have a job</td>
<td>14.7</td>
</tr>
<tr>
<td>Jōusāhn.</td>
<td>jō sa hun</td>
<td>Good morning.</td>
<td>1</td>
</tr>
<tr>
<td>jūng [go]</td>
<td>jūng [gou]</td>
<td>clock</td>
<td>6.1</td>
</tr>
</tbody>
</table>
### Cantonese Basic Course

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<thead>
<tr>
<th>Character</th>
<th>Meaning</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>juhngh</td>
<td>still, in addition, also (+ verb)</td>
<td>14</td>
</tr>
<tr>
<td>jûngchôi</td>
<td>Chinese food</td>
<td>14, 12</td>
</tr>
<tr>
<td>jûnggwok chôi</td>
<td>Chinese food</td>
<td>14, 13</td>
</tr>
<tr>
<td>jûnggwokyâhn</td>
<td>Chinese person</td>
<td>2, 1</td>
</tr>
<tr>
<td>jûngmâhn</td>
<td>Chinese (written) language</td>
<td>3, 3</td>
</tr>
<tr>
<td>jûngwâhn</td>
<td>Central District (in Hong Kong)</td>
<td>10, 3</td>
</tr>
<tr>
<td>jûngwâhn Gâihsîh</td>
<td>Central Market (in Hong Kong)</td>
<td>15</td>
</tr>
<tr>
<td>jûngyi</td>
<td>like; prefer; like to</td>
<td>8</td>
</tr>
<tr>
<td>jûng</td>
<td>type, kind</td>
<td>8</td>
</tr>
<tr>
<td>jyuh</td>
<td>live, reside</td>
<td>12</td>
</tr>
<tr>
<td>-jyuh</td>
<td>V. suf. indicating temporarily, for a short time</td>
<td>11</td>
</tr>
<tr>
<td>jyûyunk [gân] [bohng] [dî]</td>
<td>pork</td>
<td>7</td>
</tr>
<tr>
<td>jyûyâhn [wâi] [go]</td>
<td>host, hostess</td>
<td>5</td>
</tr>
<tr>
<td>jyún</td>
<td>turn</td>
<td>13</td>
</tr>
<tr>
<td>-k</td>
<td>glottal stop ending to certain sen. suffixes, giving sentence a lively air</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Meaning</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>kâhmayht</td>
<td>yesterday</td>
<td>4CP</td>
</tr>
<tr>
<td>kâmâmâih</td>
<td>to close, shut (as of books)</td>
<td>1CP</td>
</tr>
<tr>
<td>këuuh</td>
<td>he/him, she/her, it</td>
<td>2</td>
</tr>
<tr>
<td>kâuhldeih</td>
<td>they, them, their</td>
<td>2, 1</td>
</tr>
<tr>
<td>kwâhn [tîuh]</td>
<td>skirt</td>
<td>6, 1</td>
</tr>
<tr>
<td>lâ</td>
<td>sen. suf. for polite imperative, polite suggestion</td>
<td>4</td>
</tr>
<tr>
<td>lâ</td>
<td>sen. suf. la for change + raised intonation for casualness</td>
<td>4</td>
</tr>
<tr>
<td>la</td>
<td>sen. suf. indicating change— (that change has occurred, or is about to occur, or may occur)</td>
<td>4CP, 4; 5</td>
</tr>
<tr>
<td>la</td>
<td>sen. suf. to imperative sentence, giving connotation of friendly advice</td>
<td>13, 12</td>
</tr>
<tr>
<td>laak</td>
<td>sen. suf. la indicating change or potential change + suffix -k indicating lively mood (la + -k = laak)</td>
<td>2CP, 5</td>
</tr>
<tr>
<td>lâlangsâne [gihn]</td>
<td>sweater</td>
<td>8, 1</td>
</tr>
<tr>
<td>laih</td>
<td>example</td>
<td>7CP</td>
</tr>
<tr>
<td>laihgseui</td>
<td>example, example sentence</td>
<td>3CP</td>
</tr>
<tr>
<td>康ese Basic Course</td>
<td>康ese Basic Course</td>
<td></td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>láih</td>
<td>for the purpose of</td>
<td></td>
</tr>
<tr>
<td>láih (來)</td>
<td>come</td>
<td></td>
</tr>
<tr>
<td>-lái</td>
<td>attaches to verbs of motion,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>indicating direction towards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the speaker</td>
<td></td>
</tr>
<tr>
<td>...lái ge</td>
<td>see: haíh...lái ge</td>
<td></td>
</tr>
<tr>
<td>Lái</td>
<td>Lau (sur.)</td>
<td></td>
</tr>
<tr>
<td>lähhhah</td>
<td>downstairs [floor-below]</td>
<td></td>
</tr>
<tr>
<td>lähhseuhng</td>
<td>upstairs [floor-above]</td>
<td></td>
</tr>
<tr>
<td>läh</td>
<td>floor, story of a building</td>
<td></td>
</tr>
<tr>
<td>Léh</td>
<td>sen. suf. for definiteness</td>
<td></td>
</tr>
<tr>
<td>Léh (黎)</td>
<td>Lee (sur.)</td>
<td></td>
</tr>
<tr>
<td>leng</td>
<td>pretty, good-looking; good, nice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(for edibles)</td>
<td></td>
</tr>
<tr>
<td>Lèhng</td>
<td>'-and a little bit' in a time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>phrase following dim, thus: -dim</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lèhng jùng = a little after</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the hour</td>
<td></td>
</tr>
<tr>
<td>léuhng</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>lihnjaahp [go]</td>
<td>exercise, drill</td>
<td></td>
</tr>
<tr>
<td>lihng</td>
<td>zero</td>
<td></td>
</tr>
<tr>
<td>ló</td>
<td>fetch, go get (something)</td>
<td></td>
</tr>
<tr>
<td>ló chín</td>
<td>withdraw money (from bank)</td>
<td></td>
</tr>
<tr>
<td>lohk</td>
<td>descend</td>
<td></td>
</tr>
<tr>
<td>lohkheui</td>
<td>go down</td>
<td></td>
</tr>
<tr>
<td>louhyählen [go]</td>
<td>pedestrian</td>
<td></td>
</tr>
<tr>
<td>luhk</td>
<td>six</td>
<td></td>
</tr>
<tr>
<td>ma?</td>
<td>sen. suf. making a question of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the sentence it attaches to</td>
<td></td>
</tr>
<tr>
<td>mànhmá</td>
<td>mother</td>
<td></td>
</tr>
<tr>
<td>Máh</td>
<td>Ma (sur.)</td>
<td></td>
</tr>
<tr>
<td>màh</td>
<td>yard (in length)</td>
<td></td>
</tr>
<tr>
<td>màhtäuh [go]</td>
<td>pier</td>
<td></td>
</tr>
<tr>
<td>maiah</td>
<td>sell</td>
<td></td>
</tr>
<tr>
<td>Maaiahsaai laak.</td>
<td>All sold out.</td>
<td></td>
</tr>
<tr>
<td>-màaih</td>
<td>V. suf, meaning together, close</td>
<td></td>
</tr>
<tr>
<td>Måaihdään</td>
<td>The check please! (said to a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>waiter in restaurant)</td>
<td></td>
</tr>
</tbody>
</table>
CANTONESE BASIC COURSE

máih
maahn
mihn
mahntái (go) [di]
Māhnwāh Jāudim
mātyên?
maht [deui] [jek]
mo?
moēyèn?
meih
Méihgwo Kong Jāudim
Méihgwo Kong Ngānhhōng
mèng [go]
Mīn-
Mīncho
Ngānyiu.
Ngigeidāk
Ngīngjō
Ngōi
Ngōi néih...
Mīnhaih gi 仭j
Mīnhaih hōu 仭j
Mīnhōu .Y.
Mīnhōu .Y. (as a command) [not
good to .Y.]
Mīnhōu haakhei.

buy
slow
dollar
ask
question
Mandarin Hotel
what?
socks
interrogative sen. suf. indicating
surprise
what?
not yet
American Hotel (in HK, another
name for the Hong Kong Hilton)
Bank of America
American person
name; for persons = given name
(in contrast to surname)
not
good, 'not bad' [not-mistake]
said in commenting favorably
about something
That's all right; It doesn't
matter; Never mind.
forget (not remember)
lose, lost; 'nowhere to be seen'
Thank you (for a service)
Please.... Would you please...
(sen. prefix preceding a
request)
not very 仭j, not 仭j
not very 仭j
don't .Y. (as a command) [not
good to .Y.]
badly, not well
'Don't be polite.' Polite phrase
used by host to urge guest to
have something that he has just
politely declined.

6
4.8
6
2CP;10
3CP
10
2
6.1;7.1
3
2
4
10.3
10.3
2.1
13
1
14
1
11
11
5
3
8.1
8.4
10CP;3CP;
5
2CP
5
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<thead>
<tr>
<th>Cantonese</th>
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</thead>
<tbody>
<tr>
<td>马会 yisi.</td>
<td>Māhui yisi.</td>
<td>I'm sorry; It's embarrassing. (used in apologizing for social gaffe)</td>
<td>4</td>
</tr>
<tr>
<td>马介(dou)...?</td>
<td>Māji (dou)?</td>
<td>I wonder...?</td>
<td>6.1</td>
</tr>
<tr>
<td>马使</td>
<td>Māshǐ</td>
<td>no need to, not necessary</td>
<td>5</td>
</tr>
<tr>
<td>马使客客气气</td>
<td>Māshǐ gégeqi</td>
<td>[don't need to be polite,] 'No thanks!' (to an offer) 'You're welcome.' (when someone thanks you)</td>
<td>5</td>
</tr>
<tr>
<td>马使啦</td>
<td>Māshǐ lā</td>
<td>[Not necessary] No thanks, polite phrase used in declining a courtesy or a gift.</td>
<td>5</td>
</tr>
<tr>
<td>马使唔该</td>
<td>Māshǐ māgāi</td>
<td>[Not necessary to (say) thanks] Polite response when someone thanks you for something you have done for him</td>
<td>5</td>
</tr>
<tr>
<td>小野</td>
<td>Xiǎoyě</td>
<td>what?</td>
<td>3CP; 8</td>
</tr>
<tr>
<td>小有</td>
<td>Xiǎoyǒu</td>
<td>not have, there isn't (aren't)</td>
<td>3CP; 8</td>
</tr>
<tr>
<td>小好</td>
<td>Xiǎohǎo</td>
<td>That's right.</td>
<td>11.11</td>
</tr>
<tr>
<td>小得...</td>
<td>Xiǎo dé...</td>
<td>not have available for V-ing, there's none to ..., not have available to ..., (used in combination with following verb)</td>
<td>10.6</td>
</tr>
<tr>
<td>小得</td>
<td>Xiǎo dé</td>
<td>not much, not many</td>
<td>12.3</td>
</tr>
<tr>
<td>小口</td>
<td>Xiǎo kǒu</td>
<td>doorway</td>
<td>12.3</td>
</tr>
<tr>
<td>小男朋友</td>
<td>Xiǎo péngyǒu</td>
<td>boyfriend</td>
<td>12.3</td>
</tr>
<tr>
<td>小哪</td>
<td>Xiǎonǎ</td>
<td>Here! (expression accompanying giving something to someone)</td>
<td>11</td>
</tr>
<tr>
<td>小呢</td>
<td>Xiǎoní</td>
<td>interrogative sen. suf.</td>
<td>2</td>
</tr>
<tr>
<td>小呢</td>
<td>Xiǎoní</td>
<td>There! (expression accompanying pointing out something to someone)</td>
<td>10</td>
</tr>
<tr>
<td>马生唐道</td>
<td>Māshēng tāng dào</td>
<td>Nathan Road</td>
<td>12.2</td>
</tr>
<tr>
<td>马你</td>
<td>Mānǐ</td>
<td>you, your</td>
<td>2</td>
</tr>
<tr>
<td>马你地</td>
<td>Mānǐ dì</td>
<td>you (plur.)</td>
<td>1CP; 2</td>
</tr>
<tr>
<td>马女</td>
<td>Mānǚ</td>
<td>daughter</td>
<td>12</td>
</tr>
<tr>
<td>马女朋友</td>
<td>Māpéngyǒu</td>
<td>girlfriend</td>
<td>12.3</td>
</tr>
<tr>
<td>马五</td>
<td>Māwǔ</td>
<td>five</td>
<td>3</td>
</tr>
<tr>
<td>马咕</td>
<td>Māgū</td>
<td>fitting, proper, right</td>
<td>2CP</td>
</tr>
<tr>
<td>马咁</td>
<td>Māgāi</td>
<td>well-fitting (for clothes), fits well</td>
<td>8.2</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
<th>Pinyin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>exactly, just</td>
<td>ngamngam (var: ngam)</td>
<td>ngamngam</td>
<td>唔皓</td>
</tr>
<tr>
<td>noon, midday</td>
<td>ngaan (var: san)</td>
<td>ngaan</td>
<td>好</td>
</tr>
<tr>
<td>money [silver-money]</td>
<td>ngahnchum [go]</td>
<td>ngaan</td>
<td>銀錢</td>
</tr>
<tr>
<td>bank</td>
<td>ngaanhohng [gaaan]</td>
<td>ngaanhohng</td>
<td>銀行</td>
</tr>
<tr>
<td>coin</td>
<td>ngaan</td>
<td>ngaan</td>
<td>銀</td>
</tr>
<tr>
<td>eyeglasses</td>
<td>ngahngeong [fu]</td>
<td>ngahngeong</td>
<td>眼鏡</td>
</tr>
<tr>
<td>eyeglasses case</td>
<td>ngahngeongdoi [go]</td>
<td>ngahngeongdoi</td>
<td>眼鏡袋</td>
</tr>
<tr>
<td>nod the head</td>
<td>ngaahp taw</td>
<td>ngaahp taw</td>
<td>頭</td>
</tr>
<tr>
<td>milk [cow-milk]</td>
<td>ngaunham [di]</td>
<td>ngaunham</td>
<td>牛奶</td>
</tr>
<tr>
<td>beef</td>
<td>ngaunhyik [gaaan] [bohng]</td>
<td>ngaunhyik [gaaan]</td>
<td>牛肉</td>
</tr>
<tr>
<td>I, me, my</td>
<td>ngoi (var: oii)</td>
<td>ngoi</td>
<td>我</td>
</tr>
<tr>
<td>we, our, us</td>
<td>ngoidei</td>
<td>ngoidei</td>
<td>我家</td>
</tr>
<tr>
<td>want, want to have, want to possess</td>
<td>ngoi (var: oii)</td>
<td>ngoi</td>
<td>要</td>
</tr>
<tr>
<td>foreigner [outside-country-person]</td>
<td>ngoihgwoyauan [go]</td>
<td>ngoihgwoyauan</td>
<td>外國人</td>
</tr>
<tr>
<td>house</td>
<td>ngaik (var: uk) [gaaan]</td>
<td>ngaik</td>
<td>房間</td>
</tr>
<tr>
<td>home</td>
<td>ngaikkai (var: ukkai)</td>
<td>ngaikkai</td>
<td>家</td>
</tr>
<tr>
<td>this</td>
<td>ngaai</td>
<td>ngaai</td>
<td>你</td>
</tr>
<tr>
<td>this side</td>
<td>ngaaihei</td>
<td>ngaaihei</td>
<td>這</td>
</tr>
<tr>
<td>these (in reference to individual nouns), this (in reference to mass nouns)</td>
<td>ngaaihei</td>
<td>ngaaihei</td>
<td>這些</td>
</tr>
<tr>
<td>here [this-place]</td>
<td>ngaia</td>
<td>ngaia</td>
<td>在</td>
</tr>
<tr>
<td>close by, hereabouts</td>
<td>ngaia</td>
<td>ngaia</td>
<td>附近</td>
</tr>
<tr>
<td>shake the head</td>
<td>ngaingtaw</td>
<td>ngaingtaw</td>
<td>擺頭</td>
</tr>
<tr>
<td>carry (something)</td>
<td>ngainghei</td>
<td>ngainghei</td>
<td>拿</td>
</tr>
<tr>
<td>to take, carry something away</td>
<td>ngainglai</td>
<td>ngainglai</td>
<td>帶</td>
</tr>
<tr>
<td>bring something here</td>
<td>ngainglai</td>
<td>ngainglai</td>
<td>帶</td>
</tr>
<tr>
<td>want, want to have, want to possess</td>
<td>ngoi (var: ngoi)</td>
<td>ngoi</td>
<td>想</td>
</tr>
<tr>
<td>park</td>
<td>paa</td>
<td>paa</td>
<td>車</td>
</tr>
<tr>
<td>to park a car</td>
<td>paa ch</td>
<td>paa ch</td>
<td>車</td>
</tr>
<tr>
<td>friend</td>
<td>pahngsyau</td>
<td>pahngsyau</td>
<td>朋友</td>
</tr>
<tr>
<td>cheap</td>
<td>pahng</td>
<td>pahng</td>
<td>買</td>
</tr>
<tr>
<td>apple</td>
<td>pahngwau</td>
<td>pahngwau</td>
<td>蘋果</td>
</tr>
<tr>
<td>completely</td>
<td>-sai</td>
<td>-sai</td>
<td>完</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Cantonese</th>
<th>Pinyin</th>
<th>English</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>sàam</td>
<td>三</td>
<td>three</td>
<td>3</td>
</tr>
<tr>
<td>sàam go gwat</td>
<td>三個骨</td>
<td>three quarters after the hour</td>
<td>4.6</td>
</tr>
<tr>
<td>sánngán [dī]</td>
<td>散銀</td>
<td>small coins, small change</td>
<td>11</td>
</tr>
<tr>
<td>Sàang</td>
<td>生</td>
<td>Mr.</td>
<td>1</td>
</tr>
<tr>
<td>Sāichāan [go]</td>
<td>西餐</td>
<td>Western meal</td>
<td>14.2</td>
</tr>
<tr>
<td>sai</td>
<td>細</td>
<td>small</td>
<td>8.2</td>
</tr>
<tr>
<td>sāimūi [go]</td>
<td>細妹</td>
<td>younger sister</td>
<td>11</td>
</tr>
<tr>
<td>sàn</td>
<td>新</td>
<td>new</td>
<td>8.1</td>
</tr>
<tr>
<td>sahp</td>
<td>十一</td>
<td>ten</td>
<td>4.0</td>
</tr>
<tr>
<td>sahpyät</td>
<td>十二</td>
<td>eleven</td>
<td>4.1</td>
</tr>
<tr>
<td>sahpyih</td>
<td>写字楼间</td>
<td>office [write-words-building]</td>
<td>10.2</td>
</tr>
<tr>
<td>sàudōi [go]</td>
<td>手袋</td>
<td>woman's handbag</td>
<td>11.13</td>
</tr>
<tr>
<td>sè</td>
<td>少</td>
<td>a little</td>
<td>3</td>
</tr>
<tr>
<td>sè sàihlāuh [gāan]</td>
<td>紙</td>
<td>write</td>
<td>3</td>
</tr>
<tr>
<td>sei</td>
<td>四</td>
<td>four</td>
<td>3</td>
</tr>
<tr>
<td>seuhngbihn</td>
<td>便</td>
<td>above, upstairs</td>
<td>15.1</td>
</tr>
<tr>
<td>seuhngchi</td>
<td>上次</td>
<td>last time, the previous time</td>
<td>4CP;15.3</td>
</tr>
<tr>
<td>Seuhnghói</td>
<td>上海</td>
<td>Shanghai</td>
<td>2</td>
</tr>
<tr>
<td>Seuhnghói choi</td>
<td>上海</td>
<td>Shanghai food</td>
<td>14.2</td>
</tr>
<tr>
<td>Seuhnghóiwá</td>
<td>話</td>
<td>Shanghai dialect (spoken language)</td>
<td>3</td>
</tr>
<tr>
<td>Seuhnghóiyáhn [go]</td>
<td>上海人</td>
<td>person from Shanghai</td>
<td>2</td>
</tr>
<tr>
<td>sèung</td>
<td>想</td>
<td>be of a mind to, wish to, would like to, want to, considering.</td>
<td>3</td>
</tr>
<tr>
<td>sèuhng</td>
<td>上</td>
<td>ascend</td>
<td>15</td>
</tr>
<tr>
<td>sèui [būi] [dī]</td>
<td>水 (的)</td>
<td>water</td>
<td>5.2</td>
</tr>
<tr>
<td>sèui būi [jek]</td>
<td>水 (瓶)</td>
<td>water glass</td>
<td>14.10</td>
</tr>
<tr>
<td>sèutaāam [gihn]</td>
<td>恤衫 (件)</td>
<td>shirt</td>
<td>6</td>
</tr>
<tr>
<td>sīgōi [go]</td>
<td>司機 (個)</td>
<td>taxi driver; chauffeur</td>
<td>11</td>
</tr>
<tr>
<td>sī</td>
<td>試</td>
<td>try</td>
<td>5</td>
</tr>
<tr>
<td>sīhāh</td>
<td>試吓</td>
<td>give it a try</td>
<td>5</td>
</tr>
<tr>
<td>sīn</td>
<td>事</td>
<td>business, affair, matter</td>
<td>9</td>
</tr>
<tr>
<td>Sīhdasnh là.</td>
<td>是但啦</td>
<td>Phrase used when offered a choice; meaning: As you wish; Either one; Both equally preferable.</td>
<td>14</td>
</tr>
</tbody>
</table>
sikhau
sik
sik
sik
sik
sik (ng)aan
sik yin
sinsang [go]
Sinsang [go] [wai]
sinsang
Sinsang
Sinsang
sin
sin
sin
sin
sin
sin
sin
sin
sin
sin
sin
sin
sin
sipio [wai] [go]
Sajé
Siu sihk
Siusing...
suhk
sung
-syu
syu [bun]
tai [tiu]
Tsaitai
Tsaitai [go] [wai]
Tsai
taam
tai
tai

CANTONESE BASIC COURSE

特嗨 time 7CP
識 know now (to do something) 3
識 know someone 3.11
色 color (n.) 8
吃 eat 5
食吃 [eat-tobacco] 5
食煙 eat lunch 2.1
食 yin to smoke [eat-tobacco] 5
先生 [go] husband 12.2
先生 [go] [wai] man, gentleman 1N;2
先生 [go] Mr. 1N
先生 [go] 'Sir,' polite term of direct address 2
先生 [go] teacher 1
線 line, thread (n.) 9
先 first 3CP;9
...sin, yihnau... ...first, then... 15
先至 then 7CP
姓 be surnamed, have the surname; surname 1
小姐 [go] [wai] unmarried woman; woman, lady 1N;2
小姐 Miss (polite term of direct address; also, title following surname) 1
少食 Thanks, I don't smoke. [seldom-smoke] (response by non-smoker when offered a cigarette.) 5.8
小姓 My surname is... (polite) 2
熟 ripe (in regard to speech = smoothly and with understanding of the content) 2CP
送 deliver 12.10
place (PW boundword) 10N
書 (bun) book 1CP;3CP; 7.1
tie 6.2
Mrs. 1N;1
太太 [go] married woman; wife 1N;12.2
Mrs. (title to surname) 1
to visit 12
look, look at 1CP;3CP; 10
<table>
<thead>
<tr>
<th>Cantonese</th>
<th>Pinyin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tái dóu</td>
<td>夜倒</td>
<td>see (look-successfully)</td>
</tr>
<tr>
<td>tái háh</td>
<td>夜吓</td>
<td>have a look</td>
</tr>
<tr>
<td>tái syù</td>
<td>昨书</td>
<td>read (a book)</td>
</tr>
<tr>
<td>tái yīsāng</td>
<td>昨醫生</td>
<td>see a doctor</td>
</tr>
<tr>
<td>tashauh</td>
<td>跟後</td>
<td>back (a car) up, move back, reverse [move-back]</td>
</tr>
<tr>
<td>tāu = tāuh</td>
<td>頭</td>
<td>head</td>
</tr>
<tr>
<td>tēng</td>
<td>聽</td>
<td>hear, listen (to)</td>
</tr>
<tr>
<td>tēng dīnhwá</td>
<td>聽電話</td>
<td>talk [listen] on the telephone</td>
</tr>
<tr>
<td>tīm</td>
<td>添</td>
<td>sen, suf., indicating speaker is taken by surprise by a situation contrary to his expectation</td>
</tr>
<tr>
<td>tīm</td>
<td>添</td>
<td>in addition, also, more</td>
</tr>
<tr>
<td>Tīnsīng Māhtăuh</td>
<td>天星碼頭</td>
<td>Star Ferry Pier</td>
</tr>
<tr>
<td>tīnhng</td>
<td>停</td>
<td>to stop</td>
</tr>
<tr>
<td>tlūh</td>
<td>条</td>
<td>M. for trousers, ties, and certain other objects long and narrow in shape</td>
</tr>
<tr>
<td>Tōihsān</td>
<td>台山</td>
<td>Taishan, a county in Southern Kwangtung about 100 mi. west of Hong Kong</td>
</tr>
<tr>
<td>Tōihsān wā</td>
<td>台山話</td>
<td>Taishan dialect</td>
</tr>
<tr>
<td>Tōihsān yāhn</td>
<td>台山人</td>
<td>person from Taishan</td>
</tr>
<tr>
<td>tōng [gōl [wūn]]</td>
<td>湯(圓)</td>
<td>soup</td>
</tr>
<tr>
<td>tōng mīnh [gōl [wūn]]</td>
<td>湯麪(圓)</td>
<td>soup noodles</td>
</tr>
<tr>
<td>tōhng</td>
<td>糖</td>
<td>sugar</td>
</tr>
<tr>
<td>Tōhngchoi</td>
<td>唐茶</td>
<td>Chinese food</td>
</tr>
<tr>
<td>tōuhcyúgwūn [gāan]</td>
<td>圖書館(間)</td>
<td>library</td>
</tr>
<tr>
<td>tūhng</td>
<td>同同</td>
<td>and (connects nouns)</td>
</tr>
<tr>
<td>tūhng</td>
<td>同</td>
<td>on behalf of, for</td>
</tr>
<tr>
<td>tūhng</td>
<td>同</td>
<td>with</td>
</tr>
<tr>
<td>ūk (var: ngūk) [gāan]</td>
<td>屋(間)</td>
<td>house</td>
</tr>
<tr>
<td>ūkkēi (var: ngūkkēi)</td>
<td>屋啲</td>
<td>home</td>
</tr>
<tr>
<td>wā</td>
<td>話</td>
<td>spoken language; dialect</td>
</tr>
<tr>
<td>wā?</td>
<td>話</td>
<td>interrogative sen. suf., calling for repeat of the preceding sentence</td>
</tr>
<tr>
<td>waahkje</td>
<td>或者</td>
<td>maybe</td>
</tr>
<tr>
<td>Cantonese</td>
<td>Pinyin</td>
<td>Meaning</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>wah</td>
<td>yán</td>
<td>say; spme</td>
</tr>
<tr>
<td>wah yán ji</td>
<td>yán</td>
<td>tell someone (any personal noun or pronoun can fill yán position)</td>
</tr>
<tr>
<td>wah yán têng</td>
<td>yán</td>
<td>tell someone</td>
</tr>
<tr>
<td>wái</td>
<td>gō</td>
<td>polite m. for person</td>
</tr>
<tr>
<td>wái [go]</td>
<td>gō</td>
<td>a place, seat</td>
</tr>
<tr>
<td>wânjâahp</td>
<td></td>
<td>to review</td>
</tr>
<tr>
<td>wán</td>
<td></td>
<td>look for, search</td>
</tr>
<tr>
<td>wân bînwâi a?</td>
<td></td>
<td>(on telephone:) who do you wish to speak to?</td>
</tr>
<tr>
<td>wán yâng</td>
<td></td>
<td>look someone up</td>
</tr>
<tr>
<td>lâih wân</td>
<td>person</td>
<td>come/go see someone</td>
</tr>
<tr>
<td>heui wân</td>
<td>person</td>
<td>go see</td>
</tr>
<tr>
<td>Wái</td>
<td></td>
<td>Hello! (telephone greeting)</td>
</tr>
<tr>
<td>Wînhgôn Gûng-sî</td>
<td></td>
<td>Wing On Department Store</td>
</tr>
<tr>
<td>Wôhng</td>
<td></td>
<td>Wong (sur.)</td>
</tr>
<tr>
<td>wuihwá</td>
<td></td>
<td>conversation</td>
</tr>
<tr>
<td>wuhn</td>
<td></td>
<td>to change; re money, to change into... (followed by denomination of money desired); to exchange one national currency for another (followed by currency desired)</td>
</tr>
<tr>
<td>wuhn sāam</td>
<td></td>
<td>change clothes</td>
</tr>
<tr>
<td>wûn [go] [jek]</td>
<td></td>
<td>bowl (n.)</td>
</tr>
<tr>
<td>wûn</td>
<td></td>
<td>a bowl of... (m)</td>
</tr>
<tr>
<td>wûn jâi [go] [jek]</td>
<td></td>
<td>small bowl</td>
</tr>
<tr>
<td>yâm</td>
<td></td>
<td>to drink</td>
</tr>
<tr>
<td>yahn [go]</td>
<td></td>
<td>person</td>
</tr>
<tr>
<td>yahn [go]</td>
<td></td>
<td>someone</td>
</tr>
<tr>
<td>yahnhaak [wái]</td>
<td></td>
<td>guest</td>
</tr>
<tr>
<td>yahp</td>
<td></td>
<td>enter</td>
</tr>
<tr>
<td>yahpbihn</td>
<td></td>
<td>inside</td>
</tr>
<tr>
<td>yahpheiui</td>
<td></td>
<td>go in; enter</td>
</tr>
<tr>
<td>yát</td>
<td></td>
<td>one</td>
</tr>
<tr>
<td>yêtchâih</td>
<td></td>
<td>together</td>
</tr>
<tr>
<td>yêtchi</td>
<td></td>
<td>once, one time</td>
</tr>
<tr>
<td>yêt chi dōu mâyih...</td>
<td></td>
<td>not even once</td>
</tr>
<tr>
<td>Cantonese Word</td>
<td>English Translation</td>
<td>Page</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>yāt.m. dōu Neg.</td>
<td>not even one...</td>
<td>14</td>
</tr>
<tr>
<td>yāt go gwāt</td>
<td>a quarter after the hour</td>
<td>4.6</td>
</tr>
<tr>
<td>yāt go jih</td>
<td>five minutes; five minutes after the hour</td>
<td>4.7</td>
</tr>
<tr>
<td>yāt go yāt go</td>
<td>one by one</td>
<td>1CP</td>
</tr>
<tr>
<td>yātjihk</td>
<td>straight a) in a straight direction b) without being interrupted or diverted.</td>
<td>13</td>
</tr>
<tr>
<td>yātyeuhng</td>
<td>same</td>
<td>7</td>
</tr>
<tr>
<td>Yahtbún choi</td>
<td>Japanese food</td>
<td>14.12</td>
</tr>
<tr>
<td>Yahtbúnwá</td>
<td>Japanese (spoken) language</td>
<td>3.1</td>
</tr>
<tr>
<td>Yahtbúnnyāhn</td>
<td>Japanese person</td>
<td>2.1</td>
</tr>
<tr>
<td>Yahtmán</td>
<td>Japanese (written) language</td>
<td>3.6</td>
</tr>
<tr>
<td>Yahtmāhn</td>
<td>Japanese (written) language</td>
<td>3.6</td>
</tr>
<tr>
<td>yauh</td>
<td>right (direction)</td>
<td>13</td>
</tr>
<tr>
<td>yauh .Y.yauh.Y.</td>
<td>also (connects Verb Phrases)</td>
<td>3.9</td>
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<tr>
<td>yauhbihn</td>
<td>right side</td>
<td>13.7</td>
</tr>
<tr>
<td>yauhsáubihn</td>
<td>right hand side</td>
<td>13.4</td>
</tr>
<tr>
<td>yāuh. PW.</td>
<td>from .PW.</td>
<td>15</td>
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<tr>
<td>yāuhhaak [go]</td>
<td>tourist</td>
<td>10</td>
</tr>
<tr>
<td>yāuh</td>
<td>has/have; there is/are</td>
<td>3CP;8</td>
</tr>
<tr>
<td>yāuhdāk.Y.</td>
<td>to have available to .Y.; have available for .Y. [PW.]; (used in combination with following verb)</td>
<td>11.7</td>
</tr>
</tbody>
</table>

(Yāuh) mēyēh sīh a? (有咩事呀) What is it you want? (on the phone: May I take a message?)

<table>
<thead>
<tr>
<th>Cantonese Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>yāuh sīh</td>
<td>have something to attend to; have errand, business</td>
</tr>
<tr>
<td>yēn</td>
<td>work; chores</td>
</tr>
<tr>
<td>yēn</td>
<td>things, stuff</td>
</tr>
<tr>
<td>yeuhng</td>
<td>kind, type</td>
</tr>
<tr>
<td>yīsāng [go]</td>
<td>doctor</td>
</tr>
<tr>
<td>yīn</td>
<td>two</td>
</tr>
<tr>
<td>yīngā</td>
<td>now, at this moment</td>
</tr>
<tr>
<td>yī!</td>
<td>Exclamation of distress</td>
</tr>
</tbody>
</table>
...yikwaahk...? 一般... ... or...? (connects two verbal expressions) 14

yIn [bāau] [di] 烟(画) tobacco 5
yInjái [ji] 烟仔(支) a cigarette 7.1
yihnh(ji)hauh 烟(支)後 then; immediately afterwards 15
Yingmán 英文 English language 3
Yingmāhn 英文 English language 3
Yinggwokýahng [go] 英國人(國) 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
yű 魚 fish 7.1
yǔhjured [jek] 群(瘦) roast suckling pig 14
yihsläu [gihn] 雨散(射) raincoat 6.1
yūhnbāt [jí] 鉛筆(筆) pencil 6.1
yūhnbíbat [ji] [di] 原子筆 ballpoint pen 6.2
yuhng 用 (j3) use 7CP;11
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<thead>
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<tr>
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