CLASSROOM PHRASES

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

1. Ngóh jídou bǐngo, bǐngo jauh góng.
   1. I'll point to someone, and that person should speak.

2. Yìhgā ngóh duhk, néihdeih sǐn tèng.
   2. Now I'll read aloud and you (plu.) first listen.

3. Yìhgā néihdeih m̀hhóu tái syù, gànjyuh ngóh duhk.
   3. Now don't look at your books, and recite after me.

4. Yìhgā néihdeih gànjyuh laih-geui gám jouh.
   4. Do (the problems) according to the pattern set in the example sentence.

5. Yìhgā ngóhdeih tái daih yāt go lihnjaahp.
   5. Now we'll look at the first exercise.

6. Yìhgā ngóhdeih tái daih yāt geui.
   6. Now we'll look at the first sentence.

7. Yáuh móuh mahntàih?
   7. Are there any questions? OR Do you have any questions?

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

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

8. Nihng táu.
   8. Shake the head.

9. Ngahp táu.
   9. Nod the head.

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I. BASIC CONVERSATION

A. <u>Buildup</u>:

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

Wòhng Síujé

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

Chàhn Sàang

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

Jèung Síujé

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

Chàhn Sàang

sèsíu	a little, somewhat

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

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

Wòhng Síujé

tùhng | and
Seuhnghóiwá tùhng Gwokyúh | Shanghai dialect and Mandarin

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

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

Jèung Síujé

Yīngmán or Yīngmàhn | English language
Gám, néih sīk m̀hsīk Yīngmán a? | Well, do you know English?

Chàhn Sàang

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

Jèung Síujé

hohk | study, learn
séung | wish to, want to, would like to

séung hohk | would like to learn
séung hohk Yīngmán | would like to learn English
dī | a little, some
séung hohk dī Yīngmán | would like to learn a little English

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

Chàhn Sàang
One two three four five.   One two three four five.

Jèung Síujé
    chìngchó   clear
    mhchìngchó   not clear
Ngóh tèng mhchìngchó.   I didn't hear clearly.
    yāt chi   one time, once
    góng yāt chi   say (it) one time
    joi   again
    joi góng yāt chi   say (it) once again
    mhgòi néih   Would you please ...
Mhgòi néih joi góng yāt chi.   Would you please say it once
                                                   again?

B. Recapitulation:

Wòhng Síujé:
Néih jí mhjí kéuihdeih góng mēyéh   What language are they speaking?
    wá a? Haih mhhaih góng Gwokyúh a?   Are they speaking Mandarin?

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

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

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

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Wòhng Síujé:

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

Jèung Síujé:

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

Chàhn Sàang:

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

Jèung Síujé:

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

Chàhn Sàang:

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

Jèung Síujé:

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

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

Pronunciation

1. Open vowels before nasal consonants:

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

       -m: gám 敢 gám   , sàam 衫 sàam   .

       -n: Yahtbún 日本 Yahtbún   ,
            Chàhn 陳 Chàhn   , jóusàhn 早晨 jóusàhn   .

       -ng: séung 想 séung   , Jèung 張 Jèung   ,
            góng 講 góng   , sīnsàang 先生 sīnsàang   ,
            sing 姓 sing   , gwaising 貴姓 gwaising   .

2. Nasalized vowel following nasal consonant:

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

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

       ngóh   我

néih 你
nē 呢
Máh 馬
Yìngmán 英文

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

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

3. **eung** practice:

      1. séung   séung   séung

      2. Jèung   Jèung   Jèung

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

      1. kéuih   kéuih   kéuih

      2. deuimhjyuh   deui   deui

5. **eui/oi** contrast practice:

      1. deui   deui   deui

      2. joi   joi   joi

      3. deui   joi   , deui   joi   , deui   joi   .

      4. joi   deui   , joi   deui   , joi   deui   .

6. **ok**, as in hohk, Jùnggwok

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

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

    Listen and repeat:

      1. hohk 學 (5 times)

      2. Jùnggwok 中國 (5 times)

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

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

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

7. <u>ng</u> as in <u>ńgh</u>

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

      Listen and repeat:

想　五　1. séung séung   , ńgh ńgh   .

我　五　2. ngóh ngóh   , ńgh ńgh   .

一二三四五 3. yāt yih sàam sei ńgh   .

II. <u>NOTES</u>

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

    1. **Chinese languages**

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

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

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

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

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

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

        Ex: néih   ⟶ léih   'you (sing.)'

          néihdeih ⟶ léihdeih   'you (plu.)'

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

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

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

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

                    (See Drill <u>1, 6</u>)

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

2. <u>Verbs in series</u>: affirmative, negative, and question forms.

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

        Example: Kéuih <u>sīk góng</u> Gwokyúh.   He can speak Mandarin.

               Kéuih <u>m̀hsīk góng</u> Gwokyúh. He can't speak Mandarin.

               Kéuih <u>sīk m̀hsīk góng</u>   Can he speak Mandarin?

        Gwokyúh a?

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

(QWQ): Kéuihdeih góng mēyéh   What language are they
       wá a?   speaking?

(CHQ): <u>Haih m̀hhaih góng</u>   Are they speaking Mandarin?
       <u>Gwokyúh</u> a?

(Neg): <u>M̀hhaih góng Gwokyúh</u>-- (They're) not speaking
                                    Mandarin--

(Aff): Kéuihdeih <u>góng</u> Seuhng- They're speaking Shanghai
       hóiwá.   dialect.

                    (See BC)

3. Sentence suffix mē

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

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

                (See BC and Drill 2)

4. Sentence suffix jē.

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

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

5. Sentence suffix ga

   1. Sentence suffix ga (usually pronounced [kə], similar to the gu
      sound in the English word "Gus") attaches to a sentence,
      giving a matter-of-fact connotation to the sentiment expressed.
      Ex. (from Basic Conversation):
         Seuhnghóiwá tùhng Gwokyúh   Shanghai dialect and Manda-
         Kéuih dōu sīk góng ga.   rin, he can speak both,
                                        that's a fact.
      The implication is that there's nothing extraordinary about
      it, that's simply the way it is.

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

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

Ex: 1. Kéuih haih gaau Ying-   He is someone who teaches
       mán ge.   English.
                 (See Drill 18)

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

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

6. 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:

Subject	Predicate
1. Ngóh	sing Chàhn.
2. Kéuih	sīk góng Seuhnghóiwá mē?!
3. Néih pàhngyáuh	góng mēyéh wá a?
4. Síujé	gwaising a?
5. Yìngmán	dím góng?
6. Yāt yih sàam	Yìngmán dím góng a?
7. Seuhnghóiwá tùhng Gwokyúh	kéuih dōu sīk góng ga.
8. Néih jî m̀hjî	kéuihdeih góng mēyéh wá a?

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

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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 Seuhnghóiwá tùhng Gwokyúh kéuih dōu sīk góng ga, the subject, or topic,-- what is being talked about--is Seuhnghóiwá tùhng Gwokyúh "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, Yìngmán dím góng a? the topic is Yìngmán, "English," and the comment dím góng a? "how say?" Ex- tended, in Sentence No. 6, to "Yāt yih sàam Yìngmán dím góng a?" the subject, or topic, is Yāt yih sàam, the predicate, or comment, is Yìngmán dím 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 pre- dicate 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)	
Ngóh		jídou.	I know.
Ngóh	m̀h	jí.	I don't know.
Kéuih		góng Gwokyúh.	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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Subject	Predicate	
	Nominal Expression	
Síusing	Hòh.	My name (is) Ho.
Síujé	gwaising a?	Miss your name?

c. **Sentence Predicate.** The predicate can be in itself a full

   Subject-Predicate sentence.

   Ex:

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

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

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

   Ex: Subject: Predicate:

   subject   verb   object

   Kéuihdeih góng Seuhnghóiwá.

9. Absence of pronoun object.

Compare Cantonese and English:

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

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

 2. Mhgòi néih joi góng yāt chi. 2. Please say (it) once again.

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

10. Subjectless sentence. The predicate sentence with no subject is

a very common sentence type in Chinese.

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

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

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11. <u>tùhng</u> and <u>yauh</u>

    1. <u>tùhng</u>, 'and,' links nominal expressions.

        Seuhnghóiwá <u>tùhng</u> Gwokyúh kéuih dōu sīk góng ga.

          He knows how to speak both Shanghai dialect and Mandarin.

              (See Drills <u>10, 11</u>)

    2. <u>yauh</u>, 'and,' links verbal expressions. It is classed as an

       adverb because it is always linked to a verb, preceding it.

        Kéuih sīk góng <u>yauh</u> sīk sé.

          He can speak and write.

              (See Drill <u>9</u>)

    3. <u>yauh</u> can be in a set with a second yauh, with the force of

       'both... and ...'

        Kéuih <u>yauh sīk góng</u> <u>yauh sīk sé</u>.

          He can both speak and write.

              (See Drill <u>9</u>)

12. <u>dōu</u> 'also,' 'both,' 'all'; 'even'

    <u>dōu</u> is classed as an adverb, because it appears always linked

       to a verb, preceding it.

        Ex: 1. Ngóh <u>dōu haih</u> Seuhng-   I am also a Shanghai
            hóiyàhn.   person.

           2. Kéuih <u>dōu sīk góng</u>   He also can speak
            Gwokyúh.   Mandarin.

           3. Seuhnghóiwá tùhng   He can speak both Shanghai
            Gwokyúh kéuih   dialect and Mandarin.
            <u>dōu sīk góng</u> ga.

13. <u>dōu</u>, 'even'

    In the Subject-Predicate pattern <u>X dōu negative Verb</u>, dōu
       translates into English as 'even'.

       Ex: Yāt yih sàam (kéuih)   (He) <u>can't even say</u> 'one
         <u>dōu mhsīk góng</u>.   two three.'

            (See Drill <u>14</u>)

14. Auxiliary verbs.

    Auxiliary verbs take other verbs as their objects. Two

    auxiliary verbs appear in Lesson Three: <u>sīk</u>, 'know (how),' and

    <u>séung</u> 'want to, plan to, be considering, have (it) in mind to ...'

      Ex: 1. Néih sīk góng Seuhnghóiwá mē?!

         You know how to speak Shanghai dialect?!

2. Ngóh séung hohk dí Yìngmán.

    I want to learn a little English.

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

15. <u>sìk</u> 'know (how),' 'be acquainted with'; 'know (someone)'

    <u>sìk</u> operates both as an auxiliary verb and as a main verb.

  1. As an auxiliary verb:

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

          (See Drill _2_)

  2. As a main verb:

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

                              Shanghai dialect.

          (See Drill _2a_)

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

          (See Drill _13_)

III. DRILLS

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

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

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

  1. Kéuih góng mēyéh wá a?   1. Kéuih góng Seuhnghóiwá.
   /Seuhnghóiwá/

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

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

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

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

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

       T: What language(s) does he speak?

       S: He speaks Cantonese.

2. Substitution Drill

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

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

1. Kéuih sīk góng Yìngmàhn.   1. Kéuih sīk góng Gwóngdùngwá.
    /Gwóngdùngwá/

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

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

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

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

     a. Repeat, omitting <u>góng</u>:

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

        S: Kéuihdeih sīk   They know Shanghai dialect.
          Seuhnghóiwá.

     b. Repeat, adding <u>mē</u>:

        T: Kéuihdeih sīk góng   They know Cantonese.
          Gwóngdùngwá.

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

---

3. Transformation Drill

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

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

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

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

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3. Kéuihdeih sīk góng Gwokyúh.

3. Kéuihdeih sīk m̀hsīk góng Gwokyúh a?

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

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

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

5. Kéuih sīk m̀hsīk gaau Yahtbúnwá a?

---

4. Response Drill

Ex: T: Kéuih hohk Gwóng-dùngwá.
       /Seuhnghóiwá/

   T: He studies Cantonese.
      /Shanghai dialect/

   S: Gám, kéuih hohk m̀hhohk Seuhnghóiwá a?

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

1. Kéuih sīk Yìngmán. /Jùngmàhn/

1. Gám, kéuih sīk m̀hsīk Jùngmán a?

2. Kéuih gaau Gwóngdùngwá. /Gwokyúh/

2. Gám, kéuih gaau m̀hgaau Gwokyúh a?

3. Kéuih sīk góng Gwokyúh. /Seuhnghóiwá/

3. Gám, kéuih sīk m̀hsīk góng Seuhnghóiwá a?

4. Kéuih sīk sé Jùngmàhn. /Yìngmán/

4. Gám, kéuih sīk m̀hsīk sé Yìngmàhn a?

5. Kéuih sīk gaau Yìngmán. /Gwóngdùngwá/

5. Gám, kéuih sīk m̀hsīk gaau Gwóngdùngwá a?

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

---

5. Transformation Drill

Ex: T: Wòhng Sàang hohk Gwóngdùngwá.

   T: Mr. Wong is studying Cantonese.

S: Wòhng Sàang haih   S: Is Mr. Wong studying Cantonese?
    m̀hhaih hohk
    Gwóngdùngwá a?

1. Léih Táai gaau Gwokyúh.   1. Léih Táai haih m̀hhaih gaau
                                       Gwokyúh a?

2. Hòh Sàang góng Yìngmán.   2. Hòh Sàang haih m̀hhaih góng
                                         Yìngmán a?

3. Chàhn Síujé sé Jùngmàhn.   3. Chàhn Síujé haih m̀hhaih sé
                                         Jùngmàhn a?

4. Jèung Sàang sīk góng   4. Jèung Sàang haih m̀hhaih sīk
    Yahtbúnwá.   góng Yahtbúnwá a?

5. Làuh Táai sīk gaau Gwóng-   5. Làuh Táai haih m̀hhaih sīk
    dùngwá.   gaau Gwóngdùngwá a?

---

6. Question and Answer Drill

    Ex: T: Wòhng Sàang sé   Mr. Wong is writing English
          Yìngmàhn.   (right now). /Japanese/
   +   /Yahtmàhn/(or)
         Yahtmán/

       S₁: Wòhng Sàang haih   Is Mr. Wong writing Japanese?
          m̀hhaih sé Yahtmán a?

       S₂: M̀hhaih. Kéuih m̀hhaih No, he's not writing Japanese,
          sé Yahtmán; kéuih   he's writing English.
          sé Yìngmàhn.

1. Jèung Táai góng Gwokyúh.   1. S₁: Jèung Táai haih m̀hhaih
   /Seuhnghóiwá/   góng Seuhnghóiwá a?

                            S₂: M̀hhaih. Kéuih m̀hhaih
                               góng Seuhnghóiwá,
                               kéuih góng Gwokyúh.

2. Wòhng Táai gaau Gwóngdùngwá. 2. S₁: Wòhng Táai haih m̀hhaih
   /Yìngmàhn/   gaau Yìngmàhn a?

                            S₂: M̀hhaih. Kéuih m̀hhaih
                               gaau Yìngmàhn; kéuih
                               gaau Gwóngdùngwá.

3. Léih Sàang hohk Yìngmàhn.   3. S₁: Léih Sàang haih m̀hhaih
   /Yahtbúnwá/   hohk Yahtbúnwá a?

                            S₂: M̀hhaih. Kéuih m̀hhaih
                               hohk Yahtbúnwá; kéuih
                               hohk Yìngmàhn.

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

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

---

7. Expansion Drill

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

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

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

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

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

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

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

---

8. Expansion Drill

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

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

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

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

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

4. Chàhn Táai sĩk góng Yìngmán.
   /Gwóngdùngwá/

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

5. Hòh Síujé sĩk góng Seuhnghóiwá.
   /Gwóngdùngwá/

5. Hòh Síujé sĩk góng Seuhng-
   hóiwá; dōu sĩk góng Gwong-
   dùngwá.

---

9. Expansion Drill

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

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

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

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

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

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

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

---

10. Expansion Drill

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

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

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

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

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3. Jèung Síujé hohk Gwóngdùngwá.
   /kéuih pàhngyáuh/

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

4. Ngóh haih sing Jèung ge.
   /kéuih/

4. Ngóh tùhng kéuih dōu haih
   sing Jèung ge.

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

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

---

11. Expansion Drill

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

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

1. Kéuih hohk Yìngmán. /Yahtmán/

1. Kéuih hohk Yìngmán tùhng
   Yahtmán.

2. Kéuihdeih gaau Jùngmàhn.
   /Yìngmán/

2. Kéuihdeih gaau Jùngmàhn
   tùhng Yìngmán.

3. Léih Táai sīk sé Yahtmàhn.
   /Jùngmán/

3. Léih Táai sīk sé Yahtmán
   tùhng Jùngmàhn.

+ 4. Ngóh sīk Léih Sàang. /Léih
     Táai/ (know (someone))

4. Ngóh sīk Léih Sàang tùhng
   Léih Táai.
   I know Mr. and Mrs Lee.

---

12. Substitution Drill

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

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

1. Bīngo góng Seuhnghóiwá a?
   /Hòh Táai/

1. Hòh Táai góng Seuhnghóiwá.

2. Bīngo hohk Gwokyúh a?
   /Wòhng Sàang/

2. Wòhng Sàang hohk Gwokyúh.

3. Bīngo gaau Yìngmàhn a?
   /Chàhn Síujé/

3. Chàhn Síujé gaau Yìngmàhn.

4. Bīngo sīk góng Yahtbúnwá a?
   /Jèung Sàang/

4. Jèung Sàang sīk góng Yaht-
   búnwá.

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

5. Léih Táai sīk gaau Gwóng-
   dùngwá.

---

13. Response & Expansion Drill

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

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

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

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

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

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

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

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

---

14. Response Drill

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

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

        T: /nod/

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

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

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

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

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

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

---

15. Expansion Drill

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

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

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

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

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

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

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

---

16. Translation Drill

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

        S: Friend   S: Friend.

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

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

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

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

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

6. "Jídou", Yìngmán dím góng a?

6. "Know" (something)."

7. "Sīk", Yìngmán dím góng a?

7. "Know how to or know (a person)."

8. "Sé", Yìngmán dím góng a?

8. "Write."

9. "Hohksāang, "Yìngmán dím góng a?

9. "Student."

---

17. Translation Drill

Ex: T: "Two" Gwóngdùngwá dím góng a?

T: How do you say "two" in Cantonese?

S: "Yih".

S: "Yih".

1. "Three" Gwóngdùngwá dím góng a?

1. "Sàam."

2. "Teach" Gwóngdùngwá dím góng a?

2. "Gaau."

3. "They" Gwóngdùngwá dím góng a?

3. "Kéuihdeih."

4. "Who" Gwóngdùngwá dím góng a?

4. "Bīngo."

5. "Know how" Gwóngdùngwá dím góng a?

5. "Sīk."

6. "But" Gwóngdùngwá dím góng a?

6. "Daahnhaih."

7. "Please say it again" Gwóng-dùngwá dím góng a?

7. "Mhgòi néih joi góng yāt chi."

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

8. "Ngóh mhjī."

9. "Teacher" Gwóngdùngwá dím góng a?

9. "Sīnsàang."

10. "Four" Gwóngdùngwá dím góng a?

10. "Sei."

11. "Five" Gwóngdùngwá dím góng a?

11. "Ńgh."

---

18. Response Drill:

Ex: T: Kéuih haih bīngo a?
    /gaau Yìngmán/

T: Who is he?
   /teach English/

S: Kéuih haih gaau Yìngmán ge.

S: He's someone who teaches English.

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1. Kéuih haih bīngo a?   1. Kéuih haih sīng Wòhng ge.
   /sīng Wòhng/

2. Kéuih haih bīngo a?   2. Kéuih haih gaau Gwóngdùng-
   /gaau Gwóngdùngwá/   wá ge.

3. Kéuih haih bīngo a?   3. Kéuih haih gaau Yīngmán ge.
   /gaau Yīngmán/

4. Kéuih haih bīngo a?   4. Kéuih haih hohk Gwokyúh ge.
   /hohk Gwokyúh/

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

      T: Kéuih gaau ngóh Yīngmán ge.

      S: Kéuih haih m̀hhaih gaau néih Yīngmán ga?

IV. CONVERSATIONS FOR LISTENING

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

V. SAY IT IN CANTONESE:

   A. Ask your neighbor: B. And he answers:

      1. if he can speak the   1. that he can't, but that he can
         Shanghai dialect.   speak Mandarin.

      2. who teaches him to speak   2. that Mr. Cheung does.
         Cantonese.

      3. if Mrs. Wong teaches   3. that she doesn't; she teaches
         Cantonese.   English.

      4. if his friend can speak   4. that he can't say even one
         Cantonese.   sentence.

      5. how to say 'Good morning'   5. that he didn't hear you (hear
         in Cantonese.   clearly)--would you repeat.

      6. if he can write Chinese.   6. that he can't write it, but
                                            can speak a little.

      7. if Mr. Chan can speak the   7. that he can speak Taishan
         Taishan dialect.   dialect and also can speak
                                            Shanghai dialect.

      8. if Mr. Cheung can speak   8. Yes, he can speak both Japanese
         Japanese and English.   and English.

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

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

CLASSROOM PHRASES

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

1. Yìhgā néihdeih tái daih __1__ yihp.
1. Now look at page __1__.

2. Dáhòi néih bún syù, daih __1__ yihp.
2. Open your book to page ____.

3. Yìhgā ngóhdeih duhk daih __4__ fo gèibún wuihwá.
3. Now we'll read aloud Lesson __4__, Basic Conversation.

4. Yìhgā ngóhdeih wānjaahp daih __3__ fo.
4. Now we'll review Lesson __3__.

5. Kàhmyaht gaaudou bĭndouh a?
5. Where did we get to [lit. teach to] yesterday?

6. Seuhng chi gaaudou bĭndouh a?
6. Where did we get to last time?

7. Kàhmyaht gaaudou daih __2__ yihp, daih __2__ fo, daih __2__ go, lihnjaahp, daih __2__ geui.
7. Yesterday we got to page __2__, Lesson __2__, Drill __2__, Sentence __2__.

8. Dāk meih?
Responses:
    Dāk laak.
    Meih dāk a. or Meih dāk.
8. Are you ready yet?

    Ready.
    Not ready yet.

I.   BASIC CONVERSATION

   A.   Buildup:

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

<div align="center">Léih:</div>

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

<div align="center">Làuh:</div>

meih	not yet
Meih a.	Not yet.
dímjūng <u>or</u> dím	hour, o'clock
géidím <u>or</u> géidímjūng?	what time?
Géidím a?	What time is it?

<div align="center">Léih:</div>

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

<div align="center">Làuh:</div>

wá?	sentence suffix 'what did you say?'
Géidím wá?	What time did you say?

<div align="center">Léih:</div>

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

<div align="center">Làuh:</div>

jéun	accurate
jéun m̀hjéun a?	accurate/not accurate
bíu	wristwatch, watch
go bíu	a watch
néih go bíu	your watch
Néih go bíu jéun m̀hjéun ga?	Your watch accurate one? (i.e. Is your watch accurate?)

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Léih

Chàmhdō--   Approximately--

    faai   fast

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

    faai sèsíu la   gotten a bit fast

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

    waahkjé   maybe, or

Waahkjé faai sèsíu lā.   Maybe it's a little fast. or
                   Or a little fast.

Làuh

    fānjūng   minute(s)

    géi   several

    géi fānjūng   several minutes

    dáng   wait

    dáng géi fānjūng   wait a few minutes

    dáng ngóh géi fānjūng   wait for me a few minutes

    joi dáng ngóh géi fānjūng   again wait for me a few
            minutes

    tim   in addition, also, more

    lā   sentence suffix for
            suggestion--polite
            imperative.

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

Léih

    hóu   OK, all right, fine

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

Làuh

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

bo	sentence suffix, expressing certainty.
Ṁhhóu yisi bo.	I'm sorry.

Léih

Ṁhgányiu.	It's all right.

B. <u>Recapitulation</u>:

Léih

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

Làuh

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

Léih

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

Làuh

Géidím wá?	What time did you say?

Léih

Yāt dím yāt go jih.	It's one oh five.

Làuh

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

Léih

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

Làuh

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

Léih

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

Làuh

Ṁhhóu yisi bo.	I'm sorry.

Léih

Ṁhgányiu.	That's all right.

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

PRONUNCIATION PRACTICE

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

   aa as syllable final is a low back vowel $[\alpha]$. 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 $[\alpha]$.
   Some Americans have the backed vowel in their pronunciation of the
   English word "balm." [bɑm] Since the backed mid-central vowel in
   Cantonese $[\partial^{,}]$ which we write with the letter **a** does not occur as a
   syllable final but only as the first part of a two-part final, we
   use a single **a** to write the lowback vowel **aa** $[\alpha]$ when it is final
   in its syllable.

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

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

   aap is a two-part final composed of the low back vowel **aa** $[\alpha]$
   plus the bilabial stop consonant **p** $[p]$. As a final **p** is unreleased:
   $[p^{\urcorner}]$. **aa** before **p** is produced the same way as **aa** finally, as a low
   back vowel, relatively long in an isolated syllable $[\alpha{\cdot}p^{\urcorner}]$. 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 $[\alpha]$).

   Listen and repeat:
   daahp   , daahp   , daahp   . 踏

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

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

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Listen and repeat:

sahp   , sahp   , sahp   , sahp   . 拾

4. **ap/aap** contrasts

Listen and repeat:

1. sahp   , sahp   , sahp   . 拾
2. daahp   , daahp   , daahp   . 踏
3. sahp daahp   , sahp daahp   , sahp daahp 拾踏.
4. daahp sahp   , daahp sahp   , daahp sahp 踏拾.

5. **eung** practice

1. léuhng   (5 times) 兩
2. séung   (5 times) 想
3. Jèung   (5 times) 張

6. **eun**, as in **jéun**

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

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

準準準 1. jéun, jéun, jéun   ; jéun, jéun, jéun   .

準唔準呀? 2. jéun m̀hjéun a?   , jéun m̀hjéun a?   ,

jéun m̀hjéun a?   .

7. **eun/eung** contrast

1. jéun   (3 times)   , séung   (3 times)   .
2. jéun   (3 times)   , Jèung   (3 times)   .
3. jéun   (3 times)   , léuhng   (3 times)   .
4. séung, Jèung, léuhng   , jéun jéun jéun   ;
5. jéun, jéun, jéun   , séung, Jèung, léuhng   .

8. **eun/eui** contrast

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

deui jéun   .

9. uk, as in luhk, 'six'

   uk is a two-part final composed of the high back rounded
vowel u plus the velar stop consonant k. k as a final is un-
released: [k⁷] Before k, the tongue position for u is considerably
lowered in regard to tongue height from cardinal high position to
upper-mid position: [o]. The vowel is relatively short before k:
[o k]. The closest American counterpart is the ook of "look," but
the Cantonese vowel is lower than the American one. (Cantonese
[oˇk], American [Uk].)

            Listen and repeat:
            1. luhk luhk luhk
            2. luhk   , luhk   , luhk   . 六

10. ung, as in tùhng

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

            Listen and repeat:
            1. tùhng tùhng tùhng
            2. tùhng   , tùhng   , tùhng   . 同

11. ung/uk contrast

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

12. un/ung contrast [uᵗn]/[o ŋ]

            Compare: Listen and repeat:
            1. tùhng tùhng 同 , bun bun 半 .
            2. bun tùhng   , tùhng bun   .
            3. tùhng bun tùhng
            4. bun tùhng bun

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II. NOTES

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

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

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

          Mr. Lee: A, Chàhn Sàang.

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

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

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

          B: Meih a.   Not yet.

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

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

    1. '<u>Dāk meih</u>?'

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

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

          <u>Dāk la</u>. = Ready.

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

    2. <u>Time Expressions</u>

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

          dím or dímjūng = hour, o'clock

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

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

          jih   = five-minute sections of the hour (<u>jih</u>

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

2. The above time-words combine as follows:

   1. yāt dím (jūng) = one o'clock

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

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

              (See Drill 7)

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

              (See Drill 6)

   5. yāt dím bun = half past one

              (See Drill 3)

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

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

    Ex: yāt dím daahp yāt = five minutes after one

        yāt dím daahp yih = ten minutes after one

          (See BC and Drills 4, 7)

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

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

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

        Ñgh dím. = It's five o'clock.

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

                         on what number?]

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

        (See BC and Drills 1, 3, 4)

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

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

    Ex: Kéuih sahp dímjùng gaau   He teaches Cantonese <u>at</u>

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

        (See Drill 10)

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

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

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

3. Sentence suffix <u>wá</u>?

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

> Ex: 1. Géidím wá?   What time did you say it was?
>
>   2. Bīngo gaau néih wá?   Who did you say taught you?
>
>   3. Kéuih sing mēyéh wá? What did you say his name
>   was?

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

4. <u>Measures</u>:

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

> Ex: go   = representative of a class of words
>   called Measures.
>
>   Ngóh go bīu= my [Measure] watch = my watch
>
>   yāt go jih = one [Measure] figure = one figure, i.e.,
>   (in relation to time on the clock dial)
>   five minutes past the hour

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

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

> In follow sentences the Measure substitutes for the
> noun.

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

Kéuih go m̀hjéun.   His one isn't accurate.

(See Drill 8)

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

5. Adjectives:

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

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

Ex: Néih go bīu jéun m̀h-
    jéun ga?   Is your watch accurate?
  Ngóh go bīu m̀hjéun.   My watch isn't accurate.

(See BC)

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

Compare:

Subject		Predicate
My	watch	is not accurate.
Ngóh go bīu		m̀hjéun.

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

Adjectives will be treated more fully in Lesson 8.

6. Numbers:

1. Simple numerals

  a. From 1 to 10:

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

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

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

15. sahpńgh   18. sahpbaat

16. sahpluhk   19. sahpgáu

17. sahpchāt

2. yih and léuhng = "2"

yih and léuhng both represent "2."

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

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

Ex: léung dím   = 2:00

léuhng dím yāt go jih   = 2:05

léuhng dím léuhng go jih = 2:10

(See Drills 1, 2, 5, 7)

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

7. Sentence suffix la

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

Ex: Ngóh go bīu faai   My watch has gotten a little

sèsíu la.   fast.

More on sentence suffix la in Lesson 5.

8. Raised final intonation.

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

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

Raised final intonation here indicates uncertainty, doubt.

9. Sentence suffix lā

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

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

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

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

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

> Examples: āamāam, ngāamngāam   'exactly; just'
>
>   oi, ngoi   'want'
>
>   ūk, ngūk   'house'
>
>   (See Drill _5_)

III. DRILLS

Preliminary Number Drill: 6-10

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

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

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

   luhk chāt baat gáu sahp
   (10 times)

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

   luhk chāt baat gáu sahp

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

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

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1. Listen and repeat: number drill: clock hours. Teacher uses pointer and blackboard clock. The students repeat after the teacher in the pauses provided.

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

+ 2. yih (pause)   léuhng dím   léuhng dímjūng. (pause) 2,   2:00.
             (pause)

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

4. sei (pause)   sei dím. (pause)   sei dímjūng. (pause)   ᵏ⸴   4:00.

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

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

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

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

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

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

+ 11. sahpyāt   sahpyāt dím.   sahpyāt dímjūng.   11, 11:00.
      (pause)   (pause)   (pause)

+ 12. sahpyih   sahpyih dím.   sahpyih dímjūng.   12, 12:00.
      (pause)   (pause)   (pause)

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

    a. Random order. Teacher silent, points to different numbers on clock dial in random order, students call out time. Individual or group response, or both.

    Comment: géi? 'which?' is an interrogative pronoun of number.

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

   1. (3)   1. Yìhgā sàam dím.

   2. (6)   2. Yìhgā luhk dím.

   3. (9)   3. Yìhgā gáu dím.

   4. (8)   4. Yìhgā baat dím.

   5. (2)   5. Yìhgā léuhng dím.

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

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

      Ex: T: /yāt/   T: /one/

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

1. /sàam/   1. Yihgā daahp sàam.

2. /baat/   2. Yihgā daahp baat.

3. /gáu/   3. Yihgā daahp gáu.

4. /sei/   4. Yihgā daahp sei.

5. /chāt/   5. Yihgā daahp chāt.

6. /yih/   6. Yihgā daahp yih.

7. /sahpyat/   7. Yihgā daahp sahpyāt.

+ 8. /bun/   8. Yihgā daahp bun.
      half   It's half past.

9. /ńgh/   9. Yihgā daahp ńgh.

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

      Ex: T: 1

           S₁: 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 sahpyāt.

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

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

1. Yìhgā léuhng dím bun.   1. Yìhgā ngāamngāam léuhng dím
             bun.

2. Yìhgā ńgh dím bun.   2. Yìhgā ngāamngāam ńgh dím bun.

3. Yìhgā luhk dím bun.   3. Yìhgā ngāamngāam luhk dím
             bun.

4. Yìhgā baat dím bun.   4. Yìhgā ngāamngāam baat dím
             bun.

5. Yìhgā sahp dím bun.   5. Yìhgā ngāamngāam sahp dím
             bun.

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

  Ex: T: Sahp dím.   T: Ten o'clock

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

1. yāt dím   1. Yìhgā yāt dím yāt go gwāt.

2. sei dím   2. Yìhgā sei dím yāt go gwāt.

3. chāt dím   3. Yìhgā chāt dím yāt go gwāt.

4. ńgh dím   4. Yìhgā ńgh dím yāt go gwāt.

5. sàam dím   5. Yìhgā sàam dím yāt go gwāt.

6. léuhng dím   6. Yìhgā léuhng dím yāt go gwāt.

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

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

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

7. Alteration Drill:

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

    S: Yìhgā sàam dím   It's five after three.
       yāt go jih.   or It's three-oh-five.
                                  [Now three o'clock one figure.]

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

1. Yìhgā sàam dím daahp yih.   1. Yìhgā sàam dím léuhng go jih.

2. Yìhgā sàam dím daahp séi.   2. Yìhga sàam dím séi go jih.

3. Yìhgā sàam dím daahp chāt.   3. Yìhgā sàam dím chāt go jih.

4. Yìhgā sàam dim daahp sàam.   4. Yìhgā sàam dím sàam go jih.

5. Yìhgā sàam dim daahp sahp.   5. Yìhgā sàam dím sahp go jih.

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

            yāt go jih = 5 after

            léuhng go jih = 10 after, etc.

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

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

8. Expansion Drill:

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

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

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

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

3. Léih Táai go bíu maahn
   yāt fānjūng /faai yāt fān-
   jūng/
   Mrs. Lee's watch is one
   minute slow.

3. Léih Táai go bíu maahn yāt
   fānjūng, ngóh go faai yāt
   fānjūng.

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

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

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

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

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9. Response Drill:

   Ex: T: Kéuihdeih haih m̀hhaih   Are they English?
          Yìnggwokyàhn a?   /Américans/
          /Méihgwokyàhn/

       S: Ngóh m̀hjí. Waahkjé   I don't know - They may be
          haih Yìnggwokyàhn,   English, may be Americans.
          waahkjé haih
          Méihgwokyàhn.

   1. Kéuih haih m̀hhaih Gwóng-   1. Ngóh m̀hjí, waahkjé haih
      dùngyàhn a? /Seuhnghóiyàhn/   Gwóngdùngyàhn, waahkjé
                                            haih Seuhnghóiyàhn.

   2. Kéuih haih m̀hhaih Méihgwok-   2. Ngóh m̀hjí, waahkjé haih
      yàhn a? /Yìnggwokyàhn/   Méihgwokyàhn, waahkjé
                                            haih Yìnggwokyàhn.

   3. Kéuih haih m̀hhaih Seuhnghói-   3. Ngóh m̀hjí, waahkjé haih
      yàhn a? /Gwóngdùngyàhn/   Seuhnghóiyàhn; waahkjé
                                            haih Gwóngdùngyàhn.

   4. Kéuih haih m̀hhaih Jùnggwok-   4. Ngóh m̀hjí, waahkjé haih
      yàhn a? /Yahtbúnyàhn/   Jùnggwokyàhn; waahkjé
                                            haih Yahtbúnyàhn.

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

         T: /Yìnggwokyàhn/ Méihgwokyàhn/

         S1: Kéuih haih m̀hhaih Yìnggwokyàhn a?

         S2: Waahkjé haih Yìnggwokyàhn, waahkjé haih Méihgwokyàhn.

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10. Combining Drill:

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

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

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

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

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

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

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

6. Yìhgā baat dím sàamgogwāt.   6. Jēung Táai baat dím sàamgo-
   Jēung Táai gaau néih góng   gwāt gaau néih góng
   Gwóngdùngwá.   Gwóngdùngwá.

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

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

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

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

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

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

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

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

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

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

1. M̀hgòi néih dáng ngóh géi   1. M̀hgòi néih dáng ngóh géi
   fānjūng.   fānjūng.

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2. /géi go jih/

2. Mhgòi néih dáng ngóh géi
   go jih.

3. /yāt go jih/

3. Mhgòi néih dáng ngóh yāt
   go jih.

4. /léuhng fānjūng/

4. Mhgòi néih dáng ngóh léuhng
   fānjūng.

5. /léuhng go jih/

5. Mhgòi néih dáng ngóh léuhng
   go jih.

IV. CONVERSATIONS FOR LISTENING

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

V. SAY IT IN CANTONESE.

A. Ask your neighbor:

1. if his watch is accurate.

2. what time Mr. Chan teaches English.

3. if Mr. Wong teaches English at 2:15.

4. how to say 'five after three' in Cantonese.

5. to wait for you 10 more minutes.

6. if he's ready.

7. if he's ready.

8. what time he said it was.

9. if Mr. and Mrs. Chan are from Shanghai.

10. what time his watch has, adding that your own might not be accurate.

B. And he replies:

1. that it is a little slow.

2. that he is sorry but he doesn't know.

3. no, he teaches English at 2:45.

4. telling you two ways to say it.

5. OK, he'll wait.

6. that he is.

7. that he's not--and asks you to wait a few minutes.

8. 10:30.

9. that Mr. Chan is from Shanghai but Mrs. Chan is from Taishan.

10. that it's exactly 11:02.

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Vocabulary Checklist for Lesson 4

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

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

33. ngāamngāam   adv: exactly (see āamāam)

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

35. sahp   nu: ten

36. sahpyāt   nu: eleven

37. sahpyih   nu: twelve

38. tím   ss: in addition, also, more

39. wá   ss: interrogative sen. suf. calling for repeat of preceding sentence. i.e., _____ did you say?'

40. waahkjé   cj: maybe; or

41. yāt go gwāt   Ph: a quarter after the hour

42. yāt go jih   Ph: five minutes

43. yìhgā   TW: now

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