

## CLASSROOM PHRASES

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

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

## I. BASIC CONVERSATION

A. Buildup:

(At the beginning of class in the morning)

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

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

Hohksāang

Joigin.

Goodbye.

Sīnsāang

Joigin.

Goodbye.

B. Recapitulation:

(At the beginning of class in the morning:)

Hohksāang

Hòh Sāang, jóusāhn.

Good morning, Mr. Ho.

Sīnsāang

Léih Táai, jóusāhn.

Good morning, Mrs. Lee.

Hohksāang

Deuiāhjyuh, ngóh ànhhaih Léih Táai.

Excuse me, I'm not Mrs. Lee.

Ngóh sing Chàhn.

My name is Chan.

Sīnsāang

A, deuiāhjyuh Chàhn Síujé.

Oh, excuse me, Miss Chan.

Hohksāang

Nhángyiu.

That's all right.

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

Hohksāang

Joigin.

Goodbye.

Sīnsāang

Joigin.

Goodbye.

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

Introduction to Pronunciation:

A. Tones:

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

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

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

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

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

1. sí, sí\_\_\_\_; sí sí\_\_\_\_; si si\_\_\_\_; sī sī\_\_\_\_; sih sih\_\_\_\_;  
sih sih\_\_\_\_; sih sih\_\_\_\_.
2. sí sí si\_\_\_\_; sí sí si\_\_\_\_; sí sí si sī\_\_\_\_; sí sí si sī\_\_\_\_;  
sih sih sih\_\_\_\_; sih sih sih\_\_\_\_.
3. sí sí\_\_\_\_; sí sí\_\_\_\_; sih sih\_\_\_\_; sih sih\_\_\_\_; si sih\_\_\_\_;  
si sih\_\_\_\_.
4. sí sih\_\_\_\_; sí sih\_\_\_\_; sí sih\_\_\_\_; sí sih\_\_\_\_; sī si sih\_\_\_\_;  
sī si sih\_\_\_\_.
5. fàn fán fan\_\_\_\_; fàn fán fan\_\_\_\_; fàn fán fan fān\_\_\_\_;  
fàhn fāhn fahn\_\_\_\_; fàhn fāhn fahn\_\_\_\_.
6. fàn fán\_\_\_\_; fàhn fāhn\_\_\_\_; fan fān fahn\_\_\_\_; fān fan fahn\_\_\_\_;  
fàn fāhn\_\_\_\_; fán fāhn\_\_\_\_; fàn fán fan fān\_\_\_\_;  
fàhn fāhn fahn\_\_\_\_.
7. bà bá ba\_\_\_\_; bà bá ba\_\_\_\_; màh mǎh mah\_\_\_\_; màh mǎh mah\_\_\_\_;  
bà bá ba màh mǎh mah\_\_\_\_.
8. bín bín bin\_\_\_\_; bín bín bin\_\_\_\_; bín bín bin bīn\_\_\_\_;  
mihn mihn mihn\_\_\_\_; mihn mihn mihn\_\_\_\_.
9. bīt bit miht\_\_\_\_; bín bín bin bit bīt\_\_\_\_; mihn mihn mihn  
miht\_\_\_\_; bín bín bin bit bīt\_\_\_\_; mihn mihn mihn miht\_\_\_\_.

10. sī, fàn, bà, bīn\_\_\_\_; sī fán bá bīn\_\_\_\_; sī, fan, ba, bin\_\_\_\_;  
 sī, fān, bīn, bīt\_\_\_\_; sīh, fāhn, mǎh, mīhn\_\_\_\_; sīh fāhn,  
 mǎh, mīhn\_\_\_\_; sīh, fahn, mah, mīhn\_\_\_\_; sī sī sī sī,  
 sīh sīh sīh\_\_\_\_; bīn bīn bin bit bīt, mīhn mīhn mīhn miht\_\_\_\_.

### Discussion of Tones:

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

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

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

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

- ex: hl: sī 詩  
 ml: si 試  
 ll: sīh 事

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

- ex: hr: sī 史  
 lr: sīh 市

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

- ex: hf: sī 思  
 lf: sīh 時

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

|              |     |       |                |
|--------------|-----|-------|----------------|
| high level   | :55 | sī 詩  | 55332235235321 |
| mid level    | :33 | si 試  | 5—             |
| low level    | :22 | sīh 事 | 4—             |
| high rising  | :35 | sī 史  | 3—             |
| low rising   | :23 | sīh 市 | 2—             |
| high falling | :53 | sī 思  | 1—             |
| low falling  | :21 | sīh 時 |                |

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

Ex: high-falling, high-level contrasts:

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

#### Tonal Spelling:

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

|                           |     |   |
|---------------------------|-----|---|
| Ex: Upper register tones: | sī  | 詩 |
|                           | sí  | 思 |
|                           | sì  | 史 |
|                           | sì  | 試 |
| Ex: Lower register:       | sih | 時 |
|                           | síh | 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 h, we spell the seven tones thus:

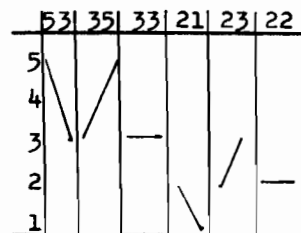
ā high level  
 a mid level  
 ah low level  
 à high falling  
 àh low falling  
 á high rising  
 áh low rising

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

Ex. sahp ten  
 sèhng whole, entire

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

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



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

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

Ex: ̀mh 'not'  
       ́ngh 'five'

Tones in Sequence:

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

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

Ex: hf + hf becomes hl + hf

|       |               |           |                 |       |
|-------|---------------|-----------|-----------------|-------|
| 燒 豬   | 1. siu        | jju ----- | síujyù          | 燒 豬   |
|       | roast         | pig       | roast pork      |       |
| 傷 風   | 2. sèung      | fùng ---- | sēung fùng      | 傷 風   |
|       | hurt          | wind      | to catch cold   |       |
| 傷 風 添 | 3. sèung fùng | tím! --   | sēung fūng tím! | 傷 風 添 |
|       | hurt          | wind !    | caught cold!    |       |

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

Ex: hf + hl becomes hl + hl

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

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

|     |                       |                       |
|-----|-----------------------|-----------------------|
| Ex. | <u>Separate forms</u> | <u>Combined forms</u> |
| 先 生 | sín      sàang -----  | sínsàang      先生      |
|     | first    born         | man, teacher, Mr.     |
| 張 生 | Jèung    Sàang -----  | Jèung Sàang      張生   |
|     | Cheung Mr.            | Mr. Cheung            |

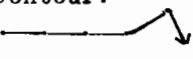
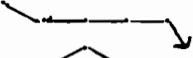

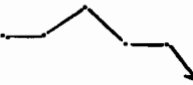
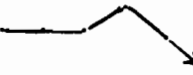

Tones not 'sung.'

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

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

B. Intonation:

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

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

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

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

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

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

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

Sentence Stress:

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

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

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

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

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

Another example, from a headline in a newspaper:

Boy Scratching Cat Is Caught, Destroyed

How do you stress that one?

Sentence Pause:

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

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

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

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

### C. Consonants and Vowels

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

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

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

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

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

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

### The Mechanics of Producing speech sounds:

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

### Consonants:

#### 1) Air:

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

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

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

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

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

Try:

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

**D. Spirant release:** When air is released through a narrow passage under pressure, a hissing sound is produced, as in 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'--sssss. Notice that voicing ceases, the vocal chords do not vibrate. In Cantonese the only consonants that are voiced are the nasals--m, n, and ng.

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

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

#### Vowels:

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

##### 1. Air Flow:

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

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

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

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

length in an otherwise identical syllable can produce different words.

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

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

### 3. Positioning:

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

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

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

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

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

### Pronunciation Practice:

#### 1. ch, as in Chàhn

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

Compare--Listen and repeat: (Read across)

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

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

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

Compare English and Cantonese similar syllables:

Listen and repeat: (Read across)

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

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

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

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

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

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

Listen: (Watch the teacher:)

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

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

3. ng, as in ngóh

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

Listen and repeat:

ngóh 我 (6 times)

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

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

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

Now try initial ng again:

Listen and repeat:

ngóh 我 (5 times)

4. o, and in Hòh, ngóh

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

Listen, watch the teacher, and repeat:

ngóh 我 (5 times)

Hòh 何 (5 times)

5. yu, as in deuih̃jyuh

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

Listen, watch the teacher, and repeat:

1. deuih̃jyuh jyuh jyuh

2. jyuh 住 (3 times)

3. yú 魚 (fish) (3 times)

6. eu

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

Watch your teacher, listen, and repeat:

lēu 'spit out'

hēu 靴 'boot'

dēu 'tiny bit'

7. eung, as in Jèung

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

Watch the teacher, listen, and repeat:

Jèung 張 (5 times)

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

sue  
soon  
see  
seem  
sit  
sing

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

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

Jèung (5 times)

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

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

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

8. eu, as in deuiṁhjyuh

eu 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--eu 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. deuiṁhjyuh 對唔住 (3 times)  
 2. deui 對 (3 times)

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

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

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

9. an, as in Chàhn, jóusàhn, ṁhgányiu

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

Listen, watch the teacher, and repeat:

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

Compare English and Cantonese syllables:

Listen and repeat: (Read across)

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

2. sun sun

san sàn 申

10. m as in mh

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

Listen and repeat:

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

## 11. Tone practice with words in Lesson 1:

Listen and repeat:

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

## II. Notes:

## A. Culture Notes

1. Surname and titles.

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

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

b. Sàang/Sínsàang and Táai/Taaitái

Sàang and Sínsàang, Táai and Taaitái are alternate forms for 'Mr.' and 'Mrs.' respectively.

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

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

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

c. Sínsàang as 'teacher'

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

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

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

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

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

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

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

#### B. Structure Notes

##### 1. Relationship of Cantonese to other Chinese languages.

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

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

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

On the level of vocabulary there are greater differences than

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

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

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

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

1. Ngóh m̀h haih Léih Táai. I am not Mrs. Lee.

2. Ngóh sing Chàhn. I am surnamed Chan.

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

b. Minor sentences are not in subject-predicate form. Minor sentences are common as responses, commands, exclamations. In Lesson One there are several minor sentences in the Basic Conversation:

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

2. Joigin. Goodbye.

3. M̀hgányiu. That's all right. [literally:  
Not important.]

## 3. Verbs.

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

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

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

## 4. Adverbs.

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

## 5. Phrases.

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

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

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

6. Lead Sentences and Follow Sentences.

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

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

### III. DRILLS

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

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

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

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

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

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

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

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

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

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

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

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

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

Ex: T: Ngóh m̀hahih Wòhng Sàang.

T: I'm not Mr. Wong.

S: Deui m̀hjhjuh, ngóh m̀hahih Wòhng Sàang.

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

1. Ngóh m̀hahih Léih Siujé.

1. Deui m̀hjhjuh, ngóh m̀hahih Léih Siujé.

2. Ngóh m̀hahih Chàhn Sàang.

2. Deui m̀hjhjuh, ngóh m̀hahih Chàhn Sàang.

3. Ngóh m̀hahih Jèung Táai.

3. Deui m̀hjhjuh, ngóh m̀hahih Jèung Táai.

4. Ngóh m̀hahih Hòh Sàang.

4. Deui m̀hjhjuh, ngóh m̀hahih Hòh Sàang.

5. Ngóh m̀hahih Wòhng Táai.

5. Deui m̀hjhjuh, ngóh m̀hahih Wòhng Táai.

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

Ex: T: Ngóh m̀hahih Léih Táai. /Jèung/

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

S: Ngóh m̀hahih Léih Táai, ngóh sing Jèung.

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

1. Ngóh m̀hahih Hòh Táai. /Chàhn/

1. Ngóh m̀hahih Hòh Táai, ngóh sing Chàhn.

2. Ngóh m̀hahih Chàhn Siujé. /Máh/

2. Ngóh m̀hahih Chàhn Siujé, ngóh sing Máh.

3. Ngóh m̀hahih Máh Sàang. /Wòhng/

3. Ngóh m̀hahih Máh Sàang, ngóh sing Wòhng.

4. Ngóh m̀hahih Wòhng Táai. /Jèung/

4. Ngóh m̀hahih Wòhng Táai, ngóh sing Jèung.

5. Ngóh m̀hahih Léih Táai. /Hòh/

5. Ngóh m̀hahih Léih Táai, ngóh sing Hòh.

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

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

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

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

B: Mhgan'iu. B: That's OK.

1. A: Chàhn Siujé.....

B: .....  
.....  
.....Wòhng.

A: .....

B: .....

2. A: Jèung Siujé .....

B: .....  
.....  
.....Léih.

A: .....

B: .....

3. A: Hòh Sàang .....

B: .....  
.....  
.....Wòhng.

A: .....

B: .....

4. A: Jèung Sàang .....

B: .....  
.....  
.....Léih.

A: .....

B: .....

5. A: Chàhn Siujé .....

B: .....  
.....  
.....Làuh.

1. A: Chàhn Siujé, jóusàhn.

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

A: A, deuihjhjyuh, Wòhng Siujé.

B: Mhgan'iu.

2. A: Jèung Siujé, jóusàhn.

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

A: A, deuihjhjyuh, Léih Siujé.

B: Mhgan'iu.

3. A: Hòh Sàang, jóusàhn.

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

A: A, deuihjhjyuh, Wòhng Sàang.

B: Mhgan'iu.

4. A: Jèung Sàang, jóusàhn.

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

A: A, deuihjhjyuh, Léih Sàang.

B: Mhgan'iu.

5. A: Chàhn Siujé, jóusàhn.

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

A: .....

A: A, deui<sup>h</sup>h<sup>h</sup>jyuh, Làuh  
S<sup>h</sup>ujé.

B: .....

B: M<sup>h</sup>gányiu.

## Vocabulary Checklist for Lesson 1

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

## CLASSROOM PHRASES

## A. Learn to respond to the following classroom instructions:

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

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

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

## I. BASIC CONVERSATION

A. Buildup:

(At a party in Hong Kong)

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

|  |  |
|--|--|
| ge                                     | noun-forming boundword. <u>ge</u><br>suffixed to a Verb Phrase<br>makes it grammatically<br>a Noun Phrase. |
| sing Mǎh ge                            | is a named-Ma one  |
| kéuih                                  | he, she, it  |
| Kéuih sing Mǎh ge.                     | Her name is Ma.  |
| <u>Sínsàang</u>                        |  |
| Gwóngdùng                              | Kwangtung  |
| yáhn                                   | person   |
| Gwóngdùngyáhn                          | Cantonese person, a person<br>from Kwangtung province  |
| haih àhhaiah a?                        | is/not-is? a question<br>formula   |
| Kéuih haih àhhaiah Gwóngdùngyáhn<br>a? | Is she Cantonese?  |
| <u>Síujé</u>                           |  |
| Seuhnghói                              | Shanghai   |
| Seuhnghóiyáhn                          | Shanghai person  |
| Àhhaiah a. Kéuih haih Seuhnghóiyáhn.   | No, she's from Shanghai.   |
| <u>Sínsàang</u>                        |  |
| gám,...                                | 'Well then, ...', 'Say', ...<br>sentence prefix, resuming<br>the thread of previous<br>discussion.         |
| Gám, néih nē?                          | And you?   |
| <u>Síujé</u>                           |  |
| dōu                                    | also   |
| dōu haih Seuhnghóiyáhn                 | also am Shanghai person  |
| Ngóh dōu haih Seuhnghóiyáhn.           | I'm also from Shanghai.  |

B. Recapitulation:

(At a party in Hong Kong)

Sínsàang

Síujé gwaising a?

What is your (sur)name, Miss?

Síujé

Ngóh s'ing Wòhng.

My name is Wong.

S'insàang

(bowing slightly)

Wòhng Síujé.

Miss Wong.

Síujé

S'insàang nē?

And you?

S'insàang

Síusing Làuh.

My name is Lau.

Síujé

(bowing slightly)

Làuh Sàang.

Mr. Lau.

S'insàang

(Indicating a young lady standing beside Miss Wong)

Néih p'ahngyáuh s'ing mēyéh a?

What is your friend's name?

Síujé

Kéuih s'ing M'áh ge.

Her name is Ma.

S'insàangKéuih haih m'haih Gwóngdùngyáhn  
a?

Is she Cantonese?

Síujé

M'haih a. Kéuih haih Seuhnghóiyáhn. No, she's from Shanghai.

S'insàang

Gám, néih nē?

And you?

Síujé

Ngóh dōu haih Seuhnghóiyáhn.

I'm also from Shanghai.

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

Problem sounds in Lesson Two: Initials

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

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

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

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

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

2. p, t, k, and ch. As initials, phonetically [p'], [t'], [k'], and [tʃ'].

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

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

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

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

### 3. un, as in Yahtbún, Yahtbúnyáhn

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:ɪn]. The vowel is open, not nasalized, before the nasal final. The Cantonese un is roughly comparable to the oon in general American "boon."

Compare Cantonese and English:

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

4. eui practice

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

kéuih (5 times) 佢  
deuih<sup>h</sup>jyuh (5 times) 對唔住  
deui (5 times) 對

5. iu

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

Listen and repeat:

1. síujé (3 times)
2. síu (3 times)

6. Tone practice

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

## II. Notes

## A. Culture Notes:

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

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

(See Drill 11)

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

Ex:

Mr. Lee (to Mrs. Chan):

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

(See Drill 14)

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

Ex:

Mr. Lee (to Miss Chan):

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

(See Drill 14)

- d) gwai- and sīu-

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

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

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

(See Drill 11)

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

#### B. Structure Notes.

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

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

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

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

Ex:

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

(See Drill 3)

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

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

Ex: yàhn = person, people

Yínggwokyàhn = 'Englishman, Englishmen.'

Singular/Plural

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

(See Drill 3)

3. Pronoun forms.

1. Cantonese has three personal pronouns:

1. ngóh = I, me, my
2. néih = you, your (singular)
3. kéuih = he, she, it, him, her

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

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

(See Drill 3)

4. Modification structures: Noun modification:

In Cantonese a modifier precedes the noun it modifies:

Example: Modifier + Noun head

Ngóh pàhngyáuh haih Yínggwokyáhn.

My friend is an Englishman.

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

(See Drills 5a, 12, 13)

5. Sentence suffixes.

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

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

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

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

1. Sentence suffix a

The sentence suffix a has the effect of softening the

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

Examples from this lesson:

1. Kéuih haih m̀h̄hah̄h      Is she a Cantonese?  
Gwóngdùngyàhn a?

2. M̀h̄hah̄h a.                      No.

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

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

## 2. Sentence suffix nē

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

Example:

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

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

(See BC, and Drill 14)

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

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

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

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

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

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

#### 6. Choice-type Questions.

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

Example:

Question: Kéuih haih Mhahih Is he an American?

Méihgwokyàhn a? [He is-not is American-person a?]

Responses: Haih. Yes. [Is.]

Mhahih. No. [Not-is]

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

#### 7. Question-word Questions.

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

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

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

Kéuih sing Wòhng. [He is surnamed Wong.] His name is Wong.

(See BC and Drill 12, 13)

8. -ge, noun-forming boundword

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

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

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

ga is a fusion of ge + sentence suffix a

Example: A: Kéuih haih m̀h haih Is he named Wong?  
sing Wòhng ga?

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

(See Drill 9)

9. mātyéh, mēyéh, and mīyéh = variant pronunciations for 'what?'

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

### III. DRILLS

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

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

S: Kéuih mhhaih Seuhng-hóiyàhn. S: He (or she) is not from Shanghai.

- |  |   |
|--|---|
| 1. <u>Kéuih haih Seuhng-hóiyàhn</u>                                    | 1. <u>Kéuih mhhaih Seuhng-hóiyàhn.</u>    |
| + 2. <u>Kéuihdeih haih Gwóngdùngyàhn.</u><br>(They are Cantonese.)     | 2. <u>Kéuihdeih mhhaih Gwóngdùngyàhn.</u> |
| + 3. <u>Ngóh haih Jùnggwokyàhn.</u><br>(I am a Chinese.)               | 3. <u>Ngóh mhhaih Jùnggwokyàhn.</u>       |
| + 4. <u>Ngóhdeih haih Jùnggwokyàhn.</u><br>(We are Chinese.)           | 4. <u>Ngóhdeih mhhaih Jùnggwokyàhn.</u>   |
| + 5. <u>Néih haih Yínggwokyàhn.</u><br>(You are an Englishman.)        | 5. <u>Néih mhhaih Yínggwokyàhn.</u>       |
| + 6. <u>Néih haih Méihgwokyàhn.</u><br>(You are an American)           | 6. <u>Néih mhhaih Méihgwokyàhn.</u>       |
| + 7. <u>Néihdeih haih Méihgwokyàhn.</u><br>(You (plu.) are Americans.) | 7. <u>Néihdeih mhhaih Méihgwokyàhn.</u>   |
| + 8. <u>Ngóh haih Yahtbúnyàhn.</u><br>(I am a Japanese.)               | 8. <u>Ngóh mhhaih Yahtbúnyàhn.</u>        |
| + 9. <u>Ngóh haih Tòih-sāanyàhn.</u><br>(I am a Toishan man.)          | 9. <u>Ngóh mhhaih Tòih-sāanyàhn.</u>      |

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

Ex: T: Kéuihdeih haih Gwóngdùngyàhn T: They are Cantonese.  
/Seuhng-hóiyàhn/ /Shanghai people/

S: Kéuihdeih haih  
Seuhnghóiyahn.

S: They are Shanghai people.

- |  |                                       |
|--|---------------------------------------|
| 1. Kéuihdeih haih Seuhnghóiyahn.<br>/Méihgwokyahn/ | 1. Kéuihdeih haih Méihgwokyahn.       |
| 2. Kéuihdeih haih Méihgwokyahn.<br>/Yínggwokyahn/  | 2. Kéuihdeih haih Yínggwokyahn.       |
| 3. Kéuihdeih haih Yínggwokyahn.<br>/Yahtbúnyahn/   | 3. Kéuihdeih haih Yahtbúnyahn.        |
| 4. Kéuihdeih haih Yahtbúnyahn.<br>/Júnggwokyahn/   | 4. Kéuihdeih haih Júnggwokyahn.       |
| 5. Kéuihdeih haih Júnggwokyahn.<br>/Gwóngdúngyahn/ | 5. Kéuihdeih haih Gwóngdúng-<br>yahn. |

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

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

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

S: Néihdeih haih Seuhng-  
hóiyahn.

You (plu.) are from Shanghai.

T: Néihdeih haih Seuhng-  
hóiyahn.  
/Júnggwokyahn/

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

S: Néihdeih haih Júng-  
gwokyahn.

You (plu.) are Chinese.

- |  |                                 |
|--|---------------------------------|
| 1. Kéuih haih Yínggwokyahn.<br>/kéuihdeih/       | 1. Kéuihdeih haih Yínggwokyahn. |
| 2. Kéuihdeih haih Yínggwokyahn.<br>/néihdeih/    | 2. Néihdeih haih Yínggwokyahn.  |
| 3. Néihdeih haih Yínggwokyahn.<br>/Méihgwokyahn/ | 3. Néihdeih haih Méihgwokyahn.  |
| 4. Néihdeih haih Méihgwokyahn.<br>/ngóh/         | 4. Ngóh haih Méihgwokyahn.      |
| 5. Ngóh haih hohksàang.<br>/sínsàang/            | 5. Ngóh haih sínsàang.          |

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

Ex: T: Kéuih àh haih Léih  
Táai.

She is not Mrs. Lee.

S: Kéuih m̀h̄hah̄ih Léih  
Táai, ngóh haih.

She is not Mrs. Lee, I am.

1. Kéuih m̀h̄hah̄ih Jèung Sàang.

1. Kéuih m̀h̄hah̄ih Jèung Sàang;  
ngóh haih.

2. Kéuih m̀h̄hah̄ih Chàhn Sīujé.

2. Kéuih m̀h̄hah̄ih Chàhn Sīujé;  
ngóh haih.

3. Kéuih m̀h̄hah̄ih Hòh Sàang.

3. Kéuih m̀h̄hah̄ih Hòh Sàang;  
ngóh haih.

4. Kéuih m̀h̄hah̄ih Léih Táai.

4. Kéuih m̀h̄hah̄ih Léih Táai;  
ngóh haih.

5. Kéuih m̀h̄hah̄ih Chàhn Sàang.

5. Kéuih m̀h̄hah̄ih Chàhn Sàang;  
ngóh haih.

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

Ex: T: Ngóh haih Méih-  
gwokyàhn.

T: I am an American.

S: Néih haih m̀h̄hah̄ih  
Méihgwokyàhn a?

S: Are you an American?

1. Ngóh haih Gwóngdùngyàhn.

1. Néih haih m̀h̄hah̄ih Gwóng-  
dùngyàhn a?

2. Ngóh haih Wòhng Sàang.

2. Néih haih m̀h̄hah̄ih Wòhng  
Sàang a?

3. Kéuih haih Léih Sàang.

3. Kéuih haih m̀h̄hah̄ih Léih  
Sàang a?

4. Ngóh haih Méihgwokyàhn.

4. Néih haih m̀h̄hah̄ih Méih-  
gwokyàhn a?

5. Ngóhdeih haih Yahtbúnyàhn.

5. Néihdeih haih m̀h̄hah̄ih  
Yahtbúnyàhn a?

6. Kéuih haih Jùnggwokyàhn.

6. Kéuih haih m̀h̄hah̄ih Jùng-  
gwokyàhn a?

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

T: Ngóh haih Gwóngdùngyàhn.

S: Ngóh pàhngyáuh haih Gwóngdùngyàhn.

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

Ex: T: Jèung Sīujé haih      T: Is Miss Cheung an American?  
       m̀h̄haih Méihgwokyàhn      /English-person/  
       a? /Yínggwokyàhn/

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

- |   |   |
|---|---|
| 1. Néih haih m̀h̄haih Yínggwokyàhn<br>a? /Méihgwokyàhn/             | 1. M̀h̄haih. Ngóh haih Méih-<br>gwokyàhn.   |
| 2. Néih haih m̀h̄haih Seuhng-<br>hóiyàhn a? /Gwóngdùngyàhn/         | 2. M̀h̄haih. Ngóh haih Gwóng-<br>dùngyàhn.  |
| 3. Jèung Sàang haih m̀h̄haih<br>Gwóngdùngyàhn a?<br>/Seuhnghóiyàhn/ | 3. M̀h̄haih. Kéuih haih Seuhng-<br>hóiyàhn. |
| 4. Máh Táai haih m̀h̄haih Yíng-<br>gwokyàhn a? /Méihgwokyàhn/       | 4. M̀h̄haih. Kéuih haih Méih-<br>gwokyàhn.  |
| 5. Kéuih haih m̀h̄haih Seuhng-<br>hóiyàhn a? /Tòih-sāanyàhn/        | 5. M̀h̄haih. Kéuih haih Tòih-<br>sāanyàhn.  |

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

Ex: A: Néih haih m̀h̄haih      A: Are you Miss Cheung?  
       Jèung Sīujé a?

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

- |  |   |
|--|---|
| 1. A: ..... Chàhn Sàang a?<br>B: ..... Hòh.  | 1. A: Néih haih m̀h̄haih Chàhn<br>Sàang a?<br>B: M̀h̄haih a. Ngóh sing Hòh.     |
| 2. A: ..... Léih Sīujé a?<br>B: ..... Jèung. | 2. A: Néih haih m̀h̄haih Léih<br>Sīujé a?<br>B: M̀h̄haih a. Ngóh sing<br>Jèung. |
| 3. A: ..... Chàhn Táai a?<br>B: ..... Hòh.   | 3. A: Néih haih m̀h̄haih Chàhn<br>Táai a?<br>B: M̀h̄haih a. Ngóh sing Hòh.      |
| 4. A: ..... Léih Sàang a?<br>B: ..... Jèung. | 4. A: Néih haih m̀h̄haih Léih<br>Sàang a?<br>B: M̀h̄haih a. Ngóh sing<br>Jèung. |
| 5. A: ..... Hòh Sīujé a?                     | 5. A: Néih haih m̀h̄haih Hòh<br>Sīujé a?  |

B: ..... Chàhn.

B: Mhhaih a. Ngóh sing Chàhn.

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

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

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

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

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

## 9. Response Drill

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

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

- |  |                                 |
|--|---------------------------------|
| 1. Kéuih haih mhhaih sing Léih ga? /Chàhn/ | 1. Mhhaih. Kéuih sing Chàhn ge. |
| 2. Kéuih haih mhhaih sing Máh ga? /Hòh/    | 2. Mhhaih. Kéuih sing Hòh ge.   |
| 3. Kéuih haih mhhaih sing Jèung ga? /Léih/ | 3. Mhhaih. Kéuih sing Léih ge.  |
| 4. Kéuih haih mhhaih sing Chàhn ga? /Máh/  | 4. Mhhaih. Kéuih sing Máh ge.   |
| 5. Kéuih haih mhhaih sing Hòh ga? /Jèung/  | 5. Mhhaih. Kéuih sing Jèung ge. |

Comment:

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

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

## 10. Expansion Drill:

Ex: T: Néihdeih haih Méih-gwok-yahn.  
/ngóhdeih/

You are Americans. /we/

S: Néihdeih haih Méih-gwok-yahn; ngóhdeih dōu haih Méingwok-yahn.

You are Americans; we are also Americans.

1. Kéuihdeih haih Yínggwok-yahn.  
/ngóhdeih/

1. Kéuihdeih haih Yínggwok-yahn;  
ngóhdeih dōu haih Yínggwok-yahn.

2. Ngóhdeih haih Seuhnghóiyahn.  
/kéuihdeih/

2. Ngóhdeih haih Seuhnghóiyahn;  
kéuihdeih dōu haih Seuhnghóiyahn.

3. Wòhng Táai haih ngóh pàhng-yauh. /kéuih/

3. Wòhng Táai haih ngóh pàhng-yauh; kéuih dōu haih ngóh pàhng-yauh.

4. Kéuihdeih haih Gwóngdùngyahn.  
/néihdeih/

4. Kéuihdeih haih Gwóngdùngyahn;  
néihdeih dōu haih Gwóngdùngyahn.

5. Ngóhdeih haih sing Chahn ge.  
/kéuihdeih/

5. Ngóhdeih haih sing Chahn ge;  
kéuihdeih dōu haih sing Chahn ge.

## 11. Conversation Exercise

Example:

1. A: Sīujé gwaising a?

(To a woman) What is your name?

B: Sīusing Hòh.

My name is Ho.

A: Hòh Sīujé.

Miss Ho.

2. A: Sīnsàang gwaising a?

(To a man) What is your name?

B: Sīusing Làuh.

My name is Lau.

A: Làuh Sàang.

Mr. Lau.

1. A: Sīnsàang .....?

1. A: Sīnsàang gwaising a?

B: .....Léih.

B: Sīusing Léih.

A: .....

A: Léih Sàang.

2. A: Sīnsàang .....?

B: .....Chàhn.

A: .....

3. A: Sīnsàang .....?

B: .....Jèung.

A: .....

4. A: Sīujé .....?

B: .....Wòhng.

A: .....

5. A: Sīujé .....?

B: .....Hòh.

A: .....

2. A: Sīnsàang gwaising a?

B: Sīusing Chàhn.

A: Chàhn Sàang.

3. A: Sīnsàang gwaising a?

B: Sīusing Jèung.

A: Jèung Sàang.

4. A: Sīujé gwaising a?

B: Sīusing Wòhng.

A: Wòhng Sīujé.

5. A: Sīujé gwaising a?

B: Sīusing Hòh.

A: Hòh Sīujé.

## 12. Conversation Drill

Ex: A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Wòhng ge.

What is your friend's name?

His name is Wong.

1. A: .....?

B: .....Hòh.....

2. A: .....?

B: .....Làuh.....

3. A: .....?

B: .....Wòhng.....

4. A: .....?

B: .....Jèung.....

5. A: .....?

B: .....Léih.....

1. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Hòh ge.

2. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Làuh ge.

3. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Wòhng ge.

4. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Jèung ge.

5. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Léih ge.

## 13. Conversation Drill

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

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

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

B: M̀h haih. Kéuih haih B: No, he's a Japanese.  
Yahbúnnyàhn.

1. A: .....?

B: .....Hòh.

A: ....Yínggwokyàhn a?

B: .....Méihgwokyàhn.

2. A: .....?

B: .....Léih.

A: ...Seuhnghóiyàhn a?

B: .....Tòih sāanyàhn.

3. A: .....?

B: .....Chàhn.

A: ....Méihgwokyàhn a?

B: .....Yínggwokyàhn.

4. A: .....?

B: .....Máh.

A: ...Gwóngdùngyàhn a?

B: .....Seuhnghóiyàhn.

5. A: .....?

B: .....Wòhng.

1. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Hòh ge.

A: Kéuih haih m̀h haih  
Yínggwokyàhn a?

B: M̀h haih. Kéuih haih  
Méihgwokyàhn.

2. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Léih ge.

A: Kéuih haih m̀h haih  
Seuhnghóiyàhn a?

B: M̀h haih. Kéuih haih  
Tòih sāanyàhn.

3. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Chàhn ge.

A: Kéuih haih m̀h haih Méih-  
gwokyàhn a?

B: M̀h haih. Kéuih haih  
Yínggwokyàhn.

4. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Máh ge.

A: Kéuih haih m̀h haih Gwóng-  
dùngyàhn a?

B: M̀h haih. Kéuih haih  
Seuhnghóiyàhn.

5. A: Néih pàhngyáuh sing  
mēyeh a?

B: Kéuih sing Wòhng ge.

- |                        |   |
|------------------------|---|
| A: .....Yahtbúnyàhn a? | A: Kéuih haih m̀h haih Yahtbúnyàhn a?   |
| B: .....Jùnggwokyàhn.  | B: M̀h haih. Kéuih haih Jùnggwokyàhn.   |
| 6. A: .....?           | 6. A: Néih pàhngyáuh sing m̀yéh a?      |
| B: .....Jèung.         | B: Kéuih sing Jèung ge.                 |
| A: ...Seuhnghóiyàhn a? | A: Kéuih haih m̀h haih Seuhnghóiyàhn a? |
| B: .....Yahtbúnyàhn.   | B: M̀h haih. Kéuih haih Yahtbúnyàhn.    |

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

- |   |  |
|---|--|
| Ex: A: S̄insàang haih m̀h haih Méihgwokyàhn a?          | Is the gentleman (i.e. Are you) an American?       |
| B: M̀h haih--ngóh haih Yínggwokyàhn. Siujé nē?          | No, I'm an Englishman. And the lady (i.e. you)?    |
| A: Ngóh haih Gwóngdùngyàhn.                             | I am a Cantonese.                                  |
| 1. A: (Woman): S̄insàang .....<br>.....Gwóngdùngyàhn.   | A: S̄insàang haih m̀h haih Gwóngdùngyàhn a?        |
| B: (Man) : .....Seuhnghóiyàhn.                          | B: M̀h haih. Ngóh haih Seuhnghóiyàhn. Siujé nē?    |
| A: (Woman): .....Yahtbúnyàhn.                           | A: Ngóh haih Yahtbúnyàhn.                          |
| 2. A: (Man) : Siujé .....<br>.....Yahtbúnyàhn...        | A: Siujé haih m̀h haih Yahtbúnyàhn a?              |
| B: (Woman): .....Jùnggwokyàhn...                        | B: M̀h haih. Ngóh haih Jùnggwokyàhn. S̄insàang nē? |
| A: (Man) : .....Méihgwokyàhn..                          | A: Ngóh haih Méihgwokyàhn.                         |
| 3. A: (Man) : S̄insàang .....<br>.....Yínggwokyàhn      | A: S̄insàang haih m̀h haih Yínggwokyàhn a?         |
| B: (Man) : .....Méihgwokyàhn.                           | B: M̀h haih. Ngóh haih Méihgwokyàhn. S̄insàang nē? |
| A: (Man) : .....Gwóngdùngyàhn.                          | A: Ngóh haih Gwóngdùngyàhn.                        |
| 4. A: (Woman): M̀h S̄insàang .....<br>.....Yahtbúnyàhn. | A: M̀h S̄insàang haih m̀h haih Yahtbúnyàhn a?      |

B: (Man) : ..... Jùnggwokyàhn.  
 ....Chàhn Siuje...?

B: Mhhaih. Ngóh haih Jùng-  
 gwokyàhn. Chàhn Siuje  
 nē?

A: (Woman): .....Yínggwokyàhn.

A: Ngóh haih Yínggwokyàhn.

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

#### IV. CONVERSATIONS FOR LISTENING

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

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

#### V. SAY IT IN CANTONESE:

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

A. Ask the person sitting next  
 to you:

And he answers:

1. What is your name?

1. My name is \_\_\_\_\_.

2. Are you an Englishman?

2. No, I'm an American.

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

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