UC Berkeley

Spring 2008

Cantonese Decal
Beginning

Student Edition

Facilitators:
Jeannie Fong
&
Mel Lo

::: ASUC Sponsored - Handicap / Wheelchair accessible :::
Introduction

Welcome to the Cantonese De-cal!

The Chinese language has many different dialects, Cantonese is one such dialect. It has evolved with time and the addition of new vocabulary and new slang terms. While it is mostly a spoken dialect, newspapers, magazines and other media do make use of the written form of Cantonese, which is made up of a mixture of standard Chinese characters and Cantonese characters. The Cantonese characters, like much of the Chinese written language, are often based on sounds, though not in the way of an alphabet. Cantonese is a tonal language with nine tones, making the differentiation between words often difficult to distinguish to the untrained ear. At the same time, the tonal quality of the language combined with the finite number of pronunciations make this dialect particularly conducive to puns.

Cantonese is widely spoken not only in Guangdong province, but also in Hong Kong and Macau, as well as throughout various Chinese communities in the world. Movies and music in this dialect are a major genre of popular culture particularly in Asian communities. Most notable in this genre dubbed “Canto-pop” are movies and popular music originating from Hong Kong with its own unique character.

Through this De-cal, we hope that you will gain some useful conversational skills and an appreciation for the singular individuality of the Cantonese dialect. Most importantly, we hope that you have an enjoyable experience. Remember, the key to learning a language is confidence and practice; don’t be afraid to try out phrases and words learned in class!
Cantonese DeCal – Beginning / Intermediate (2 units)

Course meeting times and rooms:
Beginning: MW 5-6:30 PM -> 234 Dwinelle
           TuTh 5-6:30 PM -> Class 1: 174 Barrows      Class 2: 185 Barrows
Intermediate: MW 5-6:30 PM -> 2066 VLSB
              TuTh 5-6:30 PM -> 175 Barrows

Faculty Sponsor: Sau-Ling Wong
Course Coordinator: Jeannie Fong & Mel Lo
Course Website: http://www.ocf.berkeley.edu/~canto/
Instructors:
E-mail address:

Prerequisites: There are no prerequisites to the beginning course. However, we do not encourage native Cantonese speakers to join the class. The class is tailored to students who have little or no knowledge of the language.

For the intermediate course, students can either:
1. have taken the beginner’s course
2. have some exposure (from parents, friends, and various types of media), and be able to at least introduce themselves in Cantonese

Introduction: Students might want to take this class because:
• Although mainland China is enjoying the economic spotlight, Hong Kong is still one of the major economic powerhouses of China, and Cantonese is heavily spoken there.
• Many students who already speak Mandarin might understand Cantonese, but does not know how to speak it.
• Students might simply want to learn another language!

Whatever the reason, we are willing to teach students who have the curiosity and motivation to learn Cantonese.

Purpose & Objectives: This course is solely for the basis to learn how to hold a conversation in Cantonese. Students will work in groups to practice Cantonese with teaching assistants, and will be given both written and visual material to work with. This class will also cover aspects of Cantonese culture and how they differ from other Chinese cultures. The main goal for this course is to have students hold a simple conversation in Cantonese.

Course Organization: We will occasionally have students perform skits simulating practical everyday situations. In addition, field trips will be utilized in order to enhance their understanding of Cantonese culture. Lastly, music and video clips will also be incorporated into the lesson plans.

Materials: Course reader and additional handouts

Grading Scheme: Since this is a conversational course, active participation will be expected. This is a P/NP [pass / not pass] course, and students can take from 1-2 units (Coursework and attendance are the same no matter how many units you choose). There are two 1.5 hour sessions per week.

Below are the percentages of each category:
• 50% participation – students are required to participate in skits, practice out loud in class, and raise questions, if any. Since this is a conversational class, STUDENTS CANNOT BE ABSENT MORE THAN 2 TIMES.
• Students can have at most 2 unexcused absences.
• Students must inform instructors ahead of time (24 hrs before class, unless it’s an emergency) if they need to be absent in order for the absence to be excused.
• Students more than 15 minutes late to class will receive a tardy.
• Students with excess absences/tardies will also risk receiving a NP for the class.

• **30% homework and weekly quizzes** – students are to take weekly quizzes at the second session about last week’s material. These quizzes can be either oral or listening

• **10% cultural presentation** – all students are required to present about Hong Kong / Cantonese culture. More details will be released later in the course

• **10% final exam** – the final is comprehensive – it will require students to perform a skit or take an oral/listening exam. Format will be determined by instructors

As we are expecting many students to have interest in both the beginning and intermediate course, students are required to turn in application forms at enrollment session in order to be considered enrollment. Attendance on the first day of class is also required. Students may be dropped from the class if they are absent on the first day.

• The cultural presentations are individual / pair presentations about any Chinese or Hong Kong cultural issues of student’s interests. More information will be given to students later in the course.

• The midterm and final is cumulative and will have two components – oral and written.

**Students are to abide by the academic code of conduct even in a DeCal class. Plagiarism will result in a non-passing grade.**

**Tentative Class Schedules:**

**Beginning Level:**
- Week 1: Course overview, introduction, basic phrases (greetings)
- Week 2: Lesson 1: Introductions
- Week 3: Lesson 2: Introductions part II
- Week 4: Quiz 1 & Activities
- Week 5: Lesson 3: Family
- Week 6: Lesson 4: Date & Time
- Week 7: Midterm & Activities
- Week 8: Presentations
- Week 9: Lesson 5: Hobbies
- Week 10: Quiz 2 & Activities
- Week 11: Lesson 6: Transportation
- Week 12: Review and Final

**Intermediate Level:**
- Week 1: Course overview, introduction, basic phrases (greetings)
- Week 2: Lesson 1: Introductions
- Week 3: Lesson 2: Dining & Lesson 3: School Life
- Week 4: Quiz 1 & Activities
- Week 5: Lesson 4: Shopping
- Week 6: Lesson 5: Going out with friends
- Week 7: Midterm & Activities
- Week 8: Presentations
- Week 9: Lesson 6: Music
- Week 10: Quiz 2 & Activities
- Week 11: Lesson 7: Movies
- Week 12: Review and Final
Pronunciation

The Cantonese pronunciation in this book is romanized using the Yale system, which is one of the main Romanization schemes used for the instruction of Cantonese for foreign students. Below is the layout of the Yale system with the corresponding transcriptions in the International Phonetic Alphabet.

<table>
<thead>
<tr>
<th>Initial Consonants</th>
<th>Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yale</td>
<td>IPA</td>
</tr>
<tr>
<td>b</td>
<td>p</td>
</tr>
<tr>
<td>p</td>
<td>ph</td>
</tr>
<tr>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td>d</td>
<td>t</td>
</tr>
<tr>
<td>t</td>
<td>th</td>
</tr>
<tr>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>l</td>
<td>l</td>
</tr>
<tr>
<td>g</td>
<td>k</td>
</tr>
<tr>
<td>ng</td>
<td>ü</td>
</tr>
<tr>
<td>h</td>
<td>h</td>
</tr>
<tr>
<td>j</td>
<td>ts</td>
</tr>
<tr>
<td>ch</td>
<td>tsh</td>
</tr>
<tr>
<td>s</td>
<td>s</td>
</tr>
<tr>
<td>y</td>
<td>j</td>
</tr>
<tr>
<td>gw</td>
<td>kw</td>
</tr>
<tr>
<td>kw</td>
<td>kwh</td>
</tr>
<tr>
<td>w</td>
<td>w</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yale</td>
</tr>
<tr>
<td>m</td>
</tr>
<tr>
<td>n</td>
</tr>
<tr>
<td>ng</td>
</tr>
<tr>
<td>p</td>
</tr>
<tr>
<td>t</td>
</tr>
<tr>
<td>k</td>
</tr>
</tbody>
</table>

Notes: (1) The consonants (except for ch and j) are identical to their pronunciations in English. (2) The consonant [y] + vowel [yu] \(\rightarrow\) [yu], example: yu ‘fish’. (3) The consonants m and ng may also occur as independent syllables.

Tones

Cantonese is a tonal language, which means that a syllable pronounced at different pitches indicates a different word. There are traditionally 9 basic (lexical) tones in Cantonese – 6 distinctive tones and 3 for consonants ending in p, t, or k. In addition, there are contexts in which a word changes its basic tone due to morphological or semantic reasons.

The tones in this book will be marked after the syllable with the numbers 1-6, which denote the respective tones listed in the chart below. Pitch values are based on
the 5-point scale, with 5 being the highest pitch and 1 being the lowest pitch. (Note: For those who may have learned Yale, it traditionally uses accent marks and the letter h instead of numbers; however, this course will use numbers.)

Tones (illustrated with the syllable \( \text{si} \))

<table>
<thead>
<tr>
<th>Tone Number</th>
<th>Pitch</th>
<th>Description</th>
<th>Example Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
<td>High level</td>
<td>( \text{si} )^1</td>
<td>Silk</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>High rising</td>
<td>( \text{si} )^2</td>
<td>Feces</td>
</tr>
<tr>
<td>3</td>
<td>33</td>
<td>Mid level</td>
<td>( \text{si} )^3</td>
<td>To try</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>Low level</td>
<td>( \text{si} )^4</td>
<td>Time</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>Low rising</td>
<td>( \text{si} )^5</td>
<td>Market</td>
</tr>
<tr>
<td>6</td>
<td>22</td>
<td>Low level</td>
<td>( \text{si} )^6</td>
<td>A matter</td>
</tr>
</tbody>
</table>

Tones with p, t, k finals

<table>
<thead>
<tr>
<th>Tone Number</th>
<th>Pitch</th>
<th>Description</th>
<th>Example Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>High level</td>
<td>( \text{sik} )^1</td>
<td>To know</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Mid level</td>
<td>( \text{sit} )^3</td>
<td>Sit (a surname)</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Low level</td>
<td>( \text{sik} )^6</td>
<td>To eat</td>
</tr>
</tbody>
</table>

Changed tones:

Examples:
- \( \text{mun}^4 \) ‘door’ → \( \text{hau}^6 \) \( \text{mun}^2 \) ‘back door’; \( \text{chin}^4 \) \( \text{mun}^2 \) ‘front door’
- \( \text{dip}^6 \) ‘dish’ → \( \text{fei}^1 \) \( \text{dip}^2 \) ‘Frisbee (lit. flying dish)’
- \( \text{geng}^3 \) ‘mirror’ → \( \text{ngaan}^5 \) \( \text{geng}^2 \) ‘eyeglasses’
- \( \text{maan}^3 \) ‘slow’ → \( \text{maan}^3 \) \( \text{maan}^1 \) ‘slowly (adverb)’

Note: In certain areas such as Guangzhou, there also exists a high-falling tone (53), which is not considered distinct from the Tone 1 (high-level 55), due to free variation among speakers. Therefore, this tone will not be marked in this text.

**Pronunciation Variations**

Due to ongoing sound change in Cantonese, certain sounds may be pronounced differently depending on speaker. The effect of such changes is leading to the loss of certain sound distinctions. Generally speaking, younger speakers, especially in Hong Kong, tend to have this pronunciation, dubbed “lazy speech”. Here is a list of common variations you may encounter:

1) Loss of initial \( \text{ng}^- \), example: \( \text{ngo}^5 \) ‘I’ → \( \text{o}^5 \)
2) Initial \( n \) → \( \text{i} \), example: \( \text{nei}^5 \) ‘you’ → \( \text{lei}^5 \)
3) Syllabic \( \text{ng} \) → \( \text{m} \), example: \( \text{ng}^5 \) ‘five’ → \( \text{m}^5 \) ‘five’
4) Initial \( \text{gw} \) → \( \text{g} \) before \( o \) or \( u \): \( \text{gwok}^3 \) ‘country’ → ‘gok^3’, \( \text{gwo}^3 \) ‘to pass’ → ‘go^3’
5) Final \( \text{ng} \) → \( \text{n} \), example: \( \text{saang}^1 \) ‘live’ → \( \text{saan}^1 \)
6) Final \( k \) → \( \text{t} \), example: \( \text{baak}^3 \) ‘hundred’ → \( \text{baat}^3 \)
Pronunciation Tips

These tips are meant to be approximations, since actual pronunciation may vary. Remember that Cantonese has dialectal variation*, just as English has dialectal variation. So, even the English used here is not the same with all speakers. Imitating what you hear will be most helpful.

Consonants

Initial consonants are pronounced similarly as they would be in English, with the exception of /j/ch

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Sound in English</th>
<th>Consonants</th>
<th>Sound in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>b in bat</td>
<td>ng</td>
<td>like ng in sing</td>
</tr>
<tr>
<td>p</td>
<td>p in pat</td>
<td>h</td>
<td>h in ham</td>
</tr>
<tr>
<td>m</td>
<td>m in mat</td>
<td>j</td>
<td>ds in dads; close to j in jeep</td>
</tr>
<tr>
<td>f</td>
<td>f in fat</td>
<td>ch</td>
<td>ts in rats; close to ch in cheap</td>
</tr>
<tr>
<td>d</td>
<td>d in dad</td>
<td>s</td>
<td>s in see</td>
</tr>
<tr>
<td>t</td>
<td>t in tack</td>
<td>y</td>
<td>y in yes</td>
</tr>
<tr>
<td>n</td>
<td>n in no</td>
<td>gw</td>
<td>gu in the name Guam</td>
</tr>
<tr>
<td>l</td>
<td>l in low</td>
<td>kw</td>
<td>qu in quite, queen</td>
</tr>
<tr>
<td>g</td>
<td>g in game</td>
<td>w</td>
<td>w in wait</td>
</tr>
<tr>
<td>k</td>
<td>k in kid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final consonants are also pronounced similarly as they would be in English, that means they aren’t released (no puff of air) at the end.

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Sound in English</th>
<th>Consonants</th>
<th>Sound in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>p in map</td>
<td>ng</td>
<td>ng in sing</td>
</tr>
<tr>
<td>t</td>
<td>t in mat</td>
<td>m</td>
<td>m in ram</td>
</tr>
<tr>
<td>k</td>
<td>k in tick</td>
<td>n</td>
<td>n in soon</td>
</tr>
</tbody>
</table>

Vowels

Vowels are a bit tougher, some sounds are not apparent in English, and some may not exist.

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Sound in English</th>
<th>Consonants</th>
<th>Sound in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>ee in meet</td>
<td>eu</td>
<td>~ i in British Eng dirt; make it by rounding e in end</td>
</tr>
<tr>
<td>i (before k ng)</td>
<td>i in tick</td>
<td>eu before t, n</td>
<td>make it by rounding i in tick</td>
</tr>
<tr>
<td>yu</td>
<td>like German ii; make it by rounding ee in meet</td>
<td>a with final</td>
<td>u in duck</td>
</tr>
<tr>
<td>u</td>
<td>oo in moon</td>
<td>a/aa</td>
<td>a in father</td>
</tr>
<tr>
<td>u (before k, ng)</td>
<td>oo in cook</td>
<td>iu</td>
<td>close to English “Eww!” (showing disgust)</td>
</tr>
<tr>
<td>e</td>
<td>e in end</td>
<td>eui</td>
<td>-</td>
</tr>
<tr>
<td>o</td>
<td>~o in British Eng pork</td>
<td>au</td>
<td>ou in out</td>
</tr>
<tr>
<td>ou</td>
<td>ow in row</td>
<td>ui</td>
<td>-</td>
</tr>
<tr>
<td>ai</td>
<td>i in night</td>
<td>ei</td>
<td>ey in hey!</td>
</tr>
<tr>
<td>aai</td>
<td>i in high</td>
<td>oi</td>
<td>oy in boy</td>
</tr>
<tr>
<td>aau</td>
<td>ow in cow</td>
<td>ew</td>
<td>-</td>
</tr>
</tbody>
</table>
Pronunciation Practice

Basic Syllables
-a
ba pa ma fa da ta na la ga ka nga ha gwa kwa wa ja cha sa ya
-e
be pe me fe ne le ge ke je che se ye
-i
ni li ji chi si yi -u
fu gu ku wu
-o
Bo po mo fo do to lo go ko ngo ho gwo wo jo cho so

Finals –p/-t/-k
 Finals – n/-m vs –ng
 di dip dit dik
 din dim san sam sang

Vowels w/multiple pronunciations: -i, -u, -eu
Pay attention to bracketed words
si sip/sit sim/sin [sik/sing]
wu wut wun [fuk/fung]
seu seut seun [seuk/seung]

Difficult Vowels
-yu
yu syu jyu jyut tyut syut hyut -eui
seui jeui keui heui deui teui

-ui
wui gui mui pui bui -ew
dew jew

Other Vowels
-ou
-dou hou mou -ei
bei nei sei -oi
hoi goi noi

References

Numbers

0 Zero 零 ling⁴
1 One 一 yat¹
2 Two 二 yi⁶
3 Three 三 saam¹
4 Four 四 sei³
5 Five 五 m⁵
6 Six 六 luk⁶
7 Seven 七 chat¹
8 Eight 八 baat³
9 Nine 九 gau²
10 Ten 十 sap⁶
11 Eleven 十一 sap¹ yat¹ Lit. ten and one
12 Twelve 十二 sap¹ yi⁶ Lit. ten and two
20 Twenty 二十 yi³ sap⁶ Lit. two tens

Numbers from 10 to 99 are formed by multiplying tens, eg. 52 = 5 x 10 + 2

52 fifty two 五十二 m⁵ sap⁶ yi⁶

Short Forms

二十 (20) is commonly pronounced 十十 (or 十一) instead of yi⁶ sap⁶, provided it is followed by another number, a measure word, or a noun

+ (10) sap⁶ can be shortened to a⁶ in numbers from 31 to 99, when it is followed by another number or measure word, or a noun.

四十一 (41) sai³ sap⁶ yat¹ or sai³ a⁶ yat¹

Similarly, you can say sa¹ a⁶ for 三十一 saam¹ sap⁶ when it is followed by another number, a measure word, or a noun

三十八 (38) saam¹ sap⁶ baat³ or sa¹ a¹ baat³

Numbers and the Tones of Cantonese

Since the tone values of each of the Cantonese Numbers 0-9 are different, they can be used to remember the tones in Cantonese.

<table>
<thead>
<tr>
<th>Tone</th>
<th>Description</th>
<th>Number w/ corresponding tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>55 high level</td>
<td>3 – saam¹</td>
</tr>
<tr>
<td>2nd</td>
<td>35 high rising</td>
<td>9 – gau²</td>
</tr>
<tr>
<td>3rd</td>
<td>33 mid level</td>
<td>4 – sei³</td>
</tr>
<tr>
<td>4th</td>
<td>21 low falling</td>
<td>0 – ling⁴</td>
</tr>
<tr>
<td>5th</td>
<td>23 low rising</td>
<td>5 – ng⁵</td>
</tr>
<tr>
<td>6th</td>
<td>22 low level</td>
<td>2 – yi⁸</td>
</tr>
</tbody>
</table>

short tones with -p/-t/-k endings

<table>
<thead>
<tr>
<th>Tone</th>
<th>Description</th>
<th>Number w/ corresponding tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>5 high</td>
<td>1 – yat¹</td>
</tr>
<tr>
<td>3rd</td>
<td>3 mid</td>
<td>8 – baat³</td>
</tr>
<tr>
<td>6th</td>
<td>2 low</td>
<td>6 – luk⁸ or 10 – sap⁸</td>
</tr>
</tbody>
</table>

Again, the sequence is 3-9-4-0-5-2, each representing the tones 1 to 6, and then 1-8-6 for the short tones 1, 3, and 6.
# Common Phrases

<table>
<thead>
<tr>
<th>Hey!</th>
<th>wai/wei6 喂</th>
<th>Hello? (on the phone)</th>
<th>wai2 喂</th>
<th>Hello (fml.)</th>
<th>nei5 hou2 你好</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you/What's up?</td>
<td>dim2 a3? 點呀</td>
<td>How are you? (fml.)</td>
<td>nei5 hou2 ma3? 你好嗎</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How have you been lately?</td>
<td>ni1paai4 dim2 a3? 呢排點呀 or jeui3gan6 dim2 a3? 最近點呀?</td>
<td>How have you been lately? (fml.)</td>
<td>ni1paai4/jeui3gan6 gei2 hou2 ma? 呢排/最近幾好嗎</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good morning</td>
<td>jou2san4 早晨</td>
<td>Good night</td>
<td>jou2tau2 早嚟</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bye!</td>
<td>baai1baai3 拜拜</td>
<td>(fml.)</td>
<td>joi3gin3 再見</td>
<td>See you later!</td>
<td>chi4di1gin3 遲啲見</td>
</tr>
<tr>
<td>See you tomorrow!</td>
<td>ting1yat6 gin3 聽日見</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My name is…</td>
<td>ngo5 giu3 我叫___</td>
<td>I'm... years old</td>
<td>ngo5____seui3 我...歲</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm from…</td>
<td>ngo5 hai2 ____ lei4 ga3 我喺___嚟架</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank you!</td>
<td>m5goi1 唔該 (for a favor/service)</td>
<td>do1je6 多謝 (for a gift, huge favors, metaphorically)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You're welcome</td>
<td>m4sai2 haak3hei3 唔使(客氣)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you eaten yet? (a greeting)</td>
<td>nei5 sik6 jo2 faan6 mei6 a3? 你食咗飯未呀?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you say __ in Cantonese?</td>
<td>__ yung6 gwong2dung1wa2 dim2 gong2 a3? __ 用廣東話點講呀?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand?</td>
<td>nei5 ming4 m4 ming4 a3? 你明唔明呀?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you understand (what was said)?</td>
<td>nei5 teng1 dak1 ming4 ma3? 你聽得明嗎?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorry!</td>
<td>m4hou2 yi3si1/3 唔好意思 (more seriously, at fault)</td>
<td>deui3m4jyu6 對唔住</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't understand</td>
<td>ngo5 m4 ming4 我唔明</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can't understand (what was said)</td>
<td>ngo5 teng1 m4 ming4 我聽唔明</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any questions?</td>
<td>yau5mou5 man6tai4 有冇問題</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could you speak slower?</td>
<td>cheng2 nei5 gong2 maan6 di1 請你講慢啲</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could you speak louder?</td>
<td>cheng2 nei5 gong2 daai6seng1 di1 請你講大聲啲</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could you say that once again?</td>
<td>cheng2 nei5 joi3 gong2 do1 yat1 ci3 請你再講多一次</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could you please…?</td>
<td>cheng2/ma4faan4 nei5….. 請/麻煩你…</td>
<td>Please…! m4goi1.! 唔該…!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excuse me, I wanna ask…</td>
<td>cheng2man6,… 請問,….. or m4goi1, ngo5 seung2 man6…,唔該,我想問…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Common Phrases 2

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Yale Romanization</strong></th>
<th><strong>Characters</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[RUNNING INTO A FRIEND…]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are you up to?</td>
<td>jou⁶ gan² mat¹ ye⁵ a³</td>
<td>做緊乜野呀?</td>
</tr>
<tr>
<td>Where are you going?</td>
<td>heui³ bin¹ dou⁶ a³</td>
<td>去邊到呀?</td>
</tr>
<tr>
<td>Are you going to class?</td>
<td>nei⁵ hai⁶ m⁴ hai⁶ seung⁶ tong⁴ a³?</td>
<td>係咪去上堂呀?</td>
</tr>
<tr>
<td>Are you going home?</td>
<td>nei⁵ hai⁶ m⁴ hai⁶ faan¹ uk¹ kei² a³?</td>
<td>係咪返屋企呀?</td>
</tr>
<tr>
<td>Do you want to study together?</td>
<td>yat¹ chai⁴ wan¹ syu¹ hou² m⁴ hou² a³?</td>
<td>一齊溫書好唔好呀?</td>
</tr>
<tr>
<td>Let's go grab some dim sum sometime</td>
<td>dak¹ haan⁴ cheut¹ lai⁴ yam² cha⁴</td>
<td>得閒出黎飲茶</td>
</tr>
<tr>
<td>Call me!</td>
<td>dak⁴ haan⁴ ko¹ ngo⁵ /</td>
<td>得閒 Call 我</td>
</tr>
<tr>
<td></td>
<td>dak¹ haan⁴ da² (din⁶ wa⁶) bei² ngo⁵</td>
<td>得閒打俾我</td>
</tr>
<tr>
<td><strong>[COMMENTS &amp; EMERGENCY]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awesome!</td>
<td>hou² sai¹ lei⁶</td>
<td>好犀利</td>
</tr>
<tr>
<td>Put on more clothes (stay warm)</td>
<td>jeuk³ do¹ gin⁶ saam¹</td>
<td>着多件衫</td>
</tr>
<tr>
<td>You look good today</td>
<td>nei⁵ gam¹ yat⁶ hou² leng³ wo³</td>
<td>你今日好靚喎</td>
</tr>
<tr>
<td>Hurry up!</td>
<td>faai³ di¹ la¹</td>
<td>快 d 唔</td>
</tr>
<tr>
<td>Help!</td>
<td>gau³ meng⁶</td>
<td>救命</td>
</tr>
<tr>
<td>Where is the nearest restroom?</td>
<td>fu⁶ gan⁸ bin¹ dou³ yau⁵ sai² sau² gaan¹ /chi³ so²?</td>
<td>附近邊到有洗手間/廁所</td>
</tr>
<tr>
<td><strong>[BRAGGING ABOUT YOUR CANTO-PROFICIENCY…]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't speak Cantonese</td>
<td>ngo⁵ m⁴ sik¹ gong² gwong² dang¹ wa⁶</td>
<td>我唔識講廣東話</td>
</tr>
<tr>
<td>I speak a little Cantonese</td>
<td>ngo⁵ sik¹ gong² siu² siu² gwong² dang¹ wa⁶</td>
<td>我識講少少廣東話</td>
</tr>
<tr>
<td>I speak Cantonese fluently</td>
<td>ngo⁵ di¹ gwong² dang¹ wa⁶ hou¹ lau⁴ lei⁶ ga¹</td>
<td>我 d 廣東話好流利嫁</td>
</tr>
<tr>
<td><strong>[SHARING OUR FEELINGS…]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to go home</td>
<td>ngo⁵ seung² faan¹ uk¹ kei²</td>
<td>我想返屋企</td>
</tr>
<tr>
<td>I don't feel well.</td>
<td>ngo⁵ m⁴ syu¹ fuk⁵</td>
<td>我唔舒服</td>
</tr>
<tr>
<td>I am happy</td>
<td>ngo⁵ hou² hoi¹ sam¹</td>
<td>我好開心</td>
</tr>
<tr>
<td>I am unhappy</td>
<td>ngo⁵ hou² m⁴ hoi¹ sam¹</td>
<td>我好開心</td>
</tr>
<tr>
<td>I am angry</td>
<td>ngo⁵ hou² nau¹</td>
<td>我好嬲</td>
</tr>
<tr>
<td>I am sleepy</td>
<td>ngo⁵ hou² ngaan⁶ fan³</td>
<td>我好眼訓</td>
</tr>
<tr>
<td>I want to cry</td>
<td>ngo⁵ seung² ham³</td>
<td>我想喊</td>
</tr>
<tr>
<td>I like ___ (sleeping / play video games / a person etc.)</td>
<td>ngo jung¹ yi³ ___ (fan³ gaau³ /我鍾意 ___ da² gei¹ / nei³)</td>
<td>（睡覺/ 打機/ 你）</td>
</tr>
<tr>
<td>I miss _____ (someone e.g. you)</td>
<td>ngo⁵ hou² gwa³ jyu⁶ ___ (nei⁵)</td>
<td>我好掛住 _____ (你)</td>
</tr>
</tbody>
</table>

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Original written by Mel Lo & Kelly Lau Fall 2007

Facilitators: Mel Lo & Jeannie Fong
ASUC Sponsored – handicap / wheelchair accessible
### Common Phrases 3

#### [SHOPPING PHRASES]

<table>
<thead>
<tr>
<th>English</th>
<th>Yale Romanization</th>
<th>Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much is it?</td>
<td>gei² do¹ chin⁴ a³</td>
<td>幾多錢呀？</td>
</tr>
<tr>
<td>Cheaper, please?</td>
<td>peng⁴ di¹ dak¹ m⁴ dak¹ a³?</td>
<td>平 d d唔得呀？</td>
</tr>
<tr>
<td>So expensive?!</td>
<td>gam³ gwai³?</td>
<td>咁貴？</td>
</tr>
<tr>
<td>Very cheap</td>
<td>hou² peng⁴</td>
<td>好平</td>
</tr>
<tr>
<td>Is there any other colors?</td>
<td>yau⁴ mou⁵ dai⁶ yi⁶ (jek³/ jung²) ngaan⁴ sik¹ a³?</td>
<td>有冇第二(隻/種)顏色呀？</td>
</tr>
<tr>
<td>What size do you have?</td>
<td>ching² man⁶ yau⁴ mat¹ ye⁵ ma⁵ a³?</td>
<td>有冇第二(隻/種)顏色呀？</td>
</tr>
<tr>
<td>Excuse me, where is the fitting room?</td>
<td>m⁴ goi¹, si³ san¹ sat¹ hai² bin¹ dou⁶ a³?</td>
<td>唔該，試身室係邊到呀？</td>
</tr>
</tbody>
</table>

#### [MEASURE WORD FOR CLOTHING & ACCESSORIES]

| Tops (shirt/t-shirt/sweater/jacket/etc.) | gin6 | 件 |
| Bottoms (dress/skirt/pants/jeans/etc.) | tiu⁴ | 條 |
| Accessories (belt/scarf/tie/necklace/underwear) | tiu⁴ | 條 |
| Shoes (pair of leather shoes/sandals/boots/high heels) (if only a single shoe, we use jek³) | deui³ | 對 |
| Accessories (socks/gloves/earrings) | deui³ | 對 |

#### [IN THE RESTAURANT]

| How many people? | gei² wai² a³? | 幾多位呀？ |
| Table for (# of people), please | m⁴ goi¹ (#) wai² | 唔該(#)位 |
| What do you want to eat? | nei⁵ seung⁵ sik⁶ di¹ mat¹ ye⁵ a³? | 你想食d乜野呀？ |
| It doesn’t matter | mou⁵ so² wai⁶ | 有所謂 |
| Any recommend dishes? | yau⁴ mat¹ ye⁵ hou² gai³ siu⁶ a³? | 有乜野好介紹呀？ |
| I’d like to order…and… | ngo⁵ seung⁵ yiu³…tung⁴ maai⁴… | 我想叫…同埋… |
| May I have a ____? | m⁴ goi¹ yat¹ (go³) ____ | 唔該(一個)____ |
| Check, please? | m⁴ goi¹ maai¹ daan¹ | 唔該埋單 |
| Let me get the bill | dang² ngo⁵ bei² la¹ | 等我俾啦 |
| Don't fight for it (the bill) | m⁴ hou² jaang¹ la¹ | 唔好掙啦 |

#### [MEASURE WORD FOR FOOD/DRINK]

| Bottle | jeun¹, ji¹ | 樓，支 |
| Cup, glass | bui¹ | 杯 |
| Bowl | wun² | 碗 |
| Dish | dip⁶ | 碟 |
| Can | gun³ | 罐 |
**[EXPRESSING YOUR FEELING]**

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Cantonese</th>
<th>Pinyin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>baau²</td>
<td>飽</td>
</tr>
<tr>
<td>Hungry</td>
<td>tou⁵ ngo⁶</td>
<td>肚餓</td>
</tr>
<tr>
<td>Thirsty</td>
<td>hau² hot³/geng² hot³</td>
<td>口渴/顱渴</td>
</tr>
</tbody>
</table>

*Original Made By Mel Lo & Kelly Lau Fall 2007*
Lesson 1: Introductions I

Dialogue 1
Yale Romanization
A: nei⁵ hou²!
B: nei⁵ hou²!
A: nei⁵ giu³ mat‘ye⁵ meng² a³?
B: ngo⁵ giu³ John. nei⁵ ne¹?
A: ngo⁵ giu³ Mary.

English Translation
A: Hello!
B: Hello!
A: What is your name?
B: My name is John. How about you?
A: My name is Mary.

Vocabulary
<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nei⁵</td>
<td>PN</td>
<td>You</td>
</tr>
<tr>
<td>hou²</td>
<td>Adj</td>
<td>good, fine</td>
</tr>
<tr>
<td>giu³</td>
<td>V</td>
<td>to call</td>
</tr>
<tr>
<td>mat‘ye⁵</td>
<td>QW</td>
<td>what?</td>
</tr>
<tr>
<td>meng²</td>
<td>N</td>
<td>name</td>
</tr>
<tr>
<td>a³</td>
<td>Part.</td>
<td>[question particle]</td>
</tr>
<tr>
<td>ngo⁵</td>
<td>PN</td>
<td>I, me</td>
</tr>
<tr>
<td>giu³</td>
<td>Part.</td>
<td>[question: what about?]</td>
</tr>
</tbody>
</table>

Dialogue 2
Yale Romanization
Mark: ching⁶ man⁶, nei⁵ gwai³ sing³ a³?
Jenny: ngo⁵ sing³ Chan⁴. nei⁵ ne¹?
Mark: ngo⁵ sing³ Wong⁴. ngo⁵ giu³ Mark. nei⁵ giu³ mat‘ye⁵ meng² a³?
Jenny: ngo⁵ giu³ Jenny.

English Translation
Mark: May I ask, what’s your surname?
Jenny: My surname is Chan. And you?
Mark: My surname is Wong. My name is Mark. What is your name?
Jenny: My name is Jenny.

Vocabulary
<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ching⁶ man⁶</td>
<td>Expression</td>
<td>May I ask, Excuse me…?</td>
</tr>
<tr>
<td>gwai³ sing³</td>
<td>Expression</td>
<td>honorable surname</td>
</tr>
<tr>
<td>sing³</td>
<td>V</td>
<td>to have the surname…</td>
</tr>
<tr>
<td>Chan⁴, Wong⁴</td>
<td></td>
<td>Chan, Wong (common surnames)</td>
</tr>
</tbody>
</table>

Dialogue 3
Yale Romanization
John: wai⁶ David!
David: wai⁶ John! ni¹ paai⁴ dim² a³?
John: gei² hou² a³, nei⁵ ne¹?
David: m⁴ cho³ a¹.
John: dang⁴ ngo⁵ gaa³ su⁵ ha⁵, ni¹ go⁵ hai⁵ ngo⁵ go⁵ yau⁵, Mary.
Mary: nei⁵ hou²!
David: nei⁵ hou²! ngo⁵ hai⁶ a³ David!

English Translation
John: Hey David!
David: Hey John! How have things been going?
John: Pretty good, how about you?
David: Not bad.
John: Allow me to introduce. This is my friend Mary.
Mary: Hi!
David: Hi! I’m David.

Vocabulary
<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>wai⁶/wei⁶</td>
<td>Expression</td>
<td>Hey!</td>
</tr>
<tr>
<td>ni¹ paai⁴</td>
<td>Time Word</td>
<td>recently; lately</td>
</tr>
<tr>
<td>dim²</td>
<td>QW</td>
<td>how?</td>
</tr>
</tbody>
</table>
gei\(^2\) (+adj.) | Adv. | quite
---|---|---
m\(^4\) | Neg. | not; do not
m\(^4\) cho\(^3\) | Expression (adj.) | not bad
a\(^9\)/a\(^1\) | Part. | [statement particle]
dang\(^2\) | V (imperative) | Let/Allow…
gaa\(^i\) siu\(^6\) | V | to introduce
ni\(^1\) | Particle | this
go\(^3\) | Dem. | measure for person or thing
hai\(^6\) | MW | to be
pang\(^4\) yau\(^5\) | V | friend
a\(^3\) | N | prefix added to names

**Supplementary Vocabulary**

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>keui(^5)</td>
<td>Pronoun</td>
<td>he/she</td>
</tr>
<tr>
<td>-dei(^6)</td>
<td>suffix</td>
<td>plural for pronouns</td>
</tr>
<tr>
<td>jeui(^3) gan(^6)</td>
<td>Time Word/Adv</td>
<td>recently; lately</td>
</tr>
<tr>
<td>gan(^6) paai(^2)</td>
<td>Time Word</td>
<td>recently; lately</td>
</tr>
<tr>
<td>fei seung(^4)(ji(^1))</td>
<td>Adv</td>
<td>extremely</td>
</tr>
<tr>
<td>hou(^2) (+adj.)</td>
<td>Adv</td>
<td>very</td>
</tr>
<tr>
<td>tong(^4) hok(^5)</td>
<td>N</td>
<td>classmate</td>
</tr>
</tbody>
</table>

**Grammar**

1) Cantonese Word Order

The general word order of Cantonese is Subject-Verb-Object.

\[
\begin{array}{llllll}
\text{ngo}^5 & \text{giu}^3 & \text{John} & \text{keui}^5 & \text{jung}^1 \text{yi}^3 & \text{ping}^4 \text{gwo}^2 \\
\text{I am} & \text{called} & \text{John} & \text{he/she} & \text{likes} & \text{apples} \\
\text{S} & \text{V} & \text{O} & \text{S} & \text{V} & \text{O} \\
\end{array}
\]

2) Pronouns

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>ngo(^5)</td>
<td>ngo(^5) dei(^6)</td>
</tr>
<tr>
<td>You</td>
<td>nei(^i)</td>
<td>nei(^i) dei(^6)</td>
</tr>
<tr>
<td>They, them</td>
<td>keui(^5)</td>
<td>keui(^5) dei(^6)</td>
</tr>
</tbody>
</table>

Pronouns in Cantonese do not distinguish masculine and feminine, so gender is determined from context. The plural marker only applies to pronouns and fixed expressions, i.e. yan\(^4\) dei\(^6\) ‘others’.

3) Question Particles a\(^3\) and ne\(^1\)

The question particle a\(^3\) is used for neutral questions, generally to soften the tone.

\[
\text{nei}^5 \text{go}^3 \text{pang}^4 \text{yau}^5 \text{giu}^3 \text{mat}^i \text{ye}^5 \text{meng}^2 \text{a}^3? \quad \text{What is your friend’s name?}
\]

The question particle ne\(^1\) is used in follow questions based on previous context (what about…/how about…?), or to indicate a sense of wonder, like when one thinks to oneself.

\[
\text{keui}^5 \text{ne}^1? \quad \text{What about him?}
\]
gam’ yat¹ (today) tin¹ hei³ (weather) dim² ne¹?
(I wonder) how’s the weather today?

4) Verb hai⁶
The verb hai⁶ connects nouns and noun phrases, but unlike English, it cannot be
used to link a noun and an adjective in a general statement.

ngo⁵ hai⁶ hok⁶ saang¹. I am a student.

*ngo⁵ hai⁶ hou² lek¹ (smart) a³. (I really) am very smart.
(As a general statement, this is ungrammatical. Cases in which is this is
grammatical will be introduced later)

5) Adjectives in general
In Cantonese, there are cases in which the adjectives may function as a verb. As
such, they do not use the verb to be in forming sentences as English does.
However, if they are used in the predicate (the portion of the sentence that
contains the verb), then they usually must be preceded by some sort of modifier.

ni¹ go³ hou² gwai³ a³! This one is (very) expensive.

ngo⁵ ni¹ paai⁴ gei² hou²! I’m doing quite well lately.

6) Asking how one is doing
The use of nei⁶ hou² ‘Hello!’ and nei⁶ hou² ma³? ‘How are you doing?’ is typically
used between strangers or in a formal polite setting. Between friends and close
acquaintances, a speaker will use wai⁶ followed by the person’s name to greet
the listener and dim² a³? ‘How are you doing?’

Example:
wai⁶ a³ John! jeui³ gan⁶ dim² a³?
Hey John! How have you been doing (recently)?
Lesson 2: Introductions II

Dialogue 1

Yale Romanization
A: nei⁵ hai⁶ Paak¹ Hak¹ Loi⁴ ge³ hok⁶ saang¹ ma³?
B: hai⁵ a⁶.
A: nei⁵ gam¹ nin² dai⁶ gei² nin⁴ a³?
B: ngo⁶ gam¹ nin² dai⁶ yi⁶ nin⁴. nei⁵ ne¹?
A: ngo⁶ gam¹ nin² dai⁶ sei³ nin⁴. gam² nei⁵ jyu² sau¹ bin¹ fo¹ a³?
B: ngo⁶ jyu² sau¹ ging¹ jai³ hok⁶. nei⁵ ne¹?
A: ngo⁶ jyu² sau¹ sang¹ mat⁶ hok⁶

English Translation
A: Are you a Berkeley student?
B: Yes.
A: What year are you (this year)?
B: I'm a second year (this year). How about you?
A: I'm a fourth year. So... what are you majoring in?
B: I'm majoring in Economics. How about you?
A: I'm majoring in Biology.

Other ways to ask about one's major/studies

Yale Romanization
A: nei⁵ hai⁶ mat'ye⁵ major a³?
B: ngo⁶ hai⁶ yi⁶ kon¹
A: nei⁵ duk⁶ mat'ye⁵ (fo¹) a³?
B: ngo⁶ duk⁶ po'⁶ lì saai¹

English Translation
A: What major are you?
B: I'm an economics major.
A: Which subject do you study?
B: I study Political Science.

Vocabulary

Yale Romanization
Paak¹ Hak¹ Loi⁴
gam¹ nin²
dai⁶
gei²
nin⁴
jyu² sau¹
duk⁶
bin¹
jing¹ jai³ hok⁶
fo¹
sang¹ mat⁶ hok⁶

Part of Speech
Proper Name
Time Word

English Meaning
Berkeley
this year
numerical prefix
how many?
year
to major in
to read, to study
which
subject; field
Economics
Biology

Dialogue 2

Yale Romanization
A: nei⁵ hai⁶ m¹ hai'' hai'' Lo⁴ Saang² lei⁴ ga³?
B: m¹ hai⁶ a³.
A: o⁴, gam² nei⁵ hai'' bin¹ dou⁶ lei⁴ ga³?
B: ngo² hai² Saam¹ Faan¹ Si⁵ lei⁴ ga³.

English Translation
A: Are you from Los Angeles?
B: Nope.
A: Oh, so then, where are you from?
B: I'm from San Francisco

Vocabulary

Yale Romanization
hai²
Lo⁴ Saang²
t-lei⁴
g³ (fusion of ge³ + a³)
o⁴
gam²
bin¹ dou⁶

Part of Speech
Prep.
Proper Name (N)
Part.
Interjection
Interjection

English Meaning
from, at
Los Angeles
to come
used as question particle here
Oh!
so then..., well then...
where?
Supplementary Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sin’saang¹</td>
<td>N</td>
<td>teacher; sir</td>
</tr>
<tr>
<td>lou’si¹</td>
<td>N</td>
<td>teacher (formal title)</td>
</tr>
<tr>
<td>gaau³sau⁶</td>
<td>N</td>
<td>professor</td>
</tr>
<tr>
<td>hok⁶naau⁶</td>
<td>N</td>
<td>school</td>
</tr>
<tr>
<td>jo⁶gaau³</td>
<td>N</td>
<td>assistant instructor (TA)</td>
</tr>
<tr>
<td>daai⁶hok⁶</td>
<td>N</td>
<td>university</td>
</tr>
</tbody>
</table>

Place Names

<table>
<thead>
<tr>
<th>Place</th>
<th>English</th>
<th>Place</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mei³Gwok³</td>
<td>United States</td>
<td>Ying³Gwok³</td>
<td>England</td>
</tr>
<tr>
<td>Ga¹Na¹Daai⁶</td>
<td>Canada</td>
<td>Dak¹Jau¹</td>
<td>Texas</td>
</tr>
<tr>
<td>Mak⁶Sai¹Go¹</td>
<td>Mexico</td>
<td>Nau²Yeuk³</td>
<td>New York</td>
</tr>
<tr>
<td>Heung¹Gong²</td>
<td>Hong Kong</td>
<td>(Naam⁴/Bak¹)</td>
<td>(Southern/Northern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ga¹Jau¹</td>
<td>California</td>
</tr>
<tr>
<td>Jung³Gwok³</td>
<td>China</td>
<td>Waan¹Keui¹</td>
<td>Bay Area</td>
</tr>
<tr>
<td>Uk¹Leun⁴</td>
<td>Oakland</td>
<td>Toi²Waan¹</td>
<td>Taiwan</td>
</tr>
</tbody>
</table>

Dialogue 3

Yale Romanization

A: nei⁵yi⁴ga¹jyu⁶hai²bin¹dou⁶a³?  How are you living at now?

B¹: ngo⁵yi⁴ga¹jyu⁶hai²suk’se⁵dou⁶.  I’m living in the dorms.

B²: (Colloquial)  I’m living in the dorms.

A: o⁵, bin¹jo⁶a³?  Which one?

B: Unit Two.  I’m living in Unit Two. So, how about you? Where are you living at now?

A: ngo⁵yi⁴ga¹jyu⁶paak¹man².  I’m living in an apartment now.

Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yi⁴ga¹</td>
<td>Time Word</td>
<td>now; currently</td>
</tr>
<tr>
<td>jyu⁶</td>
<td>V</td>
<td>to live, to reside in</td>
</tr>
<tr>
<td>hai²</td>
<td>Prep</td>
<td>at</td>
</tr>
<tr>
<td>suk’se⁵</td>
<td>N</td>
<td>dorms</td>
</tr>
<tr>
<td>bin¹</td>
<td>QW</td>
<td>Which...?</td>
</tr>
<tr>
<td>jo⁶</td>
<td>MW</td>
<td>measure for buildings</td>
</tr>
<tr>
<td>paak¹man²</td>
<td>N</td>
<td>apartment</td>
</tr>
</tbody>
</table>

Grammar

1) Yes/No Question Types: particle ma³ and A-not-A pattern

In this lesson, you have learned two ways to solicit a yes/no answer from the listener. The first form is the sentence-final question particle ma³, which placed at the end of a statement to turn it into a question. This form tends to me have a more formal and polite tone to it.

nei⁵hai⁶sin¹saang¹ma³?  Are you a teacher?

a) To simply answer ‘yes’ to the above question, use hai⁶hai¹.  Yes (I am)
b) To simply answer ‘no’ to the above question, you add m⁴ in front of hai⁶ to negate it.

m⁴ hai⁶. ngo⁵ hai⁶ hok⁶ saang¹. No (I’m not). I’m a student.

The second form is the A-not-A pattern, which is more commonly used than the ma³ form. It is formed by using adding a negative to the verb and then repeating the verb: verb + m⁴ + verb. (Don’t forget the a³ add the end to form a question!)

To show this, let’s use the earlier question: Are you a teacher?

nei⁵ hai⁶ m⁴ hai⁶ sin¹ saang¹ a³? Literally: Are you (or are you not) a teacher?

To reply to the question, use the same forms for ‘yes’ and ‘no’ listed above.

2) Preposition hai² ‘from’, ‘at’

Depending on the context, hai² placed before a location word can mean ‘from’ or ‘at’.

hai² meaning ‘from’

ngo⁵ hai² Faat³ Gwok⁶ lei³ ga³. I am from France.

hai² ni¹ dou⁶ heui³ Uk¹ Leun⁴ yun⁵ m⁵ yun⁵ a³?
Is it far [to go] from here to Oakland? (yun⁵: far, heui³: to go)

hai² meaning ‘at’

ngo⁵ hai² ni¹ dou⁶ jyu⁵. I live here. (lit: I live at this place)

a³ John hai² m⁵ hai² dou⁶ a³? Is John here [or not]?

Note: Unlike in English, the verb hai⁶ ‘to be’ is not needed in these sentences, so the preposition basically acts as the verb of the sentence.

Usage Patterns for preposition hai² ‘at’:

[a] Subject + hai² + Location + (Localizer) + Verb + (Object)

keui⁵ hai² Mei⁵ Gwok³ duk⁶ syu¹. (duk⁶ syu¹ ‘to attend school; to read’)
I go to school in America.

[b] Subject + Verb + hai² + Location + Localizer
This construction places the location after the verb, but is more limited to certain verbs and tends requires a localizer.

keui⁵ kei⁵ hai² mun¹ hau² dou⁶. He/she is standing by/at the door.

3) Localizer dou⁶

This will be discussed more in detail later. The localizer particle functions with hai² to express a spatial relationship. While hai² is placed before the location, the localizer is placed after the location.

dou⁶ can both mean ‘over there’ or ‘over here’, but it’s more of dummy, which means ‘at’. In conversation, it’s sometimes omitted. For example:

David dit³ dou² hai² lau² tai¹ (dou²). (dit³ dou² ‘fell down’; lau² tai¹ ‘stairs’)
David fell down on the stairs.
4) **Basic Negative** $m^4$

The basic way to negate a verb is to place $m^4$ before the verb. This translates into something like “do not V” or when used to negate hai6 ‘to be’ or an adjective, it means “to not be~”

- keui⁵ $m^4$ leng³ (leng³ ‘pretty’) He/she is not pretty.
- sou³ hok⁶ $m^4$ yung⁴ yi⁶ (yung⁴ yi⁶ ‘easy’) Math is not easy.
- ngo³ $m^4$ yung⁴ yi³ sang¹ mat⁶ hok⁶. I do not like Biology.
- keui⁵ $m^4$ hai⁶ Mei⁵ Gwok³ yan⁴ He is not American.

5) **A-not-A Pattern with other verbs**

So far, you have learned how to use the A-not-A pattern to ask a yes/no question with the verb hai⁶ ‘to be’. With other verbs, the pattern is roughly the same. To answer ‘yes’, you just repeat the verb. For ‘no’, negate the verb with $m^4$. For example:

- zyu⁶ dorm gwai³ $m^4$ gwai³ a? Is living in the dorms expensive?
  - gwai³! $m^4$ gwai³ Yes, (it is expensive)
  - m⁴ gwai³ No, (it is not expensive).

To ask a question with the two-syllable verbs, the pattern is:

[1st Syllable] + [m⁴] + [Whole Verb]

- sou³ hok⁶ yung⁴ $m^4$ yung⁴ yi⁶ (yung⁴ yi⁶ ‘easy’) Is Math easy [or not]?
  - yung⁴ yi⁶ $m^4$ yung⁴ yi⁶ Yes, (it is easy)
  - m⁴ yung⁴ yi⁶ No, (it’s not easy)
Majors (sau⁴ fo¹ muk⁶)

Anthropology  yan⁴ leui⁶ hok⁶
Architecture  gin⁵ juk¹ hok⁶
Biology  sang¹ mat⁶ hok⁶
Chemistry  fa³ hok⁶
Business/Commerce  seung¹ fo¹
   ~Administration
Cognitive Science  seung¹ yip⁶ gwun² lei⁵ hok⁶
Computer Science  ying⁶ ji¹ fo¹ hok⁶
Economics  din⁵ nou⁵ fo¹ hok⁶
English  ging¹ jai³ hok⁶
Engineering  ying¹ man⁴
   Mechanical~  gung¹ ching⁴ hok⁶
   Electrical~  gei¹ haai⁶ gung¹ ching⁴
   Civil~  dan⁵ ji³ gung¹ ching⁴
   Chemical~  tou² muk⁶ gung¹ ching⁴
   Biological~  fa³ hok⁶ gung¹ ching⁴
   Environmental Science  waan¹ mat¹ gung¹ ching⁴
   Film Studies  ding⁶ ying² yin¹ gau³
   Geography  dei⁵ lei⁵ hok⁶
growth  dei⁵ jat¹ hok⁶
   History  lik⁶ si²
Journals  san¹ man⁴ hok⁶
Economics/Law  faat³ leut⁶ hok⁶
Linguistics  yu⁵ yin⁴ hok⁶
Mass Communications  daa¹ jung⁴ chyun⁴ bo³
Mathematics  sou³ hok⁶
Statistics  tung² gai⁶ hok⁶
Statistics  ying¹ yung⁶ sou³ hok⁶
Economics  yi¹ hok⁶
Applied~  yam¹ ngok⁶
Applied~  yeuk⁶ jai¹ hok⁶
Music  jis³ hok⁶
Philosophy  ging¹ jai³ hok⁶
Political Science  mat⁶ lei⁵ hok⁶
Physics  sam¹ lei⁵ hok⁶
Psychology  gung¹ gung⁶ wai⁶ sang¹ hok⁶
Public Health  jung¹ gaau³ yin⁴ gau³
Social Welfare  sau¹ ci⁴ hok⁶
Religious Studies  se⁵ wui² fuk¹ lei⁶ hok⁶
Rhetoric  se⁵ wui² hok⁶
Social Welfare  se⁵ wui² hok⁶
Sociology

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### Countries (gwok³ ga¹)

#### Africa
- **Africa**: fei¹ jau¹
- **Congo**: gong¹ gwo²
- **Egypt**: oi³/aai¹ kap⁶
- **Ghana**: ga¹ naap⁶
- **Ivory Coast**: jeung⁶ nga⁴ hoi² on⁶
- **Libya**: lei⁶ bei² a³
- **Morocco**: mo¹ lok⁶ go¹
- **South Africa**: naam⁴ fei¹

#### America
- **South America**: naam⁴ mei⁵ jau¹
- **Argentina**: a³ gan¹ ting⁴
- **Brazil**: ba¹ sai¹
- **Chile**: ji³ lei⁶
- **Cuba**: gu² ba¹
- **Canada**: ga¹ na⁴ daai⁶
- **North America**: bak¹ mei⁵ jau¹
- **Vancouver**: wan¹ go² do¹
- **Mexico**: mak⁶ sai¹ go¹
- **United States**: mei⁵ gwok³
- **California**: ga¹ jau¹
- **New York**: nau² yeuk³
- **San Francisco**: saam¹ faan⁴ si⁵
- **Los Angeles**: lo⁵ saang² lok⁶ chaam³ gei¹

#### Asia & Pacific
- **Asia**: a³ jau¹
- **Australia**: ou³ jau¹
- **China**: jung¹ gwok³
  - (mainland): daai⁶ luk⁶ noi⁶ dei⁶
- **Beijing**: bak¹ ging¹
- **Guangzhou**: gwong² jau¹
- **Shanghai**: seung³ hoi²
- **Hong Kong**: heung¹ gong²
- **Macau**: ou¹ mun²
- **Taiwan**: toi⁴ waan¹
- **Taipei**: toi⁴ bak¹
- **India**: yu¹ sou¹
- **Indonesia**: yan³ nei⁴
- **Japan**: yat⁶ bun²
- **Tokyo**: dung¹ ging¹
- **Korea**: hon¹ gwok³
- **South Korea**: naam⁴ hon⁴
- **North Korea**: bak¹ hon⁴
- **Seoul**: hon³ sing⁴ sau² yi⁵
- **Malaysia**: ma³ loi⁶ sai¹ a³
- **Mongolia**: mung⁴ gu²
- **Middle East**: jung¹ dung¹
- **Israel**: yi³ sik¹ lit⁶
- **Palestine**: ba¹ lak⁴ si¹ taan²
- **Iraq**: yi¹ laai¹ hak¹
- **Saudi Arabia**: sa¹ de⁶ a³ laai¹ baak³
- **Singapore**: san¹ ga⁶ bo¹
- **Thailand**: taai³ gwok³
- **Vietnam**: yu⁶ naam⁶

#### Europe
- **Europe**: au¹ jau¹
- **Belgium**: bei² lei⁶ si⁴
- **Denmark**: daan¹ mak⁶
- **France**: faat³ gwok³
- **Paris**: ba¹ lai⁴
- **Germany**: dak¹ gwok³
- **Greece**: hei¹ laap⁶
- **Holland**: ho⁴ laan¹
- **Ireland**: oi³ yi³ laan⁴
- **Italy**: yi³ daai⁶ lei⁶
- **Rome**: lo⁴ ma²
- **Norway**: no⁴ wai¹
- **Portugal**: pou⁴ tou⁴ nga⁴

#### Europe continued
- **Russia**: o⁴ lo⁴ si¹
- **Spain**: sai¹ baan¹ nga⁴
- **Sweden**: seu⁶ din²
- **Turkey**: tou² yi⁶ kei⁴
- **Ukraine**: wu¹ hak¹ laan⁴
- **United Kingdom**: ying¹ gwok³
  - **England**: ying¹ gaak³ laan⁴
  - **Scotland**: sou¹ gaak³ laan⁴
  - **Wales**: wai¹ yi⁶ si¹
  - **London**: leun⁴ deun¹
- **European Union**: au¹ mang⁴
**Lesson 3: Family**

### Dialogue 1

**Yale Romanization**

A: nei² uk¹ kei² yau² gei² do¹ go³ yan⁴ a³?  
B: ngo⁵ uk¹ kei² yau² ng³ go³ yan⁴; yau⁵ ngo⁵ ba⁴ ba¹, ma⁴ ma¹, ga⁴ je¹, sai² lou², tung⁴ maai⁴ ngo⁵. nei⁵ uk¹ kei² nei²?  
A: ngo⁵ uk¹ kei² ji² yau⁵ saam³ go³ yan⁴ – ngo⁵ fu⁶ mou⁵ tung⁴ maai⁴ ngo⁵. ngo⁵ mou⁵ hing¹ dai⁶ ji² mui²

**English Translation**

A: How many people are there in your family?  
B: There are 5 people in my family: there’s my dad, mom, older sister, younger brother, and me. How about your family?  
A: There are only 3 people in my family: my dad, mom, and me. I don’t have brothers and sisters.

**Note:** [1] uk¹ kei² ‘home’ is used here to refer to immediate family; the word uk¹ by itself refers to house.  
[2] ba⁴ ba¹ ma⁴ ma¹ is a more colloquial way of referring to both parents, the more formal way is fu⁶ mou⁵.

### Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>uk¹ kei²</td>
<td>N</td>
<td>home; family</td>
</tr>
<tr>
<td>yau²</td>
<td>V</td>
<td>to exist, to have</td>
</tr>
<tr>
<td>go³</td>
<td>MW</td>
<td>measure for people</td>
</tr>
<tr>
<td>ba⁴ ba¹</td>
<td>N</td>
<td>father</td>
</tr>
<tr>
<td>ma⁴ ma¹</td>
<td>N</td>
<td>mother</td>
</tr>
<tr>
<td>ga⁴ je¹</td>
<td>N</td>
<td>older sister</td>
</tr>
<tr>
<td>sai² lou²</td>
<td>N</td>
<td>younger brother</td>
</tr>
<tr>
<td>tung⁴ maai⁴</td>
<td>Conj.</td>
<td>and, with</td>
</tr>
<tr>
<td>mou⁵</td>
<td>V</td>
<td>to not exist, not exist</td>
</tr>
<tr>
<td>hing¹ dai⁶ ji² mui²</td>
<td>N</td>
<td>brothers and sisters</td>
</tr>
<tr>
<td>ji²</td>
<td>Adv.</td>
<td>only</td>
</tr>
<tr>
<td>fu⁶ mou⁵</td>
<td>N</td>
<td>parents</td>
</tr>
<tr>
<td>ma⁴ ma¹ ba⁴ ba¹</td>
<td>N</td>
<td>mom and dad</td>
</tr>
</tbody>
</table>

**Note:** For other family members, please refer to handout.

### Dialogue 2

**Yale Romanization**

A: nei⁵ yau¹ mou⁵ hing¹ dai⁶ ji² mui² a³?  
B: keui⁵ dai⁶ (gwo³) nei⁵ gei² do¹ nin⁴ a³?  
A: o⁵…ngo⁵ yau⁵ yat¹ go³ sai¹ lou². keui⁵ sai³ (gwo³) ngo⁵ leung⁵ nin⁴.

**English Translation**

A: Do you have any brothers and sisters?  
B: I have a sister.  
A: How many years is she older than you?  
B: She is older than me by 3 years.  
A: Oh…I have a younger brother. He is younger than me by 2 years.

**Note:** The comparative gwo³ is occasionally omitted.

### Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>daai⁶</td>
<td>Adj.</td>
<td>big, large</td>
</tr>
<tr>
<td>gwo³</td>
<td>V.</td>
<td>to pass</td>
</tr>
<tr>
<td>gei² do¹ (+ MW)</td>
<td>QW</td>
<td>how many…?</td>
</tr>
<tr>
<td>sai³</td>
<td>Adj.</td>
<td>small, little</td>
</tr>
<tr>
<td>leung⁵</td>
<td>Det.</td>
<td>two (used with measures)</td>
</tr>
</tbody>
</table>

### Supplementary Adjectives

<table>
<thead>
<tr>
<th>Yale</th>
<th>Meaning</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>do¹</td>
<td>Adj./Adv. many/more</td>
<td>haui⁴ saang¹/nin¹ ching⁴</td>
</tr>
</tbody>
</table>

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Dialogue 3

**Yale Romanization**
A: nei⁵ uk¹ kei¹ yau¹ mou⁵ chung² mat⁶ a³³?  
B: ngo⁶ yau¹ yat¹ jek³ gau² tung⁴ yat¹ jek³ maau¹. nei⁵ ne¹?  
A: ngo⁶ dei⁶ gau² tung⁴ maau¹ dou¹ mou⁵, daan⁶ hai⁶ ngo⁶ yau⁶ gei² tix⁴ gam¹ yu².  
B: nei⁶ dei⁶ dim⁶ gaa² mou⁵ gau² tung⁴ maau¹ a³³?  
A: yan⁵ wai⁶ ngo⁶ ma⁸ ma¹ m⁴ jung¹ yi⁶ yeung⁵ gau² tung⁴ maau¹, so⁵ yi⁵ ngo⁶ dei⁶ uk¹ kei⁵ mou⁵ lo¹.

**English Translation**
A: Do you have any pets at home?  
B: I have a dog and a cat. How about you?  
A: We neither have cats nor dogs, but I do have a few goldfish.  
B: Why don’t you have cats and dogs?  
A: Since my mom doesn’t like to raise cats and dogs, so we don’t have any at home.

**Vocabulary**

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>chung³ mat⁶</td>
<td>N</td>
<td>pet</td>
</tr>
<tr>
<td>jek³</td>
<td>MW</td>
<td>measure for many animals, body parts, objects</td>
</tr>
<tr>
<td>gau²</td>
<td>N</td>
<td>dog</td>
</tr>
<tr>
<td>maau¹</td>
<td>N</td>
<td>cat</td>
</tr>
<tr>
<td>tung⁴</td>
<td>Conj.</td>
<td>and, with</td>
</tr>
<tr>
<td>dou¹</td>
<td>Adv.</td>
<td>both, all, every</td>
</tr>
<tr>
<td>daan⁶ hai⁶</td>
<td>Conj.</td>
<td>but, however</td>
</tr>
<tr>
<td>gei² + MW</td>
<td>Det.</td>
<td>several, few…</td>
</tr>
<tr>
<td>tix⁴</td>
<td>MW</td>
<td>measure for long animals and objects</td>
</tr>
<tr>
<td>gam¹ yu²</td>
<td>N</td>
<td>goldfish</td>
</tr>
<tr>
<td>yan¹ wai⁶</td>
<td>Conj.</td>
<td>because, since</td>
</tr>
<tr>
<td>yeung⁵</td>
<td>V</td>
<td>to raise, train, foster</td>
</tr>
<tr>
<td>so² yi³</td>
<td>Conj.</td>
<td>therefore, so</td>
</tr>
</tbody>
</table>

**Note:** [1] This use of dou¹ is different from the usage of dou¹ meaning ‘also’.

**Supplementary Vocabulary**

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni¹ + MW</td>
<td>Dem.</td>
<td>this…</td>
</tr>
<tr>
<td>go² + MW</td>
<td>Dem.</td>
<td>that…</td>
</tr>
<tr>
<td>ni¹ dou⁶</td>
<td>N</td>
<td>here</td>
</tr>
<tr>
<td>go² dou⁶</td>
<td>N</td>
<td>there, over there</td>
</tr>
</tbody>
</table>
ni¹bin⁶(')  N  this side
go²bin⁶(')  N  that side, over that side

Grammar

1) Existential Verbs yau⁵ ‘to exist, to have’, mou⁵ ‘to not exist, to have’

In Cantonese, the verb yau⁵, which loosely translates to “to exist, to have, there is” has an extensive set of functions depending on whether it is used with nouns, verbs, or adjectives. In this lesson, we will make use yau⁵ followed by nouns, which has the above-mentioned meaning of existence and possession.

Examples:

ngo⁵ yau⁵ saam¹ jek³ gau².  I have three dogs.

Paak³Hak¹Loi⁴ yau⁵ hou² do¹ hok⁶saang¹. Berkeley has many students/There are many students in Berkeley.

ni¹dou⁶ yau⁵ yat¹ jek³ maau¹ There is a cat here.

The negative form of yau⁵ is mou⁵, which means ‘to not have, to not exist’.

Example:

ngo⁵ mou⁵ hing¹ dai⁸ ji² mui². I have no brothers and sisters.

fo³sat¹ leui⁵ min⁶ mou⁵ toi² dang³. (fo³sat¹: classroom, leui⁵min⁶: inside, toi²dang³: tables and chairs) There are tables or chairs in the classroom.

go²dou⁶ mou⁵ chi³ so² (chi³ so²: toilet, restroom) There are no restrooms there.

2) Measure Words

Measure words (or noun classifiers) are a crucial part of the structure of Cantonese nouns. Each noun in Cantonese is assigned in classifier, whether it be one specific to the noun or a more generic one. In English, the closest things to measure words are count words that are specific to certain nouns, such as: a pride of lions, a pair of pants, a cup of coffee, a flock of sheep. As with these count words, measure words in Cantonese have to be learned, and the use of the proper measure is important in conversation.

Measure words are needed in the following situations:

a) when counting/quantifying
   Ex: yat¹ jek³ gau² ‘one dog’; mui⁵ tiu⁴ fish ‘every fish’

b) with demonstratives ni¹ ‘this’, go² ‘that’
   Ex: ni¹ go² hok⁶saang¹ ‘this student’; go² gaan¹ hok¹haau⁶ ‘that school’

c) with question words (QW)
   Ex: gei²do¹ go² yan¹ ‘how many persons?’; bin¹ jo⁶ suk¹ se² ‘which dorm?’

3) Conjunction tung⁴ (maai⁴) ‘and, with’

   tung⁴ or tung⁴maai⁴ is used when connecting nouns, noun phrases, or for lists.
They are interchangeable in many cases, although when used to express personal relationships tung⁴ is often used.

Examples:

ngo⁵ jung⁴ yi³ sou³ hok⁶, ging⁴ jai³ hok⁶, tung⁴ maa¹ ying¹ man⁴
I like Math, Economics, and English.

keui⁵ tung⁴ ngo⁵ hai⁶ hou² pang⁴ yau⁵. He and I are good friends.

ngo⁵ hou² jang¹ sai² saam¹ tung⁴ dou² lap⁶ saap³. (jang¹: to hate, sai² saam¹: to wash clothes; dou² lap⁶ saap³: to take out the trash)
I really hate doing laundry and taking out the trash.

ngo⁵ tung⁴ keui⁵ yat¹ chai⁴ heui³ leui⁵ hang⁴. (yat¹ chai⁴: together; heui³: to go; leui⁵ hang⁴: travel)
I go traveling together with him/He and I go traveling together.

4) Making Comparisons with gwo³

gwo³ in Chinese originally meant ‘to pass’, but in Cantonese it developed a comparative usage, in the following pattern:

A + Adj. + gwo³ + B + [Adv/degree modifier] “A is more [adj.] than B”

Examples:

keui⁵ gou¹ gwo³ ngo⁵. He is taller than me.

Mei⁵ Gwok⁶ daai⁶ gwo³ Ying¹ Gwok³ hou² do¹.
The USA is a lot larger than England.

ngo⁵ ga¹ je¹ daai⁶ (gwo³) sei³ nin⁴. My sister is 4 years older than I am.

Note: This is not the only comparative pattern used in Cantonese; there is another more formal construction that is similar to the Mandarin comparative. This will be discussed later.

5) Conjunction daan⁶ hai⁶ ‘but, however’

A common pattern in Cantonese is seu¹ yin⁴ ..., daan⁶ hai⁶ ..., which means ‘although..., but...’ and is used when the first clause is used to make a concession that the second (main) clause contradicts.

Examples:

seu¹ yin⁴ ngo⁵ hai⁶ Gwong² Dung¹ Yan⁴, daan⁶ hai⁶ ngo⁵ m⁴ sik¹ Gwong² Dung¹ Wa². (sik¹: to know, Gwong² Dung¹ Wa²: Cantonese)
Although I am Cantonese, (but) I don't know Cantonese.

seu¹ yin⁴ ngo⁵ ma⁴ ma¹ m⁴ jung¹ yi³ gau², daan⁶ hai⁶ ngo⁵ jung¹ yi⁶. Although my mom dislikes dogs, I like (them).

In the dialogue daan⁶ hai⁶ is used by itself in the second clause, which simply concedes what was mentioned before it.

Examples:
ni¹ bùn² syú¹ hòu² cheuⁿ⁴, daan⁶ haf⁶ hòu² tāi². (bùn²: MW, syú¹: book, tāi²: to look)
This book is long, but good.
ngo⁵ jung¹ yi³ yeuⁿ⁵ maau¹, daan⁶ haf⁶ m⁴ jung¹ yi³ yeuⁿ⁵ gau².
I like raising cats, but I dislike raising dogs.

6) Expression yan¹ wai⁶ … so² yi⁵ … ‘since/because…, therefore…”
The expression yan¹ wai⁶ … so² yi⁵ … is used to indicate a reason for something, in which the first clause gives the reason for whatever is in the second (main) clause.

Examples:
yan¹ wai⁶ jyu⁶ dorm hòu² gwaï⁶, so² yi⁵ ngo⁵ jou¹ paak¹ man² jyu⁶. (jou¹: to rent)
Since living in dorms is very expensive; (therefore), I’m renting an apartment.

yan¹ wai⁶ ngo⁵ jung¹ yi³ gai³ sou⁳, so² yi⁵ ngo⁵ jyu² sau¹ sou³ hok⁶. (gai³ sou³: to do calculations, do math)
Since I like to do math, I’m majoring in Mathematics.

so² yi⁵ ‘therefore, so’ can also be used by itself in the second clause.

Example:
keui⁵ hai² Heung¹ Gong² lei⁴, so² yi⁵ keui⁵ sik¹ Gwong² Dung¹ Wa².
He’s from Hong Kong, so he knows Cantonese.

7) Adverb dou¹ ‘both, all, every, each’

dou¹ is a word that has a broad range of functions. One function, to simply put it, is to express a sense of ‘both’, all, every, each’ in referring to a noun in the sentence.

Example:
ngo⁵ deï⁶ gau² tung⁴ maau¹ dou¹ mou⁵.
We do not have cats or dogs.
(In English, since it’s a negative, we have to translate it a bit differently, but literally, we’re saying [we - cats - and - dogs - both - not have]. Take for example the positive statement below and it’s a bit more obvious)

ngo⁵ deï⁶ gau² tung⁴ maau¹ dou¹ yau⁵.
We have both cats and dogs.

Other Examples:
keui² gai³ che¹ dou¹ jung¹ yi³. (gai³: MW, che¹: car)
He likes every car.

ngo⁵ mat¹ ye⁵ syu¹ dou¹ m⁴ tāi²
I don’t read any books.
(Again, as we pointed out, in English dou¹ doesn’t have a direct translation)
Note: As mentioned earlier, this function of dou¹ is grammatically different from the dou¹ meaning ‘also’ (even though it’s the same character)

8) Demonstratives ni¹ ‘this’, go² ‘that’
   The demonstratives ni¹ ‘this’, go² ‘that’ must be accompanied by a measure word.

Example:
   ni¹ go³ pang⁴ yau⁵ ‘this friend’          go² go³ tung⁴ hok⁶ ‘that classmate’
   ni¹ jo⁵ daai’ha⁶ ‘this building’          go² bun² syu¹ ‘that book’
**Family Terms** (ga¹ juk⁶)

<table>
<thead>
<tr>
<th>Role</th>
<th>Cantonese Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>father</td>
<td>ba⁴ ba¹ / a³ ba⁴ / lou² dau⁶ (colloq.)</td>
</tr>
<tr>
<td>mother</td>
<td>ma⁴ ma¹ / a³ ma¹</td>
</tr>
<tr>
<td>brother (older)</td>
<td>go⁴ go¹ / a³ go¹ / daai⁶ lou² (colloq.)</td>
</tr>
<tr>
<td>(younger)</td>
<td>sai³ lou²</td>
</tr>
<tr>
<td>brothers</td>
<td>hing¹ dai²</td>
</tr>
<tr>
<td>sister (older)</td>
<td>ga¹ je¹</td>
</tr>
<tr>
<td>(younger)</td>
<td>sai³ mui² / mui²</td>
</tr>
<tr>
<td>sisters</td>
<td>ji² mui²</td>
</tr>
<tr>
<td>son</td>
<td>jai²</td>
</tr>
<tr>
<td>daughter</td>
<td>neui²</td>
</tr>
<tr>
<td>husband</td>
<td>jeung⁶ fu¹ / lou⁵ gung¹ (colloq.)</td>
</tr>
<tr>
<td>wife</td>
<td>taai³ taai² / lou⁵ po⁵ (colloq.)</td>
</tr>
</tbody>
</table>

**Paternal Relatives**

<table>
<thead>
<tr>
<th>Role</th>
<th>Cantonese Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandfather</td>
<td>ye⁴ ye² / a³ ye⁴</td>
</tr>
<tr>
<td>grandmother</td>
<td>ma⁴ ma⁴ / a³ ma⁴</td>
</tr>
<tr>
<td>cousin (male, older)</td>
<td>tong⁴ a³ go¹</td>
</tr>
<tr>
<td>(male, younger)</td>
<td>tong⁴ sai³ lou²</td>
</tr>
<tr>
<td>(female, older)</td>
<td>tong⁴ ga¹ je³</td>
</tr>
<tr>
<td>(female, younger)</td>
<td>tong⁴ sai³ mui²</td>
</tr>
<tr>
<td>uncle (older than father)</td>
<td>baak³ fu⁶</td>
</tr>
<tr>
<td>uncle's father</td>
<td>baak³ leung⁴/baak³ mou⁵</td>
</tr>
<tr>
<td>uncle (younger than father)</td>
<td>a³ suk¹</td>
</tr>
<tr>
<td>uncle's wife</td>
<td>a³ sam²</td>
</tr>
<tr>
<td>aunt (older than father)</td>
<td>gu¹ ma¹</td>
</tr>
<tr>
<td>(younger than father)</td>
<td>gu¹ je¹</td>
</tr>
<tr>
<td>aunt's husband</td>
<td>gu¹ jeung²</td>
</tr>
</tbody>
</table>

**Maternal Relatives**

<table>
<thead>
<tr>
<th>Role</th>
<th>Cantonese Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandfather</td>
<td>gung¹ gung¹ / a³ gung¹</td>
</tr>
<tr>
<td>grandmother</td>
<td>po⁴ po² / a³ po⁴</td>
</tr>
<tr>
<td>cousin (male, older)</td>
<td>biu² go¹</td>
</tr>
<tr>
<td>(male, younger)</td>
<td>biu² dai⁶</td>
</tr>
<tr>
<td>(female, older)</td>
<td>biu² je²</td>
</tr>
<tr>
<td>(female, younger)</td>
<td>biu² mui²</td>
</tr>
<tr>
<td>uncle</td>
<td>kau⁵ fu²</td>
</tr>
<tr>
<td>uncle's wife</td>
<td>kam⁵ mou²</td>
</tr>
<tr>
<td>aunt (older than mother)</td>
<td>yi⁴ ma¹</td>
</tr>
<tr>
<td>(younger than mother)</td>
<td>a³ yi¹</td>
</tr>
<tr>
<td>aunt's husband</td>
<td>yi⁴ jeung²</td>
</tr>
</tbody>
</table>
Lesson 4: Time and Date

Dialogue 1

Yale Romanization
John: wei6 Mary, nei6 hai6 m4 hai6 hai2 Ga1 Jau1 cheut’ sai3 a3?
Mary: m4 hai6, ngo5 hai2 Nau5 Yeuk3 cheut’ sai3.
John: o6, nei5 gei5 si3 saang’ yat4 a3?
Mary: sap6 yat’ yut6 ya6 saam’ hou6.
John: y1! jik hai5 Gam’ Yan Jit1!
Mary: mou5 cho1! nei6 lei4 m4 lei4 ngo5 go3 pa1 ti4 a3?
John: gang2 hai6 lei4 la1! gei5 dim2 a3?
Mary: ye6 maan5 gau5 dim2.
John: jou5 me5 gam3 ye6 a3?
Mary: yan6 wai6 gau5 dim2 ji1 chin4 ngo5 di1 pang’yau6 m4 dak’ haan4.

English Translation
John: Hey Mary, were you born in California?
Mary: Nope, I was born in New York.
John: Oh, when’s your birthday?
Mary: November 23rd
John: Hey! That would be Thanksgiving!
Mary: That’s right! Are you coming to my party?
John: Of course I’m coming! What time?
Mary: ye6 maan5 gau5 dim2.
Mary: At night, 9pm
John: jou6 me1! how come so late?
Mary: yan1 wai6 gau5 dim2 ji1 chin4 ngo5 di1 pang’yau6 m4 dak’ haan4.

Note: hai6 m4 hai6 is often contracted to hai6 mai6 in conversation

Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheut’ sai3</td>
<td>V</td>
<td>to be born</td>
</tr>
<tr>
<td>gei5 si3</td>
<td>QW</td>
<td>when?</td>
</tr>
<tr>
<td>yut6</td>
<td>N</td>
<td>month</td>
</tr>
<tr>
<td>hou6</td>
<td>N</td>
<td>day; number</td>
</tr>
<tr>
<td>yi61</td>
<td>Interjection</td>
<td>Oh, hey!</td>
</tr>
<tr>
<td>jik hai6</td>
<td>Expression</td>
<td>would be; that is</td>
</tr>
<tr>
<td>Gam2 Yan Jit3</td>
<td>Proper Noun</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>mou5 cho3</td>
<td>Expression</td>
<td>Right on!</td>
</tr>
<tr>
<td>lei4</td>
<td>V</td>
<td>to come</td>
</tr>
<tr>
<td>pa1 ti4</td>
<td>Part.</td>
<td>party</td>
</tr>
<tr>
<td>gang hai6</td>
<td>Adv</td>
<td>of course</td>
</tr>
<tr>
<td>la1</td>
<td></td>
<td>[used to lighten tone]</td>
</tr>
<tr>
<td>ye6 maan5</td>
<td>Time Word</td>
<td>at night</td>
</tr>
<tr>
<td>jou6 me1 (me=mat’ ye5)</td>
<td>QW</td>
<td>how come; why?</td>
</tr>
<tr>
<td>gam3 + Adj</td>
<td>Adv.</td>
<td>so; that (ex: so late)</td>
</tr>
<tr>
<td>… ji’ chin4</td>
<td>Time Word</td>
<td>before…</td>
</tr>
<tr>
<td>ye3</td>
<td>Adj.</td>
<td>late at night</td>
</tr>
<tr>
<td>dak’ haan4</td>
<td>Adj.</td>
<td>to be free, not busy</td>
</tr>
</tbody>
</table>

Supplementary Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>jou2</td>
<td>Adj.</td>
<td>early</td>
</tr>
<tr>
<td>chi4</td>
<td>Adj.</td>
<td>late</td>
</tr>
<tr>
<td>jeun2 si4</td>
<td>Adj.</td>
<td>on time</td>
</tr>
<tr>
<td>chi’ dou3</td>
<td>V</td>
<td>to arrive late</td>
</tr>
</tbody>
</table>

Dialogue 2

::David runs into Mary as she goes to class::

Yale Romanization
Mary: wei6 David, nei6 heui3 bin1 a3?
David: ngo5 heui3 sik6 faan6, nei5 sik6 jo2 mei6 a3?
Mary: mei6 a3, daan’ hai6 ngo5 ngaam ngaam1

English Translation
Mary: Hey David, where are you going?
David: I’m going to eat. Have you eaten yet?
Mary: I also haven't, but I just drank a milk tea. I
won’t get off class until 1:30 today. I won’t eat till then.

David: Oh…oh right, have you finished your Chinese homework?
Mary: I’ve done it, you?
David: Not yet, this one is really hard to do. What do I do?
Mary: If I have time tonight, then I’ll help you!

David: Great, thanks a lot!
Mary: Don’t mention it!

### Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>heui3</td>
<td>V</td>
<td>to go</td>
</tr>
<tr>
<td>sikfaan6</td>
<td>V</td>
<td>to eat (lit. eat rice)</td>
</tr>
<tr>
<td>-jo2</td>
<td>Part.</td>
<td>[indicates completed action]</td>
</tr>
<tr>
<td>mei6</td>
<td>Neg.</td>
<td>not yet</td>
</tr>
<tr>
<td>ngaam1 ngaam1</td>
<td>Adv</td>
<td>just a moment ago</td>
</tr>
<tr>
<td>yam2</td>
<td>V</td>
<td>to drink</td>
</tr>
<tr>
<td>bui1</td>
<td>MW</td>
<td>a cup of</td>
</tr>
<tr>
<td>naai5 cha4</td>
<td>N</td>
<td>milk tea</td>
</tr>
<tr>
<td>gam1 yat6</td>
<td>Adv.</td>
<td>today</td>
</tr>
<tr>
<td>sin1 (ji3)</td>
<td>VO (Verb + Object)</td>
<td>not until; only then…</td>
</tr>
<tr>
<td>lok6 tong4</td>
<td>Time Word/Adv</td>
<td>to get off class</td>
</tr>
<tr>
<td>dou6 si3</td>
<td>V</td>
<td>when the time comes</td>
</tr>
<tr>
<td>hai wo3</td>
<td>V</td>
<td>“Oh right!”</td>
</tr>
<tr>
<td>jou6</td>
<td>MW</td>
<td>to do</td>
</tr>
<tr>
<td>fan6</td>
<td></td>
<td>measure for copies of documents</td>
</tr>
<tr>
<td>(report, newspaper, homework)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jung1 man4</td>
<td>N</td>
<td>Chinese language</td>
</tr>
<tr>
<td>gung1 fo3</td>
<td>N</td>
<td>homework</td>
</tr>
<tr>
<td>la3 (sometimes laak3)</td>
<td>Part.</td>
<td>[indicates affirmation; new situation; current relevance]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>extremely (very colloq.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“What do I do?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>then, therefore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to thank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[indicates quantity ‘all’ and used for emphasis]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>no need to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to be courteous; polite;</td>
</tr>
</tbody>
</table>

### Supplementary Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>seung5 tong4</td>
<td>VO</td>
<td>to go to class</td>
</tr>
<tr>
<td>faan1 hok6</td>
<td>VO</td>
<td>to go to school</td>
</tr>
<tr>
<td>faan1 gung1</td>
<td>VO</td>
<td>to go to work</td>
</tr>
<tr>
<td>faan1 uk1 kei2</td>
<td>VO</td>
<td>to return/go home</td>
</tr>
<tr>
<td>fong3 hok6</td>
<td>VO</td>
<td>to get out of class/school</td>
</tr>
<tr>
<td>fong3 gung1</td>
<td>VO</td>
<td>to get off work</td>
</tr>
</tbody>
</table>
Dialogue 3

Yale Romanization

Mary: wei⁶ Susan, ni¹ paa¹ hou² mong⁴ a⁴?  
Susan: gang² hai⁶ la¹ seng⁴ yat⁶ dou¹ yiu³ heui³ gin³ gung¹.  
Mary: gam³ faai³?! nei⁵ ger⁷ sì⁴ bat⁴ yip⁶ a³⁷?  
Susan: gam¹ nin² ng⁴ yut⁴ fan⁶. nei⁵ ne¹⁷ ne⁵⁷ bat⁴ yip⁶ mei⁶ a³⁷?  
Mary: mei⁶ a³.  
Susan: dim² gaa² a³⁷?  
Mary: yan¹ wai⁶ ngo⁵ seung² ha⁶ hok⁶ kei⁴ heui³ Heung¹ Gong² lau⁴ hok⁶. gam²… nei⁵ bat⁴ yip⁶ ji¹ hau² seung¹ jou⁶ di¹ mat¹ ye⁶ a³⁷?  
Susan: ngo⁵ seung⁵ wan² fan² gung¹ jou⁶, daan⁵ hai⁸ yi⁶ ga¹ hou² naan⁴ wan² ye⁶ jou⁶ a³.

English Translation

Mary: Hey Susan, you really busy recently?  
Susan: Of course, I always have to go to job interviews.  
Mary: So fast?! When are you graduating?  
Susan: In May of this year. How about you? Are you graduating yet?  
Mary: Not yet.  
Susan: Why?  
Mary: Because next semester I want to go abroad to Hong Kong. So…after you graduate, what do you want to do?  
Susan: I want to find a job to do, but now it’s hard to find things (a job) to do.

Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mong⁴</td>
<td>Adj</td>
<td>busy</td>
</tr>
<tr>
<td>seng⁴ yat⁶</td>
<td>Adv</td>
<td>all the time; all day</td>
</tr>
<tr>
<td>gin³ gung¹</td>
<td>VO</td>
<td>to go to an interview</td>
</tr>
<tr>
<td>faai³</td>
<td>Adj</td>
<td>fast</td>
</tr>
<tr>
<td>gei² si⁴</td>
<td>QW</td>
<td>when?</td>
</tr>
<tr>
<td>bat¹ yip⁶</td>
<td>V</td>
<td>to graduate</td>
</tr>
<tr>
<td>gam¹ ni²</td>
<td>Time Word</td>
<td>this year</td>
</tr>
<tr>
<td># + yut⁶ fan⁶</td>
<td>Time Word</td>
<td>in the month of…</td>
</tr>
<tr>
<td>seung²</td>
<td>V</td>
<td>to want to</td>
</tr>
<tr>
<td>lau⁴ hok⁶</td>
<td>VO</td>
<td>to study abroad</td>
</tr>
<tr>
<td>hok⁶ kei⁴</td>
<td>N</td>
<td>school semester</td>
</tr>
<tr>
<td>… ji¹ hau²</td>
<td>Time Word</td>
<td>after…</td>
</tr>
<tr>
<td>jou⁶</td>
<td>V</td>
<td>to do; to make</td>
</tr>
</tbody>
</table>

Expression

jou⁶ (jo²) di¹ mat¹ ye⁵ a³⁷?

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>wan²</td>
<td>V</td>
<td>to find</td>
</tr>
<tr>
<td>fan⁶</td>
<td>MW</td>
<td>(same as in Dialogue 2)</td>
</tr>
<tr>
<td>gung¹</td>
<td>N</td>
<td>work; job</td>
</tr>
<tr>
<td>naan⁴</td>
<td>Adj</td>
<td>difficult</td>
</tr>
<tr>
<td>ye⁵</td>
<td>N</td>
<td>things</td>
</tr>
<tr>
<td>jou⁶ ye⁵</td>
<td>VO</td>
<td>to work (lit. to do things)</td>
</tr>
</tbody>
</table>

Grammar

1) Emphatic Sentence hai⁶…ge³

In Lesson 1, it was mentioned that the verb hai⁶ ‘to be’ only connects nouns. However, there exists a special usage of the verb hai⁶, which places emphasis on the clause following hai⁶. (We actually used it once in Lesson 2). It is used in situations where there is some sort of assumption or supposition. In English, this translates to something like “it is the case that…” or “it is that…”
ngo^5 hai^6 m^4 jung^1 yi^3 yam^2 be^jau^2 ge^3. (yam^2 ‘to drink’; be^jau^2 ‘beer’) I don’t like to drink beer.

In yes/no question form, the construction is:

hai^6 m^4 hai^6 ga^3/a^3? (ga^3: ge^3 + a^3)

nei^5 ting^1 yat^6 hai^6 hai^6 heui^3 Nau^2 Yeuk^3 ga^3/a^3?
Are you going to New York tomorrow?

Note: Sometimes, a^3 is used as the ending particle in both the statement and question form of this construction.

ngo^5 hai^6 jang^1 keui^5 a^3! gam^2 yau^6 dim^2 a^1? (jang^1 ‘to hate’) I do hate him! So what?

2) Time Words

Time words (or time adverbs) in Cantonese generally go at the beginning of the sentence/clause or directly after the subject. They indicate the time at which the situation or event in the sentence is occurring.

sing^1 kei^4 yat^1 yi^3 hau^2 si^3. Monday, (I) have to take a test.

keui^5 kam^4 yat^6 sik^6 jo^2 ng^5 go^3 chaang^2. (chaang^2: orange)
He ate 5 oranges yesterday.

3) Time Word Pattern: …ji^1 chin^4 / …ji^1 hau^6 “Before… / After…”

Placing ji^1 chin^4/ji^1 hau^6 after a verb phrase or after a noun/time phrase gives the meaning ‘before…/after …’

Examples:

sik^6 faan^6 ji^4 chin^4 ‘before eating’
ng^5 yut^6 ji^4 hau^6 ‘after May’
saam^1 dim^2 ji^4 chin^4 ‘before 3 o’clock’
bat^1 yip^6 ji^4 hau^6 ‘after graduation’

4) Dealing with Tense

In English, verbs must agree with their tense, in which information such past, present, or future is indicated. In Cantonese, no such system of tense agreement exists with verbs. Instead Cantonese a different system called aspect exists, which does not deal with concepts such as past, present, or future, but instead utilizes certain aspectual particles along with time words to express the time and status of events and situations. Note the following examples:

ngo^5 yi^5 ga^4 da^2 mong^5 kau^4 Now I play tennis.

ngo^5 yi^5 chin^6 da^2 paang^5 kau^4 (yi^5 chin^4: before; in the past)
In the past, I played baseball.

ngo^5 yi^5 chin^6 da^2 gwo^3 paang^5 kau^4 (gwo^3: [experiential particle])
I have played baseball before (meaning had the experience of)

ngo^5 kam^4 yat^6 da^2 jo^2 mong^5 kau^4 (jo^2: [aspectual particle])
I played tennis yesterday. (Meaning the action was completed)
5) Aspect Particle jo² (completed action)

The particle jo² is typically used to indicate that some action occurring in the past has completed, but it is by no means equivalent to the English simple past tense, though sometimes it translates that way. In several cases, it is rather close to the English perfect (has V-ed), because it involves time up to the present. Statements with jo² have the following pattern:

Subject + Verb + jo² + Object

Examples:

keui⁵ sik⁶ jo² faan⁶ la³.  ‘He has eaten dinner’

ngo⁵ yam⁴ jo² saam¹ bui¹ ga³ fe¹.  ‘I drank 3 cups of coffee’

ngo⁵ hai² Paak³ Hak¹ Loi⁴ duk⁶ jo² leung⁵ nin⁴ syu¹.  ‘I have studied at Berkeley for two years.’

nei⁵ duk⁶ jo² gei² do¹ nin⁴ jung¹ man⁴ a³?  ‘How many years of Chinese have you taken?’

To ask a yes/no question with jo² the pattern is:

Subject + Verb + jo² + Object + mei⁶

Example:

nei³ sik⁶ jo² faan⁶ mei⁶ a³?  ‘Have you eaten dinner?’

nei³ faan¹ jo² uk¹ kei² mei⁶ a³?  ‘Have you gone home yet?’

In the response, the object may be omitted, for example:

sik⁶ jo² la³ ‘I’ve eaten’  faan¹ jo² la³ ‘I’ve returned’

6) Negative mei⁶ ‘not yet’

The verbal negative mei⁶ simply means that an action or event has not taken place yet. As such, it suggests such an action or event may occur. mei⁶ can be reinforced with the adverb jung⁶ stil’ for emphasis, but it is not needed for the basic negation.

Examples:

ngo⁵ mei⁶ sik⁶ faan⁶  ‘I have not eaten yet’

keui⁵ jung⁶ mei⁶ seung⁵ tong⁴  ‘He still hasn’t gone to class yet’

7) Particle la³ (laak³) (affirmation, new situation, current relevance)

The sentence-final particle la³ if used quite often in various contexts. When used in a response to a “jo²…mei⁶?” question it adds a sense of affirmation and finality.

Example:

nei⁶ bat¹ jo² yip⁶ mei⁶ a³?  ‘Have you graduated yet?’

bat¹ jo² (yip⁶) la³  ‘I’ve graduated’

keui⁵ jau² jo² mei⁶ a³?  ‘Did he leave yet?’

jau² jo² la³  ‘Yes, he left’
In other situations, the sentence with \( la^{3} \) indicates that the statement is a new situation or what is mentioned has some current relevance.

\[
\text{chaai}^1 \text{yan}^4 \text{ lei}^4 \text{ la}^{3}! \quad \text{‘The cops are coming!’}
\]

\[
\text{ngo}^5 \text{ m}^4 \text{ jou}^6 \text{ go}^2 \text{ fan}^6 \text{ gung}^1 \text{ la}^{3}! \quad \text{‘I’m not working at that job anymore!’}
\]

\[
\text{ngo}^5 \text{ duk}^2 \text{ jo}^2 \text{ gei}^2 \text{ sap}^6 \text{ chi}^3 \text{ la}^{3}! \quad \text{(gei}^2 \text{ sap}^6: \text{several tens}; \text{chi}^3: \text{MW times})
\]

\‘I’ve read it dozens of times! (Let’s say someone says you’ve never read it.)’

8) Question Words Overview

Here’s a list of question words:

- \( \text{bin}^1 \text{ go}^3 \) ‘who?’
- \( \text{gei}^2 \text{ si}^4 \) ‘when?’
- \( \text{bin}^1 \text{ dou}^6 \) ‘where?’
- \( \text{gei}^2 \text{ dim}^2 \) ‘what time?’
- \( \text{bin}^1 \text{ + MW} \) ‘which…?’
- \( \text{gei}^2 \text{ do}^1 + \text{MW} \) ‘how many…?’
- \( \text{mat}^1 \text{ ye}^5 \) ‘what?’
- \( \text{gei}^2 \text{ + adj.} \) ‘how (adj.)…’
- \( \text{dim}^2 \text{ yeung}^2 + \text{V} \) ‘how?’
- \( \text{jou}^6 \text{ me}^1 \) ‘how could it be…?, how is it that…?’

9) Sentences with Several Verbs

In Cantonese, you can link several verbs together in sequence to form sentences, which in English would have to be done with helping words and particles. Part of this is due to the flexibility in function of certain words like \( \text{heui}^3 \) ‘to go’ and \( \text{lei}^4 \) ‘to come’. The following somewhat nonsensical sentence illustrates this point; verbs are italicized.

\[
\text{keui}^5 \text{ heui}^3 \text{ jo}^2 \text{ wan}^2 \text{ yan}^4 \text{ lei}^4 \text{ ni}^1 \text{ dou}^6 \text{ bong}^1 \text{ ngo}^5 \text{ lam}^2 \text{ baan}^6 \text{ faat}^6 \text{ heui}^3 \text{ wan}^2 \text{ chin}^2 .
\]

\[
\text{he-} \text{go-} \text{[part.]}- \text{find-} \text{person-} \text{come-} \text{here-} \text{help-} \text{me-} \text{think-} \text{method-} \text{go-} \text{find money.}
\]

He went to find someone to come here and help me think of a way to go and make money.

10) Verbs: \( \text{seung}^2 \) + verb ‘to want to’ and \( \text{yiu}^3 \) + verb ‘to need to; to have to’

This pattern has the English meanings above only when patterned with verbs phrases. When patterned with nouns or whole sentences, they have different meanings, so pay attention to the context. The following examples show how to indicate wants and needs.

Example:

\[
\text{ngo}^5 \text{ seung}^2 \text{ sei}^3 \text{ dim}^2 \text{ sik}^6 \text{ faan}^6 .
\]

\‘I want to eat at 4 o’clock.’

\[
\text{ngo}^5 \text{ yiu}^3 \text{ sei}^3 \text{ dim}^2 \text{ sik}^6 \text{ faan}^6 .
\]

\‘I have to eat at 4 o’clock.’

\[
\text{nei}^6 \text{ dim}^2 \text{ gaai}^2 \text{ seung}^2 \text{ duk}^6 \text{ jung}^1 \text{ man}^4 \text{ a}^3 ?
\]

‘Why do you want to study Chinese?’

\[
\text{nei}^6 \text{ dim}^2 \text{ gaai}^2 \text{ yiu}^3 \text{ duk}^6 \text{ jung}^1 \text{ man}^4 \text{ a}^3 ?
\]

‘Why do you have to study Chinese?’

11) Possessives in Cantonese

There are several ways to form the possessive in Cantonese. Depending on the situation, more than one form may be allowed.

a) Possessor + Measure Word + Possessed

This is the preferred colloquial construction used for nouns that have associated measure words
Examples:

\[
\text{ngo}^5 \text{ go}^3 \text{ pang}^4 \text{ yau}^5 \quad \text{keui}^5 \text{ jek}^2 \text{ gau}^2 \quad \text{nei}^5 \text{ gaan}^1 \text{ uk}^1
\]

'My friend' \quad 'His dog' \quad 'Your house'

To indicate plural number, the measure word \(di^1\) can be used.

\[
\text{ngo}^5 \text{ di}^1 \text{ pang}^4 \text{ yau}^5 \quad \text{nei}^5 \text{ dei}^6 \text{ di}^1 \text{ man6ta}^4
\]

'my friends' \quad 'your (pl.) questions/problems'

b) Possessor + \(ge^3\) + Possessed

This construction tends to be used in formal contexts (i.e. news broadcast), or when there is no associated measure word.

\[
\text{Mei}^5 \text{ Gwok}^3 \text{ ge}^3 \text{ ging}^1 \text{ jai}^3 \quad \text{ni}^1 \text{ dou}^6 \text{ ge}^3 \text{ fuk}^6 \text{ mou}^6 \text{ (also } \text{di}^1\text{)}
\]

'America's economy' \quad 'the service here'

However, when you use \(ge^3\) with nouns that definitely have a measure word, the number becomes ambiguous and it could sometimes sound more awkward.

Example:

\[
\text{ngo}^5 \text{ ge}^3 \text{ pang}^4 \text{ yau}^5 \text{ (in this case, } \text{go}^3 \text{ or } \text{di}^1\text{ is preferred)}
\]

'my friend(s)'

\[
\text{Mei}^5 \text{ Gwok}^3 \text{ ge}^3 \text{ daai}^6 \text{ hok}^6 \text{ (both } \text{ge}^3 \text{ and } \text{di}^1\text{ are acceptable)}
\]

'America's schools'

\[
\text{nei}^5 \text{ ge}^3 \text{ gai}^3 \text{ waak}^6 \text{ (also } \text{go}^3\text{)}
\]

'your plan'

Note: In cases where the possessor is a pronoun and the possessed is a kinship term or closely linked to the possessor, the possessive marker may be omitted, for example: \(\text{ngo}^5 \text{ ma}^4 \text{ ma}^1\) 'my mother', \(\text{nei}^5 \text{ uk}^1 \text{ kei}^2\) 'your home'

c) Possessor + \(ni^1/go^2\) + Measure Word + Possessed

The \(ni^1/go^2\) can be added to further specify the possessed item.

Examples:

\[
\text{ngo}^5 \text{ ni}^1 \text{ fan}^6 \text{ gung}^1 \quad \text{nei}^5 \text{ go}^2 \text{ gaan}^1 \text{ uk}^1
\]

'this job of mine' \quad 'that house of yours'

12) Adverb \(sin^1(\text{ji}^3)\) \(\text{‘not until...only then...’}\)

The adverb \(sin^1(\text{ji}^3)\) actually has a meaning of ‘only then…’, but ‘not until’, despite being a negative, is the closest equivalent in English. This is just one of the meanings of \(sin^1(\text{ji}^3)\).

Examples:

\[
\text{ngo}^5 \text{ bat}^1 \text{ jo}^2 \text{ yip}^6 \text{ sin}^1 \text{ ji}^3 \text{ wan}^2 \text{ gung}^1.
\]

'I won’t look for work until after I graduate.'

\[
\text{keui}^5 \text{ ng}^5 \text{ dim}^2 \text{ sin}^1 \text{ dou}^3.
\]

'He isn’t arriving until 5 o’clock.'

It can also be used to emphasize a contrast.
Examples:
keui⁵ sin¹ ji³ hai⁶ go³ hou² hok⁶ saang¹
‘Now, he is (what you would call) a good student’
ngo⁵ sin¹ ji³ m⁴ jung¹ yi³. 'Now, I for one, don’t like it'

13) Adverb gam³ + Adj ‘so…; that…’
The adverb gam³ patterns with an adjective to give emphasis to it.
Examples:
gam³ gwai³ gam³ naan⁴ jou⁶ gam³ hou² a⁴?
‘so expensive’ ‘so difficult to do’ ‘that great?’
yu⁶ gwo² keui³ gam² lek¹, jou⁶ me¹ keui³ m⁴ sik¹ jou⁶ ga⁶?° (sik¹: to know)
‘if he’s that smart, how come he doesn’t know how to do it?’

14) Pattern: yu⁴ gwo²… (ge³ wa²), (subject) + jau⁶ + … ‘if…,then…’
In a statement, the yu⁴ gwo² introduces the condition, and then the jau⁶ is used in
the second clause to indicate the consequence or result. jau⁶ can be omitted
depending on context.
Examples:
yu⁴ gwo² ngo⁵ yau⁵ si³ gaan³, jau⁶ lei⁴ nei⁶ go³ saang¹ yat⁶ pa¹ ta¹ (la¹!) ‘If I have time, then I’ll come to your birthday party’
yu⁴ gwo² m⁴ sik¹ jou⁶ ni¹ fan⁶ gung¹ fo³, jau⁶ dim⁵ syun³ a³?‘If I don’t know how to do this homework, then what am I going to do?’
yu⁴ gwo² ngo⁵ gam¹ nin² bat¹ yip⁶ ge¹ wa², yi⁴ ga¹ jau⁶ yiu³ heui³ wan² gung¹ ge³ la³.
‘If I graduate this year, then I’ll have to go find a job now’
# Time and Date Overview

## Time

Times on the Hour are simply \( #Hr + \dim (or \ dim^2 \ jung^1) \). Hours + Minutes are expressed as \( #Hr + \dim^2 + \#Min + \fan^1 \).

**Example:**
- 1:14  yat:\(^{1}\) \ dim:\(^{2}\) \ sap:\(^{6}\) \ sei:\(^{3}\) \ fan:\(^{1}\)
- 11:00  sap:\(^{6}\) yat:\(^{1}\) \ dim:\(^{2}\) \ [jung:\(^{1}\)]
- 2:30  leung:\(^{5}\) \ dim:\(^{2}\) \ bun:\(^{3}\)

**Other ways of Expressing Minutes:**
- Daap:\(^{6}\) + *Clock Number*  \ Example: daap:\(^{6}\) 7 = 35 fan:\(^{1}\)
- *Clock Number* + go\(^{3}\) ji\(^{3}\) \ Example: 3 go\(^{3}\) ji\(^{3}\) = 15 fan:\(^{1}\)

## Specifying Times of Days

To specify time of day, place the following time words before the time:

- **Morning**  jiu\(^{6}\) jiu\(^{1}\), yat\(^{1}\) jiu\(^{2}\),
- **Afternoon**  aan\(^{3}\) jau\(^{3}\),
- **Evening**  ye\(^{6}\) maan\(^{5}\),
- **Night**  mann\(^{5}\) seung\(^{6}\) (fml.),
- **Early Morning**  ling\(^{4}\) san\(^{4}\)

## Day (Relative)

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Yesterday</th>
<th>Today</th>
<th>Tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>kam(^{4}) yat(^{6}) jiu(^{1})</td>
<td>gam(^{1}) jiu(^{1})</td>
<td>ting(^{1}) jiu(^{1})</td>
</tr>
<tr>
<td>Afternoon</td>
<td>kam(^{4}) yat(^{6}) aan(^{3}) jau(^{3})</td>
<td>gam(^{1}) yat(^{6}) aan(^{3}) jau(^{3})</td>
<td>ting(^{1}) yat(^{6}) aan(^{3}) jau(^{3})</td>
</tr>
<tr>
<td>Night</td>
<td>kam(^{4}) maan(^{5})</td>
<td>gam(^{1}) maan(^{6})</td>
<td>ting(^{1}) maan(^{6})</td>
</tr>
</tbody>
</table>

## Abbreviated Forms

**Time of Day**  
- Yesterday: kam\(^{4}\)/cham\(^{4}\) yat\(^{6}\)  
- Today: gam\(^{1}\) yat\(^{6}\)  
- Tomorrow: ting\(^{1}\) yat\(^{6}\)

**Days of the Week**

The days of the week are expressed with *lai\(^{5}\) baai\(^{3}\) or sing\(^{1}\) kei\(^{4}\)*, both expressions are used interchangeably in conversation.

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sing(^{1}) kei(^{1}) yat(^{1})</td>
<td>sing(^{1}) kei(^{1}) yi(^{6})</td>
<td>sing(^{1}) kei(^{1}) saam(^{3})</td>
<td>sing(^{1}) kei(^{1}) sei(^{3})</td>
<td>sing(^{1}) kei(^{1}) ng(^{5})</td>
<td>sing(^{1}) kei(^{1}) luk(^{6})</td>
<td>sing(^{1}) kei(^{1}) yat(^{6})</td>
</tr>
<tr>
<td></td>
<td>lai(^{5}) baai(^{3}) yat(^{1})</td>
<td>lai(^{5}) baai(^{3}) yi(^{6})</td>
<td>lai(^{5}) baai(^{3}) saam(^{3})</td>
<td>lai(^{5}) baai(^{3}) sei(^{3})</td>
<td>lai(^{5}) baai(^{3}) ng(^{5})</td>
<td>lai(^{5}) baai(^{3}) luk(^{6})</td>
<td>lai(^{5}) baai(^{3}) yat(^{6})</td>
</tr>
</tbody>
</table>

## Month

Months are expressed by Number + Yut\(^{6}\)

- January  yat\(^{1}\) yut\(^{6}\)  
- February  yi\(^{6}\) yut\(^{6}\)  
- March     saam\(^{3}\) yut\(^{6}\)  
- April     sei\(^{3}\) yut\(^{6}\)  
- May       ng\(^{5}\) yut\(^{6}\)  
- June      luk\(^{5}\) yut\(^{6}\)  
- July      chat\(^{1}\) yut\(^{6}\)  
- August    baat\(^{3}\) yut\(^{6}\)  
- September gau\(^{2}\) yut\(^{6}\)  
- October   sap\(^{6}\) yut\(^{6}\)  
- November  sap\(^{6}\) yut\(^{6}\)  
- December  sap\(^{6}\) yut\(^{6}\)  

## Date

Dates are expressed by Number + hou\(^{6}\) (*formal: number + yat\(^{6}\)*)

**Example:** 10/31  sap\(^{6}\) yut\(^{6}\) saam\(^{1}\) sap\(^{6}\) yat\(^{1}\) hou\(^{6}\)
Year

Years are expressed by Number + nin⁴
When reading the years, read each number individually, unlike counting

Example: 1996 yat¹ gau² gau² luk⁶ nin⁴
          2008 yi² ling⁴ ling⁴ baat³ nin⁴

Weeks and Months (Relative)

This is expressed by seung⁶ go³ (last) and ha⁶ go³ (next)

this week          this month
ni¹ go³ sing¹ kei³      ni¹ go³ yut⁶
gam¹ go³ sing¹ kei³      gam¹ go³ yut⁶

last week
seung⁶ go³ sing¹ kei³

next week
ha⁶ go³ sing¹ kei³

Beginning of ~ yat⁶ tau⁴           Middle of the ~ yu⁶ jung¹           End of the ~ yu⁶ mei⁵
the month          ~ yu⁶ cho¹           month          ~ yu⁶ mei⁵

Years (Relative)

this year      next year
gam¹ nin²      cheut¹ nin²
last year     ha² nin²
seung⁶ nin²  ming⁴ nin⁴ (fml)
heui³ nin⁴ (fml)

year before last
chin² nin²

year after next
ha⁹ nin²

More Complex Examples (note the order in Chinese)

Wed, 9/20/2006: yi⁶ ling⁴ ling⁴ luk⁶ nin⁴, gau² yut⁶ yi⁶ sap⁶ hou⁶, sing⁴ kei⁴ saam³

End of August of Next Year: cheut¹ nin² baat³ yu⁶ mei⁵

Next Thursday at 8:20 PM: ha⁶ go³ sing¹ kei⁴ se³, ye⁶ maan⁵ baat⁸ dim² yi⁶ sap⁶ fan¹
Lesson 5: Hobbies

Dialogue 1

Yale Romanization
Susan: we̤ David, nei̤ cham⁴ yat⁶ yau⁶ mou⁵ heui³ cheung⁶ K a⁹?
David: ngo⁵ mou⁵ heui³ a⁹, nei⁵ ne¹?
Susan: ngo⁵ dou¹ mou⁵ heui³, nei⁵ cheung⁶ gwo³ K mei⁶ a⁹?
David: mei³ a³, ngo⁵ bun² loi⁴ seung² heui³ ge³, daan⁶ hai⁶ ngo⁵ kam⁴ yat⁶ m⁴ dak¹ haan⁴.
Susan: ngo⁶ dei⁶ ha⁶ go³ sing¹ kei⁸ yat⁶ chat⁴ heui³, hou² m⁴ hou² a³?
David: hou² a¹ ngo⁵ yau⁵ gei² sau² go¹ seung² cheung⁶.
Susan: hai⁶ a⁹? bin¹ gei² sau² a³?
David: gei² sau² Twins ge³ go¹ lo¹.
Susan: ha¹ ha¹, nei¹ dou¹ jung¹ yi³ Twins a⁴?!
kei⁶ dei⁶ sik¹ m⁴ sik¹ cheung⁶ go³ ga³?
David: m⁴ gan² yiu³, hai⁶ ngo⁵ heui³ cheung⁶ K, m⁴ hai⁶ kei⁶ dei⁶.
Susan: ai¹ ya⁴ sei⁴ la³, nei⁵ jung⁶ cha¹ gwo³ kei⁶ dei⁶!

English Translation
Susan: Hey David, did you go to karaoke yesterday?
David: I did not go, did you?
Susan: I also did not go. Have you been to karaoke before?
David: Nope, never. I originally wanted to go, but I wasn’t free yesterday.
Susan: How about we go together next week, does that sound good?
David: Ok! There are few songs I want to sing.

Susan: Really? Which songs?
David: A few of Twins’ songs.
Susan: Haha, you also like Twins?! Do they even know how to sing?
David: That’s not important. I’m the one going to karaoke, not them.
Susan: Oh no! You’re even worse than them!

Note: hai⁵ m⁴ hai⁶ is often contracted to hai⁶ mai⁶ in conversation

Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheung³</td>
<td>K VO (Verb + Object)</td>
<td>to sing karaoke</td>
</tr>
<tr>
<td>dou¹</td>
<td>Adv</td>
<td>also</td>
</tr>
<tr>
<td>gwo³</td>
<td>Particle</td>
<td>[indicates experience]</td>
</tr>
<tr>
<td>bun² loi⁴</td>
<td>Adv</td>
<td>originally</td>
</tr>
<tr>
<td>seung²</td>
<td>V</td>
<td>to want to</td>
</tr>
<tr>
<td>sau²</td>
<td>MW</td>
<td>measure for songs</td>
</tr>
<tr>
<td>sik¹</td>
<td>V</td>
<td>to know (how to)</td>
</tr>
<tr>
<td>m⁴ gan² yiu³</td>
<td>Expression</td>
<td>it’s not important; it doesn’t matter</td>
</tr>
<tr>
<td>sei⁴ la³</td>
<td>Expression</td>
<td>“oh no; damn”</td>
</tr>
<tr>
<td>jung⁶</td>
<td>Adv</td>
<td>still</td>
</tr>
<tr>
<td>cha¹</td>
<td>Adj</td>
<td>to be bad</td>
</tr>
</tbody>
</table>

Dialogue 2 :: Leo arrives at the tennis court, where Ben is practicing. ::

Yale Romanization
Leo: wei⁶ Ben, nei⁵ dang² jo² hou² noi⁶ la⁴?
Ben: m⁴ hai⁶, ngo⁵ dou¹ ngaam⁶ ngaam¹ dou³ je¹.
Leo: nei⁵ hai⁵ dou⁶ jou⁶ gan⁶ mat⁶ ye³ a³?
Ben: mou⁵ mat⁶ ye³, lin⁶ gan⁶ bo¹ je¹.
Leo: gam⁶ di¹ bo² hai⁶ bin¹ a³?
Ben: da² saai³ cheut¹ gaai¹ lo¹.
Leo: yau⁵ mou⁵ gau¹ cho³ a³? nei⁵ sik¹ m⁴ sik⁴ da² ga³?
Ben: gam⁶ hai⁶ m⁴ sik¹ la¹! yu⁴ gwo² ngo⁵ sik¹ da² mong⁶ kau⁴, ngo⁵ jau⁶ m⁴ sai² lin⁶ la¹!
Leo: gam⁶ yau⁶ hai⁶, ngo⁵ yi⁴ ga¹ tung⁴ nei⁵ da¹ yat¹ cheung⁶ mong⁶ kau⁴, hou² m⁴ hou² a³?!

English Translation
Leo: Hey Ben, did you wait for a long time?
Ben: Nope, I also just got here.
Leo: What are you doing here?
Ben: Nothing much, just practicing tennis.
Leo: So where are all the balls?
Ben: I hit them all out into the street.
Leo: What the heck?! Do you know how to play?
Ben: Of course I don’t know how. If I knew how to play tennis, I wouldn’t need to practice.
Leo: That’s true. How about I play one game (of tennis) with you now, is that ok?
Ben: hou²… daan⁶ hai⁶ ngo⁵ dei⁶ mou⁴ saai³ bo¹ la³, dim² syun² a⁶?
Leo: nei⁵ seung² m⁴ seung² heui³ jap¹ a³?

Note: hai⁵ bin¹ is short for hai⁵ bin⁴ dou⁶

係唔係係唔係 is often contracted to係咪 in conversation.喺邊 is short for喺邊度

### Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dang⁵</td>
<td>V</td>
<td>to wait</td>
</tr>
<tr>
<td>noi⁶</td>
<td>Adj</td>
<td>long (time)</td>
</tr>
<tr>
<td>dou³</td>
<td>V</td>
<td>to arrive</td>
</tr>
<tr>
<td>je¹</td>
<td>Particle</td>
<td>[only, just]</td>
</tr>
<tr>
<td>hai² dou⁶</td>
<td>Expression</td>
<td>to be here; there</td>
</tr>
<tr>
<td>gan²</td>
<td>Particle</td>
<td>[progressive action]</td>
</tr>
<tr>
<td>mou⁴ mat¹ ye⁶</td>
<td>Expression</td>
<td>“nothing much”</td>
</tr>
<tr>
<td>lin⁶</td>
<td>V</td>
<td>to practice</td>
</tr>
<tr>
<td>bo¹</td>
<td>N</td>
<td>ball</td>
</tr>
<tr>
<td>da²</td>
<td>V</td>
<td>to hit</td>
</tr>
<tr>
<td>cheut¹</td>
<td>V</td>
<td>to go out</td>
</tr>
<tr>
<td>gaa¹</td>
<td>N</td>
<td>street</td>
</tr>
<tr>
<td>mong⁴ kau⁴</td>
<td>N</td>
<td>tennis</td>
</tr>
<tr>
<td>m¹ sai²</td>
<td>V</td>
<td>no need to</td>
</tr>
<tr>
<td>gam² yau⁴ hai⁶</td>
<td>Expression</td>
<td>that’s right; that’s true</td>
</tr>
<tr>
<td>cheung⁴</td>
<td>MW</td>
<td>measure for sports match, movie showing, theatrical performance</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>to pick up</td>
</tr>
</tbody>
</table>

### Dialogue 3

**Yale Romanization**

Fiona: wei¹ Stella, nei⁵ dak¹ haan⁴ jung¹ yi³ jou³ di¹ mat¹ ye⁶ a³?
Stella: ngo⁵ jung¹ yi³ tai² ha⁶ lin⁴ juk⁶ kek⁶.
Fiona: nei⁵ jung yi¹ bin¹ di¹ kek³ jaap⁶ a³?
Stella: yan¹ wai⁴ ni¹ paai⁴ hon⁴ kek⁶ hou² lau⁴ hang⁴, so² yi³ ngo⁵ tai² joi² hou² do¹ hon⁴ kek⁶.
Fiona: nei⁵ jung yi¹ bin¹ tou² a³?
Stella: ngo⁵ ngaam¹ ngaam¹ tai² yun⁴ yat¹ tou³, giu³ jou⁶ Long⁶ Maan⁶ Mun⁵ Uk¹.
Fiona: hou² m⁴ hou² tai² a³?
Stella: chiu¹ hou² tai¹ a³. nei⁵ tai² gwo³ mei⁶ a³?

Fiona: ngo⁵ tai² gwo³ yat¹ ci³, daan⁶ hai⁶ ngo⁵ gok³ da⁴ m⁴ hou² tai².

Note: hai⁵ bin¹ is short for hai⁵ bin⁴ dou⁶

**English Translation**

Fiona: Hey Stella, when you’re free what kind of things you do you like to do?
Stella: I like to watch a bit of TV drama series.
Fiona: Which dramas do you like to watch?
Stella: Since Korean dramas have been really popular, I’ve watched a lot of Korean dramas.
Fiona: Which one do you like?
Stella: I just finished watching one called “Full House.”
Fiona: Was it good?
Stella: It was super good! Have you seen it before?
Fiona: I saw it once, but thought it wasn’t good.

### Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kek³ jaap⁶</td>
<td>N</td>
<td>dramas</td>
</tr>
<tr>
<td>hon⁴ kek⁸</td>
<td>N</td>
<td>Korean dramas</td>
</tr>
<tr>
<td>tai²</td>
<td>V</td>
<td>to watch; to see</td>
</tr>
<tr>
<td>tou³</td>
<td>MW</td>
<td>measure for sets of things</td>
</tr>
<tr>
<td>yun⁴</td>
<td>Particle</td>
<td>[indicates a finish or end]</td>
</tr>
<tr>
<td>giu³ jou⁶</td>
<td>V</td>
<td>to be called</td>
</tr>
</tbody>
</table>
Exploratory Material

Proper Noun

“Full House” (a Korean drama)

measure for ‘a time’ (occurrences)

to think that; to find that

Grammar

1) yau⁵/mou⁵ + Verb (Referring to the Past)

When used in a question or negative statements that refer to the past, the verbs yau⁵/mou⁵ ‘to have/to not have’ functions somewhat like the V + jo² (+mei⁶) construction that you have learned in the previous lesson. In English, it sometimes translates to “did/did not V”. Unlike the V + jo² (+mei⁶), there is no indication that the event may happen, it simply negates the event.

Examples:

nei⁶ yau⁵ mou⁵ sik⁶ faan⁶ a³?
‘Did you eat?’

yau⁵ (a³). (here, the a³ softens the tone)
‘Yes.’

keui⁵ gam¹jiu¹ mou⁵ seung⁵tong⁴
‘I did not go to class this morning’

When used outside the context of a question, the affirmative yau⁵ is used for emphasizing a past event.

kam⁴yat⁵ mou⁵ yan⁴ heui³ tai²hei³.
‘Yesterday, no one went to watch movies’

m⁴hai⁶ a³! ngo⁵ yau⁵ heui⁵!
‘No, I did go!’

2) Aspect particle gwo⁵ (Experience)

The aspect particle gwo⁵ attaches to verbs and indicates that an action has occurred at least once before and suggests the meaning of experience.

Example:

ngo⁵ heui³-gwo³ Heung¹Gong² saam³ chi³.
‘I have been to Hong Kong three times’

keui⁵ da²-gwo³ juk¹kau⁴ tung⁴maai⁴ mong⁴kau⁴.
‘He has played soccer and tennis’

The negative form is usually mei⁶ + Verb + gwo⁵ + Object

ngo⁵ mei⁶ sik⁶-gwo³ si⁶do¹be¹lei²
‘I have never eaten strawberries’

nei⁶ teng¹-gwo³ Twins mei⁶ a³?
‘Have you every heard of Twins (a pop duo in HK)’

3) Adverbs dou¹ and yau⁶ ‘also’

While both dou¹ and yau⁶ are both adverbs that mean ‘also’, they differ on what is being modified.

The adverb dou¹ modifies the subject of the sentence.

ngo⁵ hou² jung¹yi³ Heung¹Gong²
‘I like Hong Kong a lot.’
keui⁵ dou¹ hou² jung¹yi³ Heung¹Gong²
‘He also likes Hong Kong a lot.’

The adverb yau⁶ modifies the predicate of the sentence.
ngo⁵ yau⁶ hou² jung¹yi³ Saan¹Faan⁴Si⁵
‘I also like San Francisco a lot’

keui⁵ sik⁶-jo² leung⁶ go³ ping⁴gwo². keui⁵ yau⁶ sik⁶-jo² saam¹ go³ chaang².
‘He ate two apples. He also ate three oranges’

4) Aspect particle gan² (Progressive On-going Action)
The aspect particle gan² is attached to verb to indicate that the action is in progress, and is similar to the English –ing form of verbs.

Sometimes gan² is reinforced by hai²dou² ‘to be here, there’
keui⁵ hai²dou⁶ gong²-gan² din⁶wa² (gong²: to talk, din⁶wa²: phone)
‘He’s talking on the phone’

You can also use hai²dou⁶ when talking about the presence of sometime.
sin¹saang¹ hai² m⁴ hai²dou⁶ a²? keui⁵yi¹ga¹ m⁴ hai²dou⁶
‘Is the teacher here? He’s not here now’

5) Definiteness of Nouns
In Cantonese, you can make nouns definite by adding the corresponding measure word.
Example:

bun² syu¹ hai² bin¹ a³?
di¹ yan⁴ jou² saai³.
‘Where is the book?’
‘The people all left’

go³ sai³lou⁶ hou² lek¹.
tou³ hei³ m⁴ hou²tai²
‘The kid is very smart’
‘the movie wasn’t good’

6) Resultative Complements
In Chinese, verbs often take on a verbal complement, which indicates the result of an action. In English, many times the meaning of what is expressed by the complement is instead encoded in the verb itself, or via other methods. One example of a resultative in English the following sentence: He swept the floor clean. The resultative adjective ‘clean’ is the result of the action ‘sweep’.

In this lesson, the two resultatives are: (a) V+saai³ ‘all, completely’ and (b) Verb + yun⁴ ‘finished’

(a) Resultative Complement V + saai³ ‘all, completely’
The particle saai³ is attached to verbs to indicate the quantity ‘all’. Note that in Verb-Object compounds, saai³ comes after the verb and before the object.

When the verb is intransitive, then the saai³ will quantify the subject of the sentence. Example:
di¹ hok⁶saang¹ fan³ saai³ gaau³ (fan³gaau³: to sleep)
‘The students all went to sleep’

When the verb is transitive, then the saai³ will quantify the object of the sentence.
Example:
keui³ yam² saar² di¹ naai⁵ cha⁴  ngo⁵ tai² saar² ni¹ di¹ kek⁶ jaap⁶
‘He drank all the milk tea’  ‘I watched all these dramas’

(b) Resultative Complement V + yun⁴ ‘finished’
The resultative complement yun⁴ is attached to verbs to indicate that an action has been finished or ended. Sometimes it carries the same meaning of the aspect particle jo², but yun⁴ specifically indicates that some process has finished in its entirety.
Examples:
ngo⁵ tai² yun⁴ din⁶ si⁶ la³.
‘I have finished watching TV.’
keui¹ ngaam¹ ngaam¹ seung⁵ yun⁴ tong⁴
‘He just finished class’

7) Final Particle je¹ ‘only; that’s all’
The particle je¹ plays down an action or an quantity, and has the meaning of ‘just’ or ‘only’
ngo⁵ tai² ha⁵ je¹  yat¹ go³ jung¹ tau⁴ je¹
‘I’m only taking a look!’  ‘It’s just one hour!’

8) Aspect particle ha⁵ “do…for a bit/for a while”
The aspect particle ha⁵ is attached to verbs to indicate an action goes on ‘for a little bit or little while’. There’s no direct English translation.
Examples:
cheung⁵ ha⁵ K  da² ha⁵ bo¹  yam² ha⁵ jau²
‘sing some karaoke’  ‘play some ball’  ‘have a drink’
si³ ha⁵  lam² ha⁵  tai² ha⁵
‘give it a try’  ‘think for a moment’  ‘take a look’
ngo⁵ dak¹ haan⁴ jung¹ yi³ haang⁴ ha⁵ gaai¹ (haang⁴ gaai¹: ‘to go out/to shop’) ‘When I have free time I like to go out and shop a bit.’

9) Forming adjectives with hou² + verb
The word hou² ‘good’ combines with certain verbs to express the meaning that something is good with respect to a certain activity. This is translated in various ways in English.
Examples:
hou² waan²  hou² sik⁶  hou² tai²
‘fun (to play)’  ‘delicious (to eat)’  ‘enjoyable (to watch, to read)’
hou² teng¹  hou² yam²
‘good (to listen to)’  ‘delicious (to drink)’

hou² se²
‘good to write with (i.e.: a pen)’

ni¹ bun² syu¹ hou² tai² ni¹ go³ yau⁴ hei³ hou² waan² (yau⁴ hei³: game) ‘This book is interesting’  ‘This game is fun’

ni¹ ji¹ bat¹ hou² se² (ji¹: MW for stick like objects; bat¹: pen)
10) Verbal Complement ｙｕｍ⁴ ‘finished V’
the resultative complement ｙｕｍ⁴ is attached to verbs to indicate that an action has been finished or ended. Sometimes it carries the same meaning of the aspect particle ｊｏ², but ｙｕｍ⁴ specifically indicates that the action has ended.
Examples:

‘I have finished watching TV.’ ‘He just finished class’

11) Expression …ｇｏｋ³ｄａｋ¹ … ‘…think that…’
This expression indicates that opinion of the subject, and can be directly translated into the English as ‘to think that…’, ‘to find that…’
Examples:

‘How do you find it?/What do you think of it?”

‘He thinks (it’s) not fun’
Hobbies

play ball (hit the ball) da² bo¹
~basketball da² laam⁴ kau⁴
~baseball da² paang⁵ kau⁴
~volleyball da² paai⁴ kau⁴
~football da² mei⁵ sik¹ juk¹ kau⁴
~ping pong da² bing¹ bam¹ bo¹
~tennis da² mong⁵ kau⁴
~golf da² go¹ yi² fu¹ kau⁴
~badminton da² yu⁵ mou⁴ kau⁴
play soccer (kick~) tek³ juk¹ kau⁴ (tek³ bo¹)
swimming yau⁴ seui²
surf waat⁶ long⁶
ski waat⁶ syut³
run paau² bou⁶
riding a bike chaa²/yaa² daan¹ che¹

sing / karaoke cheung³ go¹/cheung² K
listen to music teng¹ yam¹ ngok⁶
dance tiu³ mou⁶

play chess (or similar game) juk¹ kei²
play video/pc games da² gei¹

shop maai⁵ ye⁵
go to the mall haang⁴ gung¹ si¹/seung¹ cheung⁴ (also: kwaang³)
go out (to shop) haang⁴ gaai²

study/read books duk⁶ syu¹
eat sik⁶ ye⁵
drink alcohol yam² jau²
sleep fan³ gaau³

watch TV tai² din⁶ si⁶
~movies tai² hei⁶ MW: cheut¹, tou³
~TV series kek⁶ jaap⁶ MW: tou³
talk on the phone gong² / king¹ din⁶ wa²

Slang - too excessively:
~talk on phone bou¹ din⁶ wa² juk¹
~watch videos/series bou¹ daai²/bou¹ kek⁶ jaap⁶
Lesson 6: Transportation

Dialogue 1

Yale Romanization
Subway Announcement: lit⁶che¹ jik⁴jeung¹ dou³daat⁶, ching⁴sin⁵yeung⁶ che¹ seung⁶ sing⁴haak⁴ lok²che¹(followed by Mandarin, English)
(Kevin’s phone rings)

Kevin: wei⁵!
Jerry: wei⁶ Kevin! Jerry a³! nei⁵ yi⁴ga¹ hai² bin¹ a³?

Kevin: ngo⁵ yi⁴ga¹ daap³-gan² ba¹si², jau⁶faai³ dou³ la¹! nei⁵ ne¹?
Jerry: ngo⁵ ngaam¹ ngaam¹ seung⁶-joi² dei⁶tit³, hai¹wo³, nei⁵kyut³ ding⁶-joi² heui³ bin¹ dou⁶ yam²cha⁶ mei⁶ a³?

Kevin: ngo⁵ dei³ heui³ Fun¹ Lok¹ Lau⁴, hou²-m⁴-hou² a³?
Jerry: hou² a³! dim² heu…?
Subway Announcement: ching² mat⁶ kaau³ gan⁶ che¹ mun⁴ (followed by Mandarin, English)

Kevin: …dang², jan⁶ gaan¹ gin³! baai¹ baai¹!
Jerry: mat¹ ye² wa²²? wei², wei², wei²?

English Translation
Kevin: Hello?
Jerry: Hey Kevin. It’s Jerry. Where are you right now?
Kevin: I’m riding the bus now, about to arrive. What about you?
Jerry: I just got on the subway. Oh yea, have you decided where to go to have dim sum yet.

Kevin: We’ll go to Happy Happy Restaurant, how’s that sound?
Jerry: Sounds good, how do I get…?
Subway Announcement: Please stand back from the doors.

Kevin: …wait. See you in a bit! Bye!
Jerry: What?? Hello? Hello? Hello?

Vocabulary

**Yale Romanization**

<table>
<thead>
<tr>
<th>mat¹ ye² wa²²?</th>
<th>Expression</th>
<th><strong>Part of Speech</strong></th>
<th><strong>English Meaning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daap³</td>
<td>V</td>
<td>N</td>
<td>What did you say?</td>
</tr>
<tr>
<td>jau⁶faai³</td>
<td>Adv</td>
<td>V</td>
<td>to take/ride</td>
</tr>
<tr>
<td>dei³tit³</td>
<td>N</td>
<td>V</td>
<td>about to, soon</td>
</tr>
<tr>
<td>kyut³ding⁶</td>
<td>V</td>
<td>N</td>
<td>subway</td>
</tr>
<tr>
<td>yam²cha⁶</td>
<td>VO</td>
<td>V</td>
<td>to decide</td>
</tr>
<tr>
<td>che¹ mun⁴</td>
<td>N</td>
<td>V</td>
<td>to have dim sum</td>
</tr>
<tr>
<td>jan⁶gaan¹</td>
<td>Time Word/Adv</td>
<td>V</td>
<td>car door</td>
</tr>
<tr>
<td>lok²che¹</td>
<td>VO</td>
<td>V</td>
<td>in a while, soon; a moment</td>
</tr>
<tr>
<td>gin³</td>
<td>V</td>
<td>V</td>
<td>to get off, alight</td>
</tr>
</tbody>
</table>

**Extra Vocabulary**

| sing⁴ haak³   | N          | passenger (fml.) |
| jik⁴ jeung¹   | Adv        | about to; soon (fml.) |
| dou³ daat⁶   | V          | to arrive (fml.) |
| yeung⁶       | V          | to yield to, to let |
| lit⁶che³      | N          | train (fml.) |
| ching² mat⁶  | V          | Please do not…(fml.) |
| kaau² gan⁶   | Expression | to get close to, near (fml.) |

Dialogue 2

Yale Romanization

Jerry: bai¹ la¹, haang⁴ cho³-joi² lou⁶. siu² je², cheng⁵ man⁵, ngo⁵ seung⁵ heui³ Tong⁴ Yan⁴ Fau⁶. nei⁵ jii⁴-m⁴-jii⁴ dim² haang⁴ a³?
Passer-by: la¹, nei⁵ sau² sin¹ hai² ni³ go³ gaai² hau²

English Translation

Jerry: Shoot! I went the wrong way. Excuse me, miss. I want to go to Chinatown. Do you know how to get there?
Passer-by: Here, first you turn right on this
Jerry: you’re kidding me! You hung up so fast! Come on, you gotta do something!

Passer-by: It’s across from the parking lot. Once you get to 9th Street, you will see it. The restaurant will be on your left.

Jerry: Thanks a lot!
Passer: Your welcome!

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**Vocabulary**

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<tr>
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<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bai² la³</td>
<td>Expression</td>
<td>Shoot!</td>
</tr>
<tr>
<td>lou¹</td>
<td>N</td>
<td>road</td>
</tr>
<tr>
<td>siu² je²</td>
<td>N</td>
<td>Miss</td>
</tr>
<tr>
<td>Tong⁴ Yan⁴ Fau⁶ also</td>
<td>N</td>
<td>Chinatown</td>
</tr>
<tr>
<td>Tong⁴ Yan⁴ Gaai¹</td>
<td>V</td>
<td>to know</td>
</tr>
<tr>
<td>ji¹</td>
<td>V</td>
<td>How do I get to...?</td>
</tr>
<tr>
<td>heui³ ... dim³ haang⁴ a³?</td>
<td>Adv/Conj.</td>
<td>after that; afterwards</td>
</tr>
<tr>
<td>sau² sin¹</td>
<td>Adv</td>
<td>in addition, again</td>
</tr>
<tr>
<td>gaai¹ hau²</td>
<td>N</td>
<td>straight</td>
</tr>
<tr>
<td>jyun³</td>
<td>V</td>
<td>to turn</td>
</tr>
<tr>
<td>yau⁶</td>
<td>Adv</td>
<td>left</td>
</tr>
<tr>
<td>jo²</td>
<td>Adv</td>
<td>right</td>
</tr>
<tr>
<td>yin⁴ (ji¹) hau⁶</td>
<td>Adv/Conj.</td>
<td>to cross; to pass</td>
</tr>
<tr>
<td>jo³</td>
<td>Adv</td>
<td>street</td>
</tr>
<tr>
<td>jik⁶</td>
<td>Adv</td>
<td>last, finally</td>
</tr>
<tr>
<td>gwo³</td>
<td>V</td>
<td>Happy Happy Restaurant</td>
</tr>
<tr>
<td>gaai¹</td>
<td>N</td>
<td>parking lot</td>
</tr>
<tr>
<td>jeui⁶ hau⁶</td>
<td>Adv</td>
<td>across from</td>
</tr>
<tr>
<td>Gau² Gaai¹</td>
<td>Proper N</td>
<td>will, would</td>
</tr>
<tr>
<td>jung⁵ yau⁵...</td>
<td>Expression</td>
<td>to see</td>
</tr>
<tr>
<td>Fun¹ Lok¹ Lau⁴</td>
<td>Proper N</td>
<td>measure for rooms, some buildings</td>
</tr>
<tr>
<td>ting⁴ che¹ cheung⁴</td>
<td>N</td>
<td>restaurant</td>
</tr>
<tr>
<td>deui³ min⁶</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>wui⁵</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>gin³</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>gaan¹</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>cha⁴ lau⁴</td>
<td>MW</td>
<td></td>
</tr>
</tbody>
</table>

---

**Dialogue 3**: :: Kevin’s Phone Rings::

**Yale Romanization**

Kevin: wei², ngo⁵ de² sik⁶ yun⁴ la³. gam³ no³ ga³!
Jerry: ngo⁵ wan² m⁴ dou² nei⁵ de² wo³. nei⁵ de² hai² bin¹ a³?
Kevin: nei⁵ seung⁵ lei⁴ la¹ ngo⁵ de² cho⁵ hai² lau⁴ seung⁴.
Jerry: ngo⁵ yi⁵ wai⁴ nei⁵ de² hai² mun⁴ hau⁴ dang² wo³
Kevin: ngo⁵ tau¹ sin¹ dou¹ wa⁶ - jo² hai² lau⁴ seung⁴ lok³!
Jerry: ngo⁵ tau¹ sin¹ hai² de² tit⁶, mat¹ ye⁵ dou² teng¹ m⁴ dou² a³. nei³ yau⁶ gam⁹ faai³ sau⁴ sin¹!
yau⁵ mou⁵ gaau⁴ cho² a³?

**English Translation**

Kevin: We’re done eating. (What took) so long?
Jerry: Well, I can’t find you. Where are you?

Kevin: Come up! We’re sitting upstairs.

Jerry: I thought you were waiting at door.
Kevin: Anyway, I just told you (earlier) that (we’re) upstairs.
Jerry: I was just on the subway, couldn’t hear anything. You hung up so fast! Come on, you gotta be kidding me!
Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>noi⁰⁶</td>
<td>Adj</td>
<td>long (time)</td>
</tr>
<tr>
<td>wan⁰⁴</td>
<td>V</td>
<td>to look for; find</td>
</tr>
<tr>
<td>wo³</td>
<td>Part.</td>
<td>[tells listener to take note of the statement]</td>
</tr>
<tr>
<td>seung⁵</td>
<td>V</td>
<td>to go up</td>
</tr>
<tr>
<td>cho⁰⁹</td>
<td>V</td>
<td>to sit</td>
</tr>
<tr>
<td>lau⁴seung⁶</td>
<td>N</td>
<td>upstairs</td>
</tr>
<tr>
<td>yi⁵wai⁴</td>
<td>V</td>
<td>to think (mistakenly)</td>
</tr>
<tr>
<td>mun¹hau²</td>
<td>N</td>
<td>doorway</td>
</tr>
<tr>
<td>tau¹sin¹</td>
<td>Time Word/Adv</td>
<td>a moment ago, earlier</td>
</tr>
<tr>
<td>wa⁶</td>
<td>V</td>
<td>to say, to tell</td>
</tr>
<tr>
<td>teng¹</td>
<td>V</td>
<td>to listen</td>
</tr>
<tr>
<td>yau⁶</td>
<td>Adv</td>
<td>[adds emphasis] /it. again</td>
</tr>
<tr>
<td>faai³</td>
<td>Adj</td>
<td>fast</td>
</tr>
<tr>
<td>sau¹sin³</td>
<td>V</td>
<td>to hang up the phone</td>
</tr>
</tbody>
</table>

Supplementary Vocabulary

<table>
<thead>
<tr>
<th>Yale Romanization</th>
<th>Part of Speech</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mou²geir³noi⁰⁶</td>
<td>Time Word/Adv</td>
<td>not long</td>
</tr>
<tr>
<td>noi⁰⁶bat¹noi²</td>
<td>Time Word/Adv</td>
<td>now and then, occasionally</td>
</tr>
<tr>
<td>yat¹jan⁶(gaan¹)</td>
<td>Time Word/Adv</td>
<td>a moment; in a while/soon</td>
</tr>
<tr>
<td>lau¹ha⁶</td>
<td>N</td>
<td>downstairs</td>
</tr>
<tr>
<td># + lau²</td>
<td>N</td>
<td>Nth floor</td>
</tr>
<tr>
<td>jing³wa⁶ (=tau¹sin¹)</td>
<td>Time Word/Adv</td>
<td>a moment ago, earlier</td>
</tr>
<tr>
<td>kei⁵</td>
<td>V</td>
<td>to stand</td>
</tr>
<tr>
<td>da²din⁶wa²(bei²...)</td>
<td>V</td>
<td>to make a phone call (to...)</td>
</tr>
<tr>
<td>jip³/teng¹/din⁶wa²</td>
<td>V</td>
<td>to pick up/answer the phone</td>
</tr>
<tr>
<td>gong²</td>
<td>V</td>
<td>to speak, to tell</td>
</tr>
<tr>
<td>yun⁵</td>
<td>Adj</td>
<td>far</td>
</tr>
<tr>
<td>kan³</td>
<td>Adj</td>
<td>close, near</td>
</tr>
<tr>
<td>kei¹sat⁶…</td>
<td>Expression</td>
<td>Actually…</td>
</tr>
<tr>
<td>yun⁴loi⁴…</td>
<td>Expression</td>
<td>It turns out that…</td>
</tr>
</tbody>
</table>

Grammar

1) Resultative Complement

**V + dou³ to arrive at, to get to ...(by V-ing)**

Adding dou³ (third tone) to the verb shows that an action has reached a certain point in time or location.

Example:

```
ngo⁵ duk⁶ dou³ daí⁶ saam¹ yip⁶. keui⁵ faa² dou³ uk¹kei² la³!
'I read to page three.' ‘He’s arrived home!
```

```
ngo⁵ kam⁴maan⁶ jou⁶ dou³ saam¹ dim² sin¹ji³ fan³gaau³.
Last night, I worked until 3, (and it wasn’t until 3) that I went to bed.
```

2) Resultative Complement

**V + dou² to be able to V, could V**

By adding dou² (second tone) to verbs (many of which are some perception verbs) shows that you were/are/will be able or that you could do that action. It does not imply any completion of action, nor does it imply any sort of tense.

Examples:

```
nei⁵ tai²-m⁴-tai² dou² ngo² a³? ngo⁵ tau⁴sin¹ gam²gok³ dou².
```
Can you see me? I could feel it earlier.

keui⁵ yaa¹ dou² ngo⁵ bou⁶ din⁶ a³! ngo⁵ gin⁵ dou² keui³ tau¹ ye⁵.
He stepped on my computer! I saw him steal.

**Negative: V + m⁴ + dou²**

ngo⁵ ting¹ yat⁶ faan¹ m⁴ dou² uk¹ kei⁵.
I won’t be able to return home tomorrow.

keui⁵ gei³ m⁴ dou² ngo⁵ go³ dei⁶ ji² (gei³: to remember, dei⁶ ji²: address)
He can’t/couldn’t remember my address!

3) **Sequential Actions**

In order to form a sequence of events, use the following patterns to connect the actions.

...sin¹ or sau² sin¹ ... ¹First...
yin¹ (ji¹) hau⁶ ... or gan¹ jyu⁶ ... And then.../Afterwards...
jo¹ In addition...
jeui³ hau⁶ Finally/Lastly....

**Example:**

ngo⁵ gam¹ yat¹ yiu³ tiu³ mou⁵ sin¹, gan¹ jyu⁶ da² mong⁶ kau⁴, gan¹ jyu⁶ cheung⁴ go¹, jeui³ hau⁶ yau⁶ seui².
‘Today I need to dance first, then play tennis, then sing, and swim last.

**Note:** ‘Spoken Cantonese places sin¹ after the verb, but when you use sau² sin¹ or use more formal Cantonese, it goes before the verb.

**Example:**

**Formal:** ching² sin¹ yeung⁶ che¹ seung⁶ sing⁴ haak³ lok⁶ che¹
‘Please let passengers exit first.’ (verb here is yeung⁶ ‘to yield/let’)

**Colloquial:** nei⁵ bei² keui⁵ lok⁵ che¹ sin¹ la¹! (bei²: to allow/let)
‘Let him get off first!’

4) **sik¹** versus **ji¹** ‘to know’

The verb sik¹ is used to mean ‘to know’ when you are talking about knowing a person or knowing some sort of skill. On the other hand, ji¹ (sometimes ji¹ dou²) is usually used when you know a fact or some sort of information.

**Example:**

nei⁶ sik¹-m⁴-sik¹ ngo⁵ go³ pang⁴ yau⁵ a³? ‘Do you know my friend?’

keui⁵ sik³ (gong³) Gwong² Dung¹ Wa².
‘He knows (how to speak) Cantonese’

ngo⁵ ji¹ dou³ saa¹ nei⁶ di¹ bei³ mat⁶! ‘I know all your secrets!’

keui⁵ m⁴ ji¹ nei⁶ hai⁶ hok⁶ saang¹. ‘He doesn’t know you’re a student’

5) **Auxiliary Verb wui⁵** ‘will, would’

Although the verb wui⁵ is typically associated with a sort of future marker, it is not always the case. Aside from indicating likelihood of future occurrence, it can also
be used as to show one’s willingness to do something, which in English would be translated as ‘would’.

Example:

*yu⁴gwo² nei⁴ dak¹haan⁴ ge³wa², nei⁵ wui⁶ m¹ wui⁶ bong¹ keui⁵ a³?*

‘Would you help him if you had time?’

*ngo⁵dei⁶ ting¹yat⁶ wui⁶ cheung³ K.*  ‘We will go to karaoke tomorrow’

*ngo⁵dei⁶ ting¹yat⁶ heui³ cheung³ K, hou² m⁴ hou²? (no wui⁶ needed)*

‘How about we sing karaoke tomorrow?’

Sometimes, other adverbs are added to further specify the likelihood of future occurrence.

*keui⁵ yat¹ding⁶ wui⁶ lei⁴ ngo⁵ go³ pa¹ti⁴*

‘He will definitely come to my party’

*keui⁵ ho²nang⁴ wui⁶ lei⁴.*  ‘He might come’

6) Pattern: *yat⁴...jau⁶... ‘As soon as..., then...’*

Examples:

*ngo⁵ yat¹ jou⁶ yun⁵ gung¹fo³, jau⁶ fan⁵gaau³.*

‘As soon as I finish my homework, I go to sleep’

*keui⁵ ma⁴ma¹ yat¹ tai² keui⁵ jeung¹ sing⁴jik¹biu² jau⁶ m⁴ hoi¹sam¹.*

‘As soon as his mother saw his report card, she became unhappy.’

*sin¹saang¹ yat¹ haang⁴ yap⁶ lei⁴, go³go³ jau⁶ m⁴ cheut¹seng¹ (cheut¹seng¹:to speak up)*

‘Once the teacher walked in, everyone became silent’

7) Particle *wo³*

The sentence final particle *wo³* is added for emphasis and tells the listener to take note of what was said, or to remind the listener of something.

*ngo⁵ mat¹ye⁵ dou¹ tai² m⁴ dou² wo³!*  ‘I can’t see anything!’

*yi⁴ga² Hon⁴Kek⁴ hou² lau⁴hang⁴ wo³!*  ‘Korean dramas are popular now!’

*nei⁵ lam² ching¹cho² wo³.*  ‘Think over it clearly!’

*nei⁵ lau⁴yi³-ha⁵ wo³.*  ‘Please pay some attention to it’

8) QW + dou¹ + V ‘any’

Depending on the question word used, the statement could mean anyplace/thing/time/how, etc.

Examples:

*keui⁵ bin¹go³ dou¹ jung¹yi³*  ‘He likes anyone/any one’

*nei⁵ pang¹yau⁵ mat¹ye⁵ dou¹ sik⁶*  ‘Your friend eats anything’

*ngo⁵ gei²si⁴ dou¹ dak¹haan⁴*  ‘I’m free anytime’
**Negative: QW + dou¹ + m⁴/mei⁶/mou⁵ + V**
- ngo⁵ gam¹ yat⁶ mat ye⁵ dou¹ mei⁶ jou⁶
  ‘I haven’t done anything today’
- keui⁵ gei⁵ si⁴ dou¹ m⁴ jou⁶ gung⁴ fo³
  ‘She doesn’t do homework anytime’
- keui⁵ bin¹ dou⁶ mou⁵ heui⁵ -gwo³
  ‘He hasn’t been to anywhere’

9) Pattern: yi⁵ wai⁴ … ‘thought (mistakenly)’

The expression yi⁵ wai⁴ is used to mean ‘thought’ only when if what the speaker says a mistaken thought or notion is. It is typically followed by daan⁶ hai⁶ ‘but’, kei⁴ sa⁶ ‘actually’, and yun⁶ loi⁴ ‘it turns out that…’

Example:
- ngo⁵ yi⁵ wai⁴ keui⁵ hai⁶ sin⁴ saang¹, yun⁴ loi⁴ keui⁵ dou¹ hai⁶ hok⁶ saang¹
  ‘I thought he was a teacher, but it turns out he is also a student.’
- ngo⁵ yi⁵ wai⁴ ngo⁴ pang⁴ yau⁵ gam¹ yat⁶ wui⁶ lei⁴, daan⁶ hai⁶ keui⁵ jeui³ hau⁶ mou⁵ lei⁴.
  ‘I thought my friend would come, but in the end he did not come.’
- ngo⁵ yi⁵ wai⁴ keui⁵ hou⁵ lek¹, kei⁴ sa⁶ keui⁵ jung⁶ cheun² gwo³ jek³ ma⁵ lau¹.
  ‘I thought he was really smart, actually he’s even dumber than a monkey’

10) gong² versus wa⁶ ‘to speak/tell’ versus ‘to say/tell’

In Cantonese, gong² means ‘to speak’ or ‘to tell N’, for example:
- gong² Gwok³ Yu⁵ ‘speak Mandarin’
- gong² gu³ si⁶ ‘tell a story’
- keui⁵ gong² dak¹ hou² ching¹ cho² ‘he speaks very clearly’

When you quote someone, you must use wa⁶ ‘to say…’
- keui⁵ wa⁶ nei⁶ hou² jung¹ yi³ cheung⁵ go¹ wo³.
  ‘He says that you really like to sing’
- ngo⁶ wa⁶ -jo² hai² lau¹ seung⁴ dang².
  ‘I said to wait upstairs’

However, when you are telling somebody something, wa⁶ and gong² are usually interchangeable.
- keui⁵ wa⁶/gong² -gwo³ hou² do¹ ci³
  ‘He’s said it many times’
- nei⁶ wa⁶/gong² bei² ngo⁶ teng¹ la¹!
  ‘(You) Tell me!’

**Note the pattern above:**

- A + wa⁶/gong² + bei² + B + teng¹/ji³
  ‘A told B / A let B know’
## Transportation

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Yale Romanization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>che¹</td>
</tr>
<tr>
<td>car (private)</td>
<td>si¹ ga¹ che¹</td>
</tr>
<tr>
<td>automobile</td>
<td>hei³ che¹</td>
</tr>
<tr>
<td>motorcycle</td>
<td>din⁶ daan¹ che¹</td>
</tr>
<tr>
<td>bicycle</td>
<td>daan¹ che¹</td>
</tr>
<tr>
<td>bus</td>
<td>ba¹ si²</td>
</tr>
<tr>
<td>minibus</td>
<td>siu² ba¹</td>
</tr>
<tr>
<td>taxi</td>
<td>dik¹ si²</td>
</tr>
<tr>
<td>train</td>
<td>fo² che¹</td>
</tr>
<tr>
<td>subway</td>
<td>dei⁶ tit³</td>
</tr>
<tr>
<td>light rail</td>
<td>hing¹ tit³</td>
</tr>
<tr>
<td>airplane</td>
<td>fei¹ gei¹</td>
</tr>
<tr>
<td>helicopter</td>
<td>jik⁶ sing¹ gei¹</td>
</tr>
<tr>
<td>boat</td>
<td>syun⁴</td>
</tr>
<tr>
<td>ferry</td>
<td>dou⁶ leun⁴</td>
</tr>
<tr>
<td>MW for vehicles (car, train, bus, taxi)</td>
<td>ga³, bou⁶</td>
</tr>
<tr>
<td>MW for flying machines (airplane, helicopter)</td>
<td>ga³</td>
</tr>
<tr>
<td>MW for boat</td>
<td>jek³</td>
</tr>
<tr>
<td>to ride</td>
<td>daap³, cho⁵</td>
</tr>
<tr>
<td>to ride a bike</td>
<td>chaar²/yaaï² daan¹ che¹</td>
</tr>
<tr>
<td>to drive</td>
<td>ja¹</td>
</tr>
<tr>
<td>driver</td>
<td>si³ gei¹</td>
</tr>
<tr>
<td>to board (car, taxi, bus, train)</td>
<td>seung⁶ che¹</td>
</tr>
<tr>
<td>to alight (car, taxi, bus, train)</td>
<td>lok⁶ che¹</td>
</tr>
<tr>
<td>bus/taxi/train fare</td>
<td>che¹ fai³</td>
</tr>
<tr>
<td>bus stop</td>
<td>ba¹ si² jaam⁶</td>
</tr>
<tr>
<td>stop/station (bus, train, subway)</td>
<td>jaam⁶</td>
</tr>
<tr>
<td>platform</td>
<td>yut⁶ tol⁴</td>
</tr>
<tr>
<td>elevator</td>
<td>lip¹ (&lt;Eng. Lift)</td>
</tr>
<tr>
<td>street/road</td>
<td>gaai¹/lou⁶</td>
</tr>
<tr>
<td>freeway</td>
<td>gou¹ chuk¹ gung¹ lou⁶</td>
</tr>
<tr>
<td>parking lot</td>
<td>ting⁴ che¹ cheung⁴</td>
</tr>
<tr>
<td>parking space</td>
<td>che¹ wai²</td>
</tr>
<tr>
<td>airport</td>
<td>(fei¹) gei¹ cheung⁴</td>
</tr>
<tr>
<td>gate</td>
<td>jaap⁶ (hau²)</td>
</tr>
</tbody>
</table>
Location Outline

Recall from an earlier lesson the way to specify the location of something:

[a] Subject + hai² + Location + Localizer + Verb + Object

keui⁵ hai² Mei⁶ Gwok³ duk⁶ syu¹. (*duk⁶ syu¹ ‘to attend school; to read’*)
I go to school in America.

[b] Subject + Verb + hai² + Location + Localizer
This construction places the location after the verb, but is more limited to certain verbs in which the action is static.

keui⁵ kei⁵ hai² mun⁴ hau² dou⁶.
He/she is standing by/at the door.

We will now learn other words that can fill this localizer position:

- seung⁶ min⁶: above, top of
- ha⁶ min⁶: below, bottom of
- dai² ha⁶: below, bottom of
- jo² sau² bin⁶: on the left of
- yau⁶ sau² bin⁶: on the right of
- pong⁴ bin¹: beside
- gaak⁴ lei⁴: beside
- yap⁶ min⁶: inside
- leui⁵ tau⁴: inside
- ni¹ dou⁶: here
- ni¹ bin⁶: this side
- ni¹ tau⁴: this area
- dung¹ bin⁶: east of
- sai¹ bin⁶: west of
- leui⁵ min⁶: inside
- cheut⁴ min⁶: outside
- deui³ min⁶: across from
- jung¹ gaan¹: in the middle of
- go² dou⁶: there
- go² bin⁶: that side
- go² tau⁴: that area
- dung¹ bin⁶: south of
- bak² bin⁶: north of

A tung⁴ B ji¹ gaan¹: between A and B
Location Usage Patterns

How to express the location of an object (note: the noun is definite):
[a] Noun + hai² + Location + Localizer

bun² syu¹ hai² toi² da² 'ha⁵/ha⁶ min⁶. Dwinelle hai² nei² jo¹ sau¹ bin⁶.
‘The book is below the table’ ‘Dwinelle is to your left.’

How to express the existence of an object (note: the noun is indefinite):
[a] Location + Localizer + yau⁵ + Noun

hok⁶ haau⁶ duoi³ min⁶ yau⁵ yat¹ gaan¹ chaan¹ gun².
‘There is a restaurant across from school’

How to express the location of an action (note: the subject is definite):
[a] Subject + hai² + Location + Localizer + Verb + (Object)

keui⁵ dei⁶ hai² tou⁴ syu¹ gun² cheul¹ min⁶ duk⁶ - gan² syu¹.
‘They are reading outside the library’

[b] Subject + Verb + hai² + Location + Localizer

ngo⁵ pang⁴ yau⁵ kei⁵ hai² ngo⁵ gaak³ lei⁴ keui⁶ fan³ hai² so¹ fa² seung³ min
‘My friend is standing beside me.’ ‘He sleeps on the sofa.’

How to express the existence of an action (note: the subject is indefinite):
[a] yau⁵ + Noun + hai² + Location + Localizer + Verb (+Object)

yau⁵ (yat¹) go³ sin¹ saang¹ hai² fo³ sat¹ yau⁶ min⁶ gaau³ - gan² syu¹.
‘There is a teacher teaching inside the classroom’

[b] yau⁵ + Noun + Verb + hai² + Location + Localizer

yau⁵ go³ sai³ lou⁶ gwa⁶ hai² cheung¹ mun² chin⁴ min⁶.
‘There is a kid kneeling before the window’
Lesson 6: Exercises

Part I: Map Exercise

a) Fill in the blanks (including the lettered landmarks) with Cantonese Romanization

[A] Subway Station _______________  
[B] and [E] Bus Stop _______________  
[C] and [F] Taxi Stop _______________  
[D] Light Rail Station _______________

<table>
<thead>
<tr>
<th>Berkeley St</th>
<th>North Bay St</th>
<th>Canton Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td>Gym</td>
<td>Hospital</td>
</tr>
<tr>
<td>__________</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>1st St</td>
<td>_________</td>
<td>Parking Lot</td>
</tr>
<tr>
<td>A Cafe</td>
<td>B Bookstore</td>
<td>Shopping Mall</td>
</tr>
<tr>
<td>_________</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>2nd St</td>
<td>University</td>
<td>Post Office</td>
</tr>
<tr>
<td>_________</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>3rd St</td>
<td>Hotel</td>
<td>Train Station</td>
</tr>
<tr>
<td>_________</td>
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<td>_________</td>
</tr>
<tr>
<td>Airport</td>
<td>Hotel</td>
<td>Restaurant</td>
</tr>
<tr>
<td>_________</td>
<td></td>
<td>_________</td>
</tr>
</tbody>
</table>

b) Find a partner and practice asking each other for directions, starting with the following situations. Note that some places have two exits. You may not take public transportation!

* Restaurant → Church
* Supermarket → Light Rail Station [D]
* Taxi Stop [C] → Bank
* Parking Lot (Canton St) → Post Office
* Bus Stop [E] → Gym
* Bus Stop [B] → Airport
* Library → Shopping Mall (2nd St)
* Hospital → Train Station
* University → Chinatown
* Bookstore → Hotel
* Subway Station [A] → Taxi Stop [F]
Part II: Translate the following in Cantonese

a) I am waiting for you at the bus station.

b) As soon as I exited the plane, I called my friend.

c) He does not know where I live.

d) My teacher says I do not know how to write Chinese.

e) How do I get from Chinatown to the airport?

f) I have decided to go to Hong Kong next semester.

g) Please wait a moment. I am looking for your book.

h) Earlier (a moment ago), I couldn't think of what his name was.

i) I have not gotten to (walked to) 8th Street yet.

j) Have you ever seen a restaurant this big before?

Part III: For the following sentences, either provide an answer to the question or complete the sentence. Use the patterns when required.

a) nei³ gam¹ yat⁶ fong³ jo² hok⁶ heui³ bin¹ a³? (yat¹…jau⁶…)

b) nei³ jou⁶ jo² gung¹ fo³ mei⁶ a³? (QW + dou¹ + V)

c) keui⁵ dang² jo² hou² noi⁶ la⁴?

d) nei⁵ tai²-m⁴ tai² dou² ngo⁵ kei² hai² bin¹ a³?

e) nei⁵ wui⁵-m⁴ wui⁵ hai² Ga¹ Jau¹ wan² gung¹ jou⁶ a³?

f) ngo⁵ yi⁴ wai⁴ ________________, yun⁴ loi⁴ keui⁵ mat¹ ye⁵ dou¹ mei⁶ ______________

g) keui⁵ hai² din² wa² tung⁴ nei⁸ gong² mat¹ ye⁵ a³?

Part IV: Fill in the blanks with the correct term

a) ngo⁵ pang⁴ yau⁵ __________ ngo⁵ m⁴ sik¹ __________ Gwok³ Yu² (gong²; wa⁶)

b) nei⁵ _______ -m⁴ -_______ ngo⁵ _______ da² mong⁶ kau⁴ ga³? (ji¹; sik¹)

c) keui⁵ _______ ngo⁵ hai³ Mei⁶ Gwok³ Yan⁴, kei⁴ sat⁶ ngo⁵ hai⁶ Ying¹ Gwok³ Yan⁴ (gok³ dak¹, yi⁵ wai⁴)

d) ngo⁵ yi⁴ wai⁴ yiu³ dang² ________, daan⁶ hai⁸ ngo⁵ jing⁶ hai⁸ dang² jo² ________ je¹ (hou² noi⁸, yat jan⁶)
Cultural Presentation

Section__________________ Due Date____________________

As part of the Cantonese Decal class, you will be giving a presentation about Hong Kong, China, or anything about the Cantonese/Chinese culture. You may form a team of two and present together. Due to time constraints, each person has to have at most 3 slides (so if you are teaming up, you should have 6 slides), and each team will be limited to presenting for at most 3 minutes (6 minutes if you have a partner). Below are topics you might find interesting:

- University of Hong Kong
- Dim Sum: The tradition, The history
  - Night Life in Hong Kong
- Hong Kong International Airport
  - HK Disneyland
  - Shopping in HK
  - Hong Kong Harbor

For the presentation, each team must come up with a minimum of five new vocabulary words that relate to your topic. Please place the vocabulary words into the presentation slides.

We welcome any other topics that are not listed here. Keep in mind the topic should not be too broad, so instead of HK Tourism, you should choose some landmark or aspect to focus on. Class time will be given so that you can brainstorm some ideas and find a teammate.

Please inform your section instructors about your topic by __________________. If you have any questions and/or if you need any help finding a topic/teammate please email the instructor.
Homework

Fill in the blanks.

1. Nei⁵ _____ m⁴ _____ jyu²sau¹ sang¹mat⁶hok⁶ a³?
2. Nei⁵ nung⁴lik⁵san⁴nin⁴_____ bin⁴dou⁶ sik⁵faan⁶_____? (nung⁴lik⁵san⁴nin⁴: Chinese New Year)
3. sin¹saang¹_____ m⁴_____ dou⁶a³?
4. Betsy m⁴ jung¹ yi³ baai³ nin⁴_____. (baai³ nin⁴: visit relatives and friends during New Year)
5. Yat¹ _______ gau²
6. Yat¹ __________ pang⁴ you⁵
7. Saam¹ ______ building
8. Nei⁴ _______ Lo⁴ Saang² lei⁴ ga³?

II. Use the following words to make sentences.

1. (yat¹chai⁴, bat¹yu⁴, nin⁴cho¹yat¹, fong³yin¹fa¹)
2. (ho²-m⁴-ho²-yi⁵, leng³jai², sek³)
3. (m⁴ ming⁴, maan⁶ di¹, ma⁴faan⁴)

III. Translate the following sentences to Cantonese using Yale Romanization.

1. May I ask, what is your name?
2. This restaurant is extremely expensive.
3. Is he handsome/ Is she beautiful? (use A-not A patterns)
4. Let’s go to get some red pockets during the New Year.
5. I am not a teacher. I am a third year student.
6. What year are you and what are you majoring in?
7. Do you want to eat?
8. My sister and I are students.
9. My surname is ______, my name is ______, and I am from ______.
IV. Translate the following conversation.

John: Wai³ David! Ni¹ paai⁴ dim² a³?
David: gei² hou² a³. Ni¹ go³ hai⁶-m⁴-hai⁵ nei⁵ go³ pang⁴ you⁵ a³?
John: hai⁶ a³. keui⁵ giu³ Amy.
David: nei⁵ hou² Amy, ngo⁵ giu³ David.
Amy: nei⁵ hou².

John (to David): Amy hai² Lo⁴ Saang² lei⁴ ga³.
David (to Amy): o⁵, nei⁵ hai² bin¹ dou⁶ duk⁶ ga³?
Amy: ngo⁵ hai² Paak³ Hak¹ Lo⁴ duk⁶ sang¹ mat⁶ hok⁶.
David (to Amy): nei⁵ jyu⁶ hai² bin¹ dou⁶ a³?
Amy: ngo⁵ yi¹ ga¹ jyu⁶ Unit Two.
David (whisper to John): keui⁵ hou² leng³ neui² a…³
John (whisper to David): ngo⁵ jung¹ yi³-jo² keui⁵ hou² noi⁶ la³.
David (to Amy): bat¹ yu⁴ ngo⁵ dei⁶ leung⁵ go³ heui³ sik⁶ faan⁶ tung⁴ maa¹ tai² hei³ lo³?
Amy: hou² a³.

David + Amy: baai¹ baai³ John.

V. Vocab.

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>To major in</td>
<td>Bat¹ yu⁴</td>
</tr>
<tr>
<td>This year</td>
<td>Yi¹ ga¹</td>
</tr>
<tr>
<td></td>
<td>Hai²</td>
</tr>
<tr>
<td>Therefore, so</td>
<td>Yeung⁷</td>
</tr>
<tr>
<td></td>
<td>Dou¹</td>
</tr>
<tr>
<td>To have, to exist</td>
<td>Mou⁶</td>
</tr>
<tr>
<td>Few, several</td>
<td>Gwai³ sing³</td>
</tr>
</tbody>
</table>
VII. Describe the usage of the following
1. a⁴

2. hai⁶ vs. hai²

VIII. Convert these sentences into questions.
1. Keui⁵ hai⁶ ngo⁵ go³ pang⁴ yau⁵.
2. Nei⁵ hai² paak¹ man² jyu⁶.
3. Nei⁵ sing³ Chan⁴.
4. Ngo⁵ ho² yi³ sik⁶ faan⁶.

IX. Convert these sentences into negatives
1. Ngo⁵ yau⁵ yat¹ go³ ga¹ je¹.
2. Ngo⁵ hai⁴ yat¹ go³ hok⁶ saang¹.
3. Ngo⁵ hai² Saam¹ Faan⁴ Si⁵ lei⁴ ga³.
4. Cathy hai² dou⁶ a³.
# Holidays and Festivals

## Holidays (US)

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Cantonese Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year</td>
<td>san¹ nin⁴</td>
</tr>
<tr>
<td>Valentine’s Day</td>
<td>ching⁴ yan⁴ jit³</td>
</tr>
<tr>
<td>President’s Day</td>
<td>jung² tung² yat⁶</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>ma⁹ ding³ lou⁶ dak¹ gam¹ yat⁶</td>
</tr>
<tr>
<td>Saint Patrick’s Day</td>
<td>sing⁹ ba¹ dak¹ lei⁵ hak¹ jit³</td>
</tr>
<tr>
<td>Easter</td>
<td>fuk⁶ wut⁶ jit³</td>
</tr>
<tr>
<td>Mother’s Day</td>
<td>mou⁶ chan¹ jit³</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>chan⁴ mong⁴ jeung¹ si⁶ gei³ nim⁶ yat⁶</td>
</tr>
<tr>
<td>Father’s Day</td>
<td>fu⁶ chan¹ jit³</td>
</tr>
<tr>
<td>Independence Day</td>
<td>duk⁶ laap⁶ gei³ nim⁶ yat⁶</td>
</tr>
<tr>
<td>National Day (US:July4)</td>
<td>gwok³ hing³ yat⁶</td>
</tr>
<tr>
<td>Labor Day</td>
<td>nou⁴ gung¹ jit³/yat⁶ (day/holiday)</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>go³ leun⁴ bou² yat⁶</td>
</tr>
<tr>
<td>Halloween</td>
<td>maan⁶ sing³ jit³</td>
</tr>
<tr>
<td>Veteran’s Day</td>
<td>teui³ ng⁶ gwan¹ yan⁴ jit³</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td>gam² yan¹ jit³</td>
</tr>
<tr>
<td>Christmas Day</td>
<td>sing¹ daan⁷ jit³</td>
</tr>
</tbody>
</table>

## Holidays and Festivals (Lunar Calendar)

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Cantonese Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese New Year’s Eve</td>
<td>cheui⁴ jik⁶</td>
</tr>
<tr>
<td>Lunar New Years</td>
<td>nung⁴ lik⁶ san¹ nin⁴</td>
</tr>
<tr>
<td>Lantern Festival</td>
<td>yun⁴ siu¹ jit³</td>
</tr>
<tr>
<td>Tomb Sweeping Day</td>
<td>ching¹ ming⁴ jit³</td>
</tr>
<tr>
<td>Dragon Boat Festival</td>
<td>dyun¹ ng⁵ jit³</td>
</tr>
<tr>
<td>Spirit Festival</td>
<td>jung¹ yun⁴ jit³</td>
</tr>
<tr>
<td>Mid-Autumn Festival</td>
<td>jung¹ chau¹ jit³</td>
</tr>
<tr>
<td>Chung Yeung Festival</td>
<td>chung⁴ yeung⁴ jit³</td>
</tr>
</tbody>
</table>
Chinese New Year

English Characters | Yale Romanization
---|---
Lunar (Chinese) New Year | nung\(^4\)lik\(^5\)san\(^3\)nin\(^4\)
New Year’s Eve | cheui\(^4\)jik\(^6\)
Celebrate the New Year | gwo\(^2\)nin\(^4\)
First day of New Year | nin\(^4\)cho\(^1\)yat\(^1\)
Second day of New Year | nin\(^4\)cho\(^1\)yi\(^6\)
Third day of New Year | nin\(^4\)cho\(^1\)saam\(^1\)
(Up to the fifteenth day because Chinese Year New is from 1/1 – 1/15 according to the lunar calendar)
Last day of New Year | yun\(^4\)siu\(^1\)
(This is also the Chinese Valentine’s Day)

Activities during Chinese New Year

- Reunion dinner (Held on New Year’s Eve)  nin\(^4\)ye\(^5\)faan\(^6\)/ tyun\(^4\)nin\(^4\)faan\(^6\)
- Shopping at the flower market  haang\(^4\) fa\(^1\)si\(^5\)
- Visit relatives and friends during New Year  baa\(^3\) nin\(^4\)
- Giving out red pocket  paai\(^3\) lei\(^6\)si\(^6\)
- Getting red pocket  dau\(^6\) lei\(^6\)si\(^6\)
- Play firecrackers  siu\(^4\) paau\(^3\)jeung\(^2\)
- Play fireworks  fong\(^3\) yin\(^1\)fa\(^1\)

Food

- Dumpling (because it looks like Chinese gold ingots)  gaau\(^2\)ji\(^2\)
- New Year’s cake  nin\(^4\)gou\(^1\)
- Glutinous rice dumpling  tong\(^1\)yun\(^2\)
- Candy  tong\(^2\)

Decorations

- Red banners (with greetings on it)  fai\(^1\)cheun\(^1\)
- Flowers  fa\(^1\)
- Mandarin Orange  gam\(^1\)

Chinese New Year Greetings

- Congratulations and be prosperous  gung\(^1\)he\(^2\)faat\(^3\)choi\(^4\)
- Congratulations and be prosperous, please give me red pockets (usually children say this)
  gung\(^1\) he\(^2\) faat\(^3\) choi\(^4\), lei\(^8\) si\(^9\) dau\(^6\) loi\(^8\)
- May all your wishes come true  sam\(^1\)seung\(^2\)si\(^8\)sing\(^4\)
- Good luck  daai\(^6\) gat\(^1\) daai\(^8\)lei\(^8\)
- May there be surpluses every year  nin\(^4\)nin\(^4\)yau\(^5\)yu\(^4\)
Valentines Day

Common Phrases

I love you
I (really) like you
I've liked you for a long time.
Can we be together?
May I kiss you?
You are so handsome/beautiful
Me/you too
I (really) miss you
Let's go to have dinner

Vocabulary

<table>
<thead>
<tr>
<th>Cantonese</th>
<th>English</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngo⁵ o⁵ nei²</td>
<td>love/to love</td>
<td>N/V</td>
</tr>
<tr>
<td>ngo⁵ (hou²) jung¹ yi³ nei⁵</td>
<td>like</td>
<td>V</td>
</tr>
<tr>
<td>ngo⁵ jung¹ yi³ -jo² nei⁵ hou² nei⁵ la³</td>
<td>a long time</td>
<td>Adj</td>
</tr>
<tr>
<td>nei⁵ ho²-m⁴-ho² yi⁵ tung⁴ ngo⁵ yat'chai⁴ a³?</td>
<td>May I…?/Can I…?</td>
<td>Expression</td>
</tr>
<tr>
<td>ngo⁵ ho²-m⁴-ho² yi⁵ sek³ nei⁵ a³?</td>
<td>with</td>
<td>Conj</td>
</tr>
<tr>
<td>nei⁵ hou² leng³ jai³/neui² a³</td>
<td>(to be) together</td>
<td>Adv</td>
</tr>
<tr>
<td>ngo⁵/nei⁵ dou¹ hai⁶</td>
<td>to be in a relationship</td>
<td>V</td>
</tr>
<tr>
<td>ngo⁵ hou² gwa³-ju⁶ nei⁵</td>
<td>to kiss</td>
<td>V</td>
</tr>
<tr>
<td>bat⁴ yu⁴ ngo⁵ dei⁶ heui³ sik⁶ faan⁶ lo³</td>
<td>also</td>
<td>Adv</td>
</tr>
<tr>
<td>bat⁴ yu⁴ ngo⁵ dei⁶…</td>
<td>handsome/pretty</td>
<td>Adj</td>
</tr>
<tr>
<td>bat⁴ yu⁴ ngo⁵ dei⁶…</td>
<td>male</td>
<td>N</td>
</tr>
<tr>
<td>bat⁴ yu⁴ ngo⁵ dei⁶…</td>
<td>female</td>
<td>N</td>
</tr>
<tr>
<td>bat⁴ yu⁴ ngo⁵ dei⁶…</td>
<td>(to) go to</td>
<td>V</td>
</tr>
<tr>
<td>bat⁴ yu⁴ ngo⁵ dei⁶…</td>
<td>Let (us)…</td>
<td>Expression</td>
</tr>
</tbody>
</table>

Grammar

(1) To ask a question: Can you/would you like to…

Structure: (person, usually 2nd person pronoun) ho²-m⁴-ho² y⁵ (request)?

Example: nei⁵ ho²-m⁴-ho² y⁵ tung⁴ ngo⁵ yat'chai⁴ a³?
You can/cannot with me together (QW)
(can you/ would you like to (be))

To answer this kind of question:

Positive: ho² y⁵ can
Negative: m⁴ ho² y⁵ cannot

OR:
hou² good/okay
m⁴ hou² no

(2) To make a suggestion: Let (us)…

Structure: bat⁴ yu⁴ (ngo⁵ dei⁶) heui³ (suggestion: places or things to do)… lo³

Example: bat⁴ yu⁴ ngo⁵ dei⁶ heui³ sik⁶ fan⁶ lo³
Let us go eat dinner (particle)

To answer this kind of question:

Positive: hou² good/okay
Negative: m⁴ hou² no/not okay/don’t want to
Some common places and activities

<table>
<thead>
<tr>
<th>Cantonese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>haang⁴ gaai¹</td>
<td>shopping</td>
</tr>
<tr>
<td>tai² hei³</td>
<td>watch movie</td>
</tr>
<tr>
<td>hei³ yun²</td>
<td>theater/ cinema</td>
</tr>
<tr>
<td>chaan¹ teng¹</td>
<td>restaurant</td>
</tr>
<tr>
<td>leui⁴ hang⁴</td>
<td>traveling</td>
</tr>
<tr>
<td>haang⁴ saan¹</td>
<td>hiking</td>
</tr>
<tr>
<td>cheung³ K</td>
<td>sing karaoke</td>
</tr>
<tr>
<td>hoi² taan¹</td>
<td>beach</td>
</tr>
<tr>
<td>saan¹ deng²</td>
<td>the top of a hill/ mountain</td>
</tr>
<tr>
<td>tai² sing¹ sing¹</td>
<td>watch stars</td>
</tr>
<tr>
<td>gung yun²</td>
<td>park</td>
</tr>
<tr>
<td>saan² bou⁶</td>
<td>to have a walk</td>
</tr>
<tr>
<td>yaau⁴ lok⁶ cheung⁴</td>
<td>theme park</td>
</tr>
<tr>
<td>waat⁶ syut³</td>
<td>skiing</td>
</tr>
</tbody>
</table>

Activities

Pair up in groups of two. Make a skit of asking each other out. Try to use both of the sentence structures you have learned in this lesson.
**Comparison of Commonly Used Words**

<table>
<thead>
<tr>
<th>Mandarin</th>
<th>Cantonese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>不</td>
<td>唔 m4</td>
<td>negative</td>
</tr>
<tr>
<td>没, 没有</td>
<td>有 mou5</td>
<td>not-have</td>
</tr>
<tr>
<td>没, 還沒</td>
<td>未 mei4，</td>
<td>not yet</td>
</tr>
<tr>
<td>未曾 mei4 chang4</td>
<td>還没</td>
<td>not yet (emphatic)</td>
</tr>
<tr>
<td>重没</td>
<td>(emphatic)</td>
<td></td>
</tr>
<tr>
<td>別, 不要</td>
<td>唔好 m4 hou2 (mou2)，</td>
<td>don’t</td>
</tr>
<tr>
<td>(mou2)，唔 Mai2</td>
<td>不兩</td>
<td>negative imperative</td>
</tr>
<tr>
<td>不用</td>
<td>唔使 m4 sai2</td>
<td>no need to</td>
</tr>
<tr>
<td>千萬</td>
<td>千祈 chin1 kei4</td>
<td>(emphatic)</td>
</tr>
</tbody>
</table>

**English**

<table>
<thead>
<tr>
<th>Mandarin</th>
<th>Cantonese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>可以(+V)</td>
<td>可以 ho2 yi5</td>
<td>allowed to</td>
</tr>
<tr>
<td>能(+V)</td>
<td>可以/能夠 nang4 gau3</td>
<td>can/be capable of</td>
</tr>
<tr>
<td>可以/能</td>
<td>V 得 (O)</td>
<td>allowed to/able to</td>
</tr>
<tr>
<td>不可以/不能</td>
<td>唔可以(+V) m4 ho2 yi5</td>
<td>not allow</td>
</tr>
<tr>
<td>不能(+V)</td>
<td>唔得 m4_dak1 (V+)</td>
<td>unable to</td>
</tr>
<tr>
<td>不能</td>
<td>唔能夠 m4 nang4 gau3 (+V)</td>
<td>unable to</td>
</tr>
<tr>
<td>有得</td>
<td>mou2 dak1</td>
<td>not/incapable of</td>
</tr>
<tr>
<td>不能</td>
<td>不得</td>
<td>don’t get to/not possible for</td>
</tr>
</tbody>
</table>

**Examples:**

- 你可以走 jau2 la3
- 你可以走喇 nei5 ho2 yi5 jau2 la3 |
- 你走得喇 nei5 jau2 dak1 la3 |
- 我唔得 jau2 m4_dak1 |
- 我唔到 jau2 m4 dou2 |
- 現在下 yu5，igo5 jau2 m4 dou2 |
- 我唔得走 ngo5 mou5 dak1 jau2 |
- 我唔到走 ngo5 jau2 m4 dou2 |
- 我唔得走/No way I can leave |
- I don't get to leave/No way I can leave |
- I'm unable to leave |

- 这, 那 ni1, go2 |
- 唸 gam2 +Verb |
- 唸様 gam2yeung2 +Verb |
- 唸 gam3 + Adjective |
- MW (ex:我本書) |
- 唸 di1 (plural) |
- 唸 ge3 |
- 這么/那麼 | this/that way |
- 這樣/那樣 | this/that way |
- 這么/那麼/這樣/那樣 | this/that way |
- 這么/那麼/這樣/那樣 | this/that way |
- 的 | possessive |
- 唸 di1 (plural) |
- 喸 ge3 |
- 喸 di1 (plural) |
- 喸 ge3 |
- 唸 di1 (plural) |
- 喸 ge3 |
- 喸 di1 (plural) |
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<table>
<thead>
<tr>
<th>Cantonese</th>
<th>Pinyin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>(一)啲</td>
<td>yat1 di1</td>
<td>some</td>
</tr>
<tr>
<td>只係</td>
<td>ji2 hai6</td>
<td>only</td>
</tr>
<tr>
<td>只係 (cont’d)</td>
<td>jing6 hai6</td>
<td>only</td>
</tr>
<tr>
<td>(只)剩下</td>
<td>faan1 dak1</td>
<td>only …left</td>
</tr>
<tr>
<td>有點</td>
<td>yau5 di1</td>
<td>there’s a bit</td>
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<tr>
<td>一点…也</td>
<td>yat1 di1…dou1</td>
<td>didn’t even…a bit… of</td>
</tr>
<tr>
<td>剛剛</td>
<td>ngaam1 ngaam1</td>
<td>Just (a moment ago)</td>
</tr>
<tr>
<td>剛才</td>
<td>tau2 sin1</td>
<td>A moment ago</td>
</tr>
<tr>
<td>才</td>
<td>wa6 sin1</td>
<td>not until; (emphatic)</td>
</tr>
<tr>
<td>Example:</td>
<td></td>
<td>I, for one, don’t believe it.</td>
</tr>
<tr>
<td>我才不相</td>
<td>ngo5 sin1 ji3</td>
<td>let, by (passive)</td>
</tr>
<tr>
<td>信.</td>
<td>m4 seun3</td>
<td>give</td>
</tr>
<tr>
<td>他才是好人</td>
<td>keui5 sin1 ji3 hai6 hou2 yan4</td>
<td>occasionally all along</td>
</tr>
<tr>
<td>常常</td>
<td>seng4 yat6</td>
<td>always; frequently always</td>
</tr>
<tr>
<td>經常</td>
<td>jau1 si4</td>
<td>always</td>
</tr>
<tr>
<td></td>
<td>ging1 soeng4</td>
<td>always</td>
</tr>
</tbody>
</table>
# Grammar Review

## Lesson 2

### A-not-A question

1. nei5 jung1 m4 jung1 yi3 tai2 din6si6 a3?  Do you like to watch TV?
2. nei5 hai6 m6 hai6 hok6saang1 a3?  Are you a student?

### Preposition hai2 at/from

1. ngo5 hai2 uk1kei2 jou6 gung1fo3.  I do homework at home
2. keui5 hai2 Gwong2Dung1 lei4 ge3  He is from Guangdong.
3. nei5 jyu6 hai2 bin1dou6 a3?/nei hai2 bin1dou6 jyu6 a3?  Where do you live?

## Lesson 3:

### Comparative A adj. gwo3 B [degree]

1. keui5 lek1 gwo3 ngo5 (hou2 do1).  He is (a lot) smarter than me.
2. ngo5 daai6 (gwo3) ngo5 sai3lou2 saam3 nin4  I am 3 years older than my brother.

### seu1yin4…daan6hai6/bat1gwo3  Although…, but…

1. seu1yin4 keui5 hai6 hok6saang1, daan6hai6 keui5 seng4yat6 dou1 m4 seung4tong3.  Although he is a student, he always does not go to class.
2. seu1yin4 ngo5 hai2 Heung1Gong2 lei4, daan4hai6 ngo5 m4 sik1 gong2 Gwong2Dung1Wa2 Although I’m from Hong Kong, I don’t speak Cantonese.

### yan1wai6…so2yi5  Because…, therefore...

1. yan1wai6 keui6 m4 jung1yi3 cheung3go1, so2yi5 keui5 m4 heui3 cheung3 K.  Because he does not like to sing, therefore he is not going to sing karaoke.
2. yan1wai6 ngo5 hai6 Jung1Gwok3Yan2, so2yi5 ngo5 yiu3 hok6 Jung1Man4.  Because I am Chinese, therefore I have to learn Chinese.

### ni3 (this) vs. go2 (that)

1. ni1 bun2 syu2 m4 hou2 tai2  This book isn’t good.
2. go2 go3 yan2 hai6 bin1go3 a3?  Who is that person?

### tung4(maai4)  and/with

1. nei5 tung4maai4 ngo5 heui5 leui5hang4, hou2m4hou2?  You travel with me, does that sound good?
2. ngo5 yau5 ng5 bou3 din6nou5 tung4maai4 saam3 bou3 din6si6  I have five computers and three televisions.

## Lesson 4:

### Emphatic hai6…(ge3/ga3/a3)

1. ngo5 hai6 m4 jung1yi3 tiu3mou5 a3  I (really) don’t like to dance.
2. ni1 bun2 syu1 hai6 fei1seung4ji1 hou2tai2 ga3  This book (really) is excellent.

### ji1chin4/…ji1hau6  Before…/After...

1. ngo seung5tong4 ji1chin4 yau5 yam2-jo2 yat1 bui1 ga3fe1  Before class, I drank a cup of coffee.
2. nei5 bat1yip6 ji1hau6 jou6 di1 mat1ye5 ne1?  After you graduate, what are you doing?

### Completed Action jo2

1. ngo5 dew6-jo2 ngo5 di1 gung1fo3  I threw away my homework
2) ngo5 duk6-jo2 leung5 nin4 Jung1Man4 I studied two years of Chinese

**seung2 V (to want to V) vs. yiu3 V (to need to V)**
1) ngo5 yi4ga1 seung2 sik6faan6! I want to eat now!
2) keui5 yi4ga1 yiu3 heui3 seung5tong4 He has to go to class now.

...sin1ji6 not until... (or emphasizing a contrast)
1) keui5 ting1yat6 sin1ji3 faan1 uk1kei2 He’s not going home until tomorrow.
2) ngo5 sin1ji3 hai6 hou2 hok6saang1 Now, I am (what you call) a good student.

**gam3 Adj. (so..., that...) vs. gam2[yeung2] Verb (like this/that way)**
1) ni1ga6 che1 gam3 gwai3 ga3! This car is so expensive!
2) nei5 gam2[yeung2] jou6 hai3 cho3 ge3! The way you're doing it is wrong!

**yu4 gwo2...(ge3wa2), jau6.... If...,then...**
1) yu4gwo2 ngo5 yau5 si4gaan3 ge3wa2, ngo5 jau6 lei4 la1! If I have time, I will come.
2) yu4gwo2 nei2 seung2 heui3 Jung1Gwok3, nei5 jau6 yiu3 hok6 Jung1Man4.
If you go to China, then you need to learn Chinese.

**Possessives:**
*Possessor + (ni1/go2) + Measure Word + Possessed Thing*
1) ngo3 bun2 syu1 My book ngo5 ni1 bun2 syu1 This book of mine.

*Possessor + ge3 + Possessed (formal/abstract contexts generally)*
1) Mei5Gwok3 ge3 ging1jai3 America’s economy.

**Lesson 5:**

**(yau5)/mou5 V did not V (yau5 only for emphasis)**
1) ngo5 mou5 sik6faan6 I did not eat.
2) keui5 mou5 seung5tong4 He did not go to class.

**Experience gwo3 to have the experience of**
1) ngo5 heui3-gwo3 hou2 do1 dei6fong1. I’ve been to many places.
2) nei5 tai2-gwo3 ni1 tou3 hei3 mei6 a3? Have you watched this movie before.

**dou1 or yau6 (also)**
*Generally yau6 for two different predicates, yau6/dou1 for two different subjects*
1) ngo5 hai6 hok6saang1. keui yau6/dou1 hai6 hok6saang1 I’m a student, he’s also a student
2) ngo5 jung1yi3 tai2syu1, ngo5 yau6 jung1yi3 teng1 yam1ngok6 I like to read books, I also like to listen to music.

**Progressive gan2 V-ing**
1) hou2 do1 yan4 hok6-gan2 Gwok3Yu5 Many people are learning Mandarin
2) ngo2 yi4ga1 jou6-gan2 gung1fo3 I’m doing homework now.

**V ha5 ‘do…for a bit/for a while/some’**
1) keui5 dak1haan4 jung1yi3 tai2-ha5 din6si6 I like to watch some TV when I’m free
2) ngo5dei6 ting1yat6 heui3 cheung3-ha5 K, hou2m4hou2?
We’ll go sing some karaoke tomorrow, how about that?

**Resultative Complements**
### V saai3 ‘all; completely V-ed’

1) ngo5 sik6-saai3 di1 tong2 la3! I ate all the candy.
2) ngo5 tai2-saai3 di1 syu1 la3! I’ve read all the books.

### V yun4 ‘finished V’

1) ngo5 gam1yat6 seung5-yun4 tong4 la3! I’ve finish class today.
2) nei2 gei2si4 duk6-yun4 syu1 a3? When will you finish school?

### gok3dak1… (think that…)

1) ngo5 gok3dak1 ni1bun2 syu m4 hou2 tai2. I think this book isn’t good

### Forming adjectives with hou2+ V

1) hou2waan2 ‘fun’
2) hou2teng1 ‘good(to listen to)’
3) hou2sik6 ‘good, delicious (to eat)’
4) hou2yam2 ‘good, delicious (to drink)’
5) hou2tai2 ‘good to read/watch, interesting’

### Negatives

- **m4** ‘not, do not’
- **mou5** + N ‘not have’; +V ‘did not’
- **mei6** ‘have not (yet)’

1) ngo5 m4 hai6 sin1saang1 I am not a teacher
2) keui5 m4 jung1yi3 ngo5 He does not like me.
3) ngo5 uk1kei2 mou5 din6nou5 There are no computers in my house.
4) ngo5 mou5 da2 keui5 a3! I did not hit him
5) ngo5 mei6 sik6 faan6 I haven’t eaten yet.
6) ngo5 mei6 heui3-gwo3 go2dou6 I haven’t been there before.

### Question Structures with Negatives

- **V-jo2 (Object) mei6** ‘Have you V-ed yet’
- **V-gwo3 (Object) mei6** ‘Have you V-ed before/had to experience of V’
- **V-m4-V**
  - **yau5mou5 + N** ‘Is there N/Do you have N?’
  - **yau5mou5 + V (Object)** ‘Did you V?’