

少數民族學生讀幼稚園時學中文的困難 (英文本)

The Problem of Minorities Learning Standard Chinese in Kindergarten

I started to teach Cantonese to foreigners many years ago. I also taught minorities Cantonese (廣東話) and standard Chinese (白話文) in recent years. I would like to mention the problems of the minorities learning the standard Chinese in the kindergarten and in the primary school and secondary schools. I wish that Legislative Council and Hong Kong Government will solve this problem soon. In my opinion, this problem is not difficult to solve if all the steps are taken correctly.

2 The term ‘Chinese’ is too vague for use in this case. It is better to define it as the Chinese characters, Cantonese speech, Cantonese writing, Hunan language, the standard Chinese (白話文) or something else. It is because there are seven major languages and 54 ethnic minority languages in China nowadays. The documents in Education Bureau also mention that there are ‘seven major dialect groups’ in the Chinese language.

3 If the ethnic minorities in Hong Kong can catch up with the Chinese classmates in learning the language (standard Chinese) in the same class, they should continue to learn with them. If they cannot, teachers can consider using the approach of ‘Teaching Chinese as a Foreign Language’ (TCFL 對外漢語教學法). The TCFL that I shall mention is totally different from that of what other people will say.

4 The standard Chinese is the written form of the national language. Putonghua is its spoken form. There are seven million people in Hong Kong. Nearly all of them speak Cantonese and do not speak standard Chinese. The Chinese children in Hong Kong need to learn standard Chinese in the kindergarten and in the primary and secondary schools. There are more than 10,000 minority students in Hong Kong. They have various mother tongues. Their second and third languages **are presumed** to be **English** and **Cantonese** respectively. The standard Chinese is perhaps their **fourth written language**. Unluckily, the standard Chinese is a foreign written language to most of the local people. The minorities need to use a foreign spoken language (Cantonese) to learn the teacher’s foreign written language. Therefore, these students absolutely need to learn and speak Cantonese fluently before starting to learn the standard Chinese!

5 Most of the minority students do not know 100 Chinese characters when they finish the primary and secondary schools. There are a few possible reasons. The biggest problem is the lack of understanding of one linguistic problem by most people. Besides, there is no proper

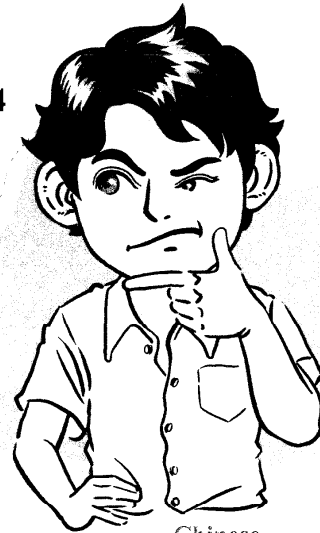
text-book. Even if they are keen on earning it, they can hardly master it. The most urgent solution to the problem is to write text-books (one for Cantonese and one for the standard Chinese).

6 The Difference between 廣東話 Cantonese and 白話文 Standard Chinese

	廣東話 Gwóngdòng-wá Cantonese	白話文 baahk-wá-màhn Standard Chinese (written form of Putonghua/Mandarin)
Speak	Cantonese	Putonghua with four tones is the spoken form of the national language and its written form is <u>standard Chinese</u> ; its tones are completely different from those of Cantonese, which has six tones (nine tones to experts)
Write	Cantonese (many characters are unique for Cantonese)	the pronunciation of standard Chinese is completely different from that of Cantonese; the syntax for standard Chinese and for Cantonese is quite dissimilar; their difference in phrases comes to thousands
People		according to the government statistics, about 89% of the seven million people in Hong Kong are Cantonese people; more than 90% of the local people speak Cantonese and some also speak other languages at home; the Cantonese people do not speak the standard Chinese; it is similar to a ‘foreign’ language to them; students <u>read aloud</u> the modern and classical Chinese passages in the text-book <u>in Cantonese</u> during the Chinese Language lesson; they need to spend many years to learn it; local people write in standard Chinese to the government and in business; they write in Cantonese to friends on mobile telephone, in blogs and in some newspaper columns (Emily’s many columns in ‘local news’ section and a column named 小琴密語 in ‘economic section’ in Mingpao 明報); many people have the <u>wrong</u> impression that Cantonese and the standard Chinese are <u>the one and same</u> thing, Cantonese for speaking and standard Chinese for writing; they are grossly mistaken
Common Points	the two languages share most Chinese characters; there are many characters unique in Cantonese	

7 There may be a difference between the formal and informal expressions in Cantonese. One book mentions that ‘taa1’ (他/她/它 he/she/it) is formal Cantonese and ‘keoi5’ (佢) is informal Cantonese. One is a formal expression and the other is for speaking. I cannot accept this classification. This book incorrectly supposes Cantonese and standard Chinese to be one and the same thing. Please read the bottom part (Colloquial Section) of its page.

Chapter One - Who am I?
第一課 - 我是誰?
Dai6 jat1 fo3 - Ngo5 si6 seoi4



Learning objectives 學習目標

In this chapter, you will learn:

- the way to introduce oneself;
- the formation of plural pronouns;
- the use of “hai6” and “giu3”;
- the way to address teachers at school;
- the six tones in Cantonese; and
- the Cantonese finals “aai – ai” and “aam – am”.

Script Introduction 對話介紹

Cantonese	English	Chinese
Nei5 hou2!	Hello!	你好!
Ngo5 si6 (<i>hai6</i>) aa3 lik6 , gam1 nin4 sap6 ji6 seoi3 ,	I am Ali. I am twelve years old.	我是阿力，今年十二歲，
Ngo5 si6 (<i>hai6</i>) baal1 gei1 si1 taan2 jan4 ,	I am Pakistani.	我是巴基斯坦人，
Ngo5 dik1 (<i>ge3</i>) tung4 hok6 si6 (<i>hai6</i>) a3 man4 ,	My classmate is Aman.	我的同學是阿文，
baan1 zyu2 jam6 si6 (<i>hai6</i>) wong4 lou5 si1 .	My class teacher is Miss Wong.	班主任是王老師。

Colloquial 通俗語 Tung1 zok6 jyut5

There are formal and informal Cantonese. Usually we have to use formal Cantonese in reading and writing, we use informal Cantonese only in dialogue, e.g., the formal Cantonese for “he” is “taa1” and “*keoi5*” in informal. Look at the table of pronoun below:

Formal Cantonese	Informal Cantonese	English
他/她/它 * taa1	佢 <i>keoi5</i>	He, she , it
他們 taa1 mun4	佢地 <i>keoi5 dei6</i>	They
我 ngo5	我 ngo5	I
我們 ngo5 mun4	我地 <i>ngo5 dei6</i>	We
你 nei5	你 nei5	you
你們 nei5 mun4	你地 <i>nei5 dei6</i>	you

We can see that not all the Cantonese words have informal form (*bold italics*), sometimes, we use formal Cantonese in both speaking and writing.

* The Chinese characters in this section are supplied by a reader.

8 The Difficulties for the Foreigners and Minorities in Learning Standard Chinese in Hong Kong: the Reasons

<u>Person</u>	<u>Way of Learning</u>	<u>Significance in Linguistics</u>
A Frenchman or a Korean	Use the mother tongue to learn English	the English language is this person's second language
	Use the mother tongue to learn Italian	the Italian language is the third language for this person to learn; <u>in linguistics</u> , the Italian language is also his 'second language'
An Asian Minority in Hong Kong (overall situation)	Use the mother tongue to learn English	English is the second language for him/her to learn
	Use English to learn Cantonese	Cantonese is the <u>third</u> language to learn; it is not the 'second language' <u>in linguistics</u> because he/she needs to use his second language to learn it
	Use Cantonese to learn standard Chinese	the standard Chinese is a <u>written</u> language for them and their teachers to learn (fourth language); it is not his/her 'second language' <u>in linguistics</u> because he needs to use the second and third languages to <u>learn</u> it; they do <u>not</u> speak it in the daily life
Real Life in Hong Kong		<p>the mother tongue of about 89% of the people in Hong Kong is Cantonese; some people speak other languages at home; they do not speak the standard Chinese; it is like a foreign language to them; they write in standard Chinese to the government and in business; they talk in Cantonese;</p> <p>the minorities lack teachers of their races; they need to speak Cantonese fluently before they can learn standard Chinese; their problem is <u>not</u> learning more languages; it is to use the <u>third</u> language to learn the <u>written form</u> of the fourth language (standard Chinese);</p> <p>this is a rare cultural problem; even experts cannot sort out the reasons, not to say other people; if they have teachers knowing their languages and have good text-books, this problem can be solved</p>

This is not the problem of learning a second or a third language. This is the problem of using the linguistically third language to learn the written form of the linguistically fourth language. Very few people notice this situation.

There are a few problems with the standard Chinese text-books for the minority learners to use in the kindergarten, primary school and secondary school, for example,

(1) If I say that there is a Chinese spaceman going into the space today and the spaceman, Yang Liwei (楊利偉), will teach me the physics of a rocket flying into the space, I shall nod my head again and again. I shall do it for four or five years because Mr. Yang will not teach the wrong things, but I shall not understand anything. I have only a very minimal knowledge in physics. What I shall hear from him will not nourish my knowledge. The problem of the minority students learning the standard Chinese is similar to this analogy.

9a The current standard Chinese text-book is too difficult for the minority learners. There is no translation. They can only nod their heads in the classroom, but they cannot review it after returning home. As a result, they cannot learn anything. The passage in each chapter is too long and too difficult. Further, there are too many new phrases (perhaps 40 in each chapter). It is not good. Many text-books do not mention the sequence of strokes (筆順), radicals (部首) and grammar (文法). It is not good. There were foreigners coming to Hong Kong to learn Cantonese on full-time basis in the past. They said that there were 40 to 50 new phrases in each chapter. There were too many phrases. They found the book very difficult to learn. The text-book for the minority learners to use has similar problems.

9b If it is good to have so many new phrases in each chapter, it will be proper for teachers to get a newspaper to teach them. It should not be like this. The text-book should be re-written so that there will be about 25 new phrases in each chapter. If the text-book does not cover the sequence of strokes and radicals, students will only draw pictures (as they are now doing) instead of writing characters. If it does not cover grammar, students will only write incorrectly. They will not be able to write a proper sentence, not to mention a passage.

10 The government statistics show that 89% of the local people are Cantonese people and more than 90% of the people speak Cantonese. Naturally a great majority of the teachers teach in Cantonese. Minority students in the local aided schools can choose not to learn Cantonese. How can they learn the standard Chinese if they do not learn Cantonese? The loophole of the policy should be mended as soon as possible. It must require them to learn Cantonese and speak it fluently before they learn the standard Chinese.

11 (2) The passage section of a chapter is most important. Some standard Chinese text-books do not provide romanisation (phonetic symbols). How can minority learners read them aloud? How can they memorise them? Most text-books match each Chinese character with a phonetic symbol. The minority learners still cannot master the written language. Why?

12 The English language ability of the average form six students in Hong Kong is not high. They also do not have confidence in speaking it. It is because the English text-book is not good and there are too many new words in each chapter. Publishers do not provide the phonetic symbols in the student's book but they put them in the teacher's book! When students often pronounce them incorrectly, they will be afraid of speaking it and they will learn badly. The minority learners learning the standard Chinese have the same problem.

13 The Malaysians' English language is very good. A survey mentioned that their English was better than that of the people of Hong Kong. I did not believe it then. When I toured in Penang, Malaysia and chatted with a man (perhaps a local Malay), I discovered that his pronunciation and vocabulary was very good. He was only a man in charge of the lighthouse. He and his clansmen learned English in their Malaysian language. They spoke it frequently.

14 Each sentence in the text-book for the minority learners to learn the standard Chinese should be furnished with the English language (translation). It should also bear phonetic symbols. It will be easy for the people of Hong Kong to provide the English translation. The best way is to provide the learners' languages in the translation. This kind of books should be written by a group of frontline teachers under the supervision of the government. The work should **not** be assigned to professors because their expertise is not in writing text-books. Moreover, professors do not research into cases involving the use of the third language to learn the fourth language.

15 (3) Where is the starting point? Where is the finishing point?

16 The starting point is the character four (四) (minority learners should know the characters one, two and three; a joke). The finishing point? It is three thousand characters. The pupils in primary six need to know three thousand characters. It is said so in mainland China, Taiwan and Hong Kong Baptist University. The command of this number of characters can facilitate them in reading the local newspaper, that is, to live the life of Hong Kong. However, it cannot help them pass the Chinese Language paper in Diploma of Secondary Education (DSE). A 'character' is not always the same as a 'phrase' in the Chinese language. If they wish to study in the university, they need to learn more characters, grammar

and rhetoric, and to raise the ability of reading comprehension * . Some minority students come to Hong Kong at the age of eight or ten. How do the Chinese language teachers set the course for them and for those minority learners who were born in Hong Kong? It is very likely that they do not have any idea. They do not know what to do because they do not know the idea of 'Teaching Chinese as a Foreign Language' (TCFL). If these students can learn the written form of the fourth language well and master it very early, they can learn with the Chinese peers. Then the Chinese Language paper in Diploma of Secondary Education (DSE) will not be particularly difficult. The Chinese paper in GCSE covers about 200 Chinese characters. It is the kindergarten level.

* There are many items in rhetoric. They are more difficult than the meaning and grammar, for example, analogy, simile, metaphor, climax and irony. They are not superficial problems (not to take the surface meaning). Perhaps minority students do not fully understand them. If so, it will be difficult for them to sit for the Chinese Language paper in DSE. From 2018 onward they and other candidates need to learn 16 classical passages to sit for it.

17 香港浸會大學：有關小學識字量的研究

<http://alphads10-2.hkbu.edu.hk/~lcprichi/>

調整級別識字量使用說明

本研究參考台灣、中國內地和新加坡三地的教育政策，以及有關小學識字量的研究，建議小學階段學習 3000 字個中文科常用字。對一般的小學生而言，在小學階段學習 3000 字是相當合適的，因為過少的識字量會影響學生的語文水平，過多的識字量又會增加學生的學習壓力。不過，每個學生的學習程度有異，加上各間學校的教學進度不一，為了照顧不同學生的程度和教學的進度，教師可以因應實際教學的需要來調整〈3000 字表〉各個學習級別的識字量。

「調整級別識字量」功能供使用者因應校本課程、學生程度和學習進度來選擇某個級別的識字量，調節字表內容，得出一個適合某級別或某班學生的字表。例如教師認為本研究建議一年級須要學習 508 字是過多，可以輸入所需的識字量，如一年級只學習 400 個單字，這項功能就會計算出一年級應該學習的首 400 個中文科常用字，排列方法以能夠構字的「部件」為首，然後才是「單字」。使用者必須注意「調整級別識字量」功能輸入的識字量以 3000 字為上限。

18 (4) No Explanation of Grammar

If someone asks ten local form six students how to use the present perfect tense, they will know that seven or eight of them are not sure. They do not know it. How can they use it? How can they have confidence in speaking it? Many form five students did not fully understand it years ago. They naturally would not be brave enough to use it.

19 If one can use English to learn English, one does not need to learn it. However, the government order to use only English words in the English text-book. Not even one Chinese character is permitted. How can most students learn it well?

20 Before the 1970s the English text-books highlighted grammar. The high-ranking officials learned with these books in the past. Nobody says that their English is bad now because they got through the difficult process of learning. Those who could not get through went to sell barbecued pork buns (= to work). In the 1980s the government got the ‘communicative approach’ for the English text-books. In the late 1990s the government prescribed the Target-oriented Curriculum (TOC) for the English text-books. Now the English text-books cover many grammar items again. Many people in the city are confused when they learn English, a foreign language. They can imagine that there are more trouble and bigger difficulties for the minority learners to learn the standard Chinese. As there is a beaten track for the local people to learn a foreign language, they can follow it. It will be safe to stress grammar in the standard Chinese text-books for minority learners.

21 Grammar

When minority learners learn the written form of the fourth language (standard Chinese), they need to learn the tense and grammar. The current books seldom mention grammar. They should be thoroughly revised. Besides, people usually speak Cantonese and do not speak this written language. This is another kind of difficulty.

❖ How many kinds of question forms are there in standard Chinese? Twenty of them are found. Is that all? Nobody can tell. The books in the neighbourhood do not touch this problem. When there is a question, there is a way to answer it, that is, there is grammar. How to evaluate the complexity of the question forms and materials (and arrange them in the curriculum) depends on the teacher or the book writer. All the teachers should also think about them. Those who write text-books should endeavour to write them well. It is not scary to handle this problem. Inspiration will come from the English syntax (given many books in the bookshop). The books on ‘Teaching Chinese as a Foreign Language’ (TCFL) supply many question forms to teach. Please refer to the ten question forms (at the bottom).

22 (5) Teaching to Write Characters

It is another problem to teach minority learners to write Chinese characters. There is a small technique to know. Most teachers do not know the approach of ‘Teaching Chinese as a Foreign Language’ (TCFL). They continue to use the way to teach Chinese students to teach minority learners! Minority learners often err a dozen times before writing the correct one. It is best that teachers tell them to use their fingers to write in the air because it does not cost anything and it is not tiring. The advantage is that teachers can see whether learners know how to write or not. Learners should write in the air until they can do it well before they write in black and white. When they write a character in the air, teachers can also write it in the air and write it on the back. When learners write a downward stroke from the upper right corner to the lower left corner, teachers use their fingers to write from the upper left corner to the lower right corner. When learners are confused, they can follow teachers’ fingers to write. The more they practise it, the better they can learn and remember it.

23 (6) The Rate of Progress

It is best to limit the number of new characters/phrases to around 25 in each chapter. In this way, the vocabulary of 3000 phrases needs to be spread over 120 chapters (a long way to write). If there are 20 pages in each chapter, it is a total of 2400 pages, a voluminous book.

24 Daytime learners go to school for 190 to 219 days every academic year. It is 38 to 43 weeks. Take it as 40 weeks. They have a little more than five hours a week for the Chinese Language lesson. This means 213 hours. After deducting the hours for the sports days, black rainstorms, sick leave, tests and examinations, minority learners are assumed to have 180 hours for the standard Chinese Language lesson in a year.

a lesson of 40 minutes x 8 lessons a week = 320 minutes a week

320 minutes x 40 weeks = 12800 minutes = 213.33 hours == 180 hours after deduction

25 If the learners in the kindergarten learn four chapters a year (4 x 25 phrases = 100 phrases), they learn 300 phrases over three years. It will be good for them to use their fingers to write in the air. Teachers need to try the best not to require them to write in black and write. Pupils in the primary school learn faster. If they learn 15 chapters in each of the first three years, they can learn 1125 phrases (15 x 25 phrases x 3 years = 1125 phrases). From

kindergarten to primary three (P3), learners can learn 1425 phrases (1080 hours). Perhaps they can change course in P4 or P5 to learn the standard Chinese with the Chinese peers. It is important to note that a character is not always a phrase in the Chinese language.

three years in kindergarten	540 hours	learn 300 phrases
three years in primary school	540 hours	learn 1125 (375 x 3) phrases or more
primary four	180 hours	learn 500 phrases or more; <u>perhaps</u> they can learn with Chinese pupils
primary five	180 hours	learn 600 phrases or more
primary six	180 hours	learn 600 phrases or more == total: 3125 phrases

26 (7) What Kind of Skills for Teachers to Have?

Many people in the street speak Cantonese fluently. Can someone randomly pick a person to teach minority learners Cantonese? No. It has something to do with his accent, with his knowledge and skills of teaching, and with his knowledge of Cantonese grammar. There is something troublesome in the Cantonese language (tense and collocations). It takes an experienced teacher ten years to solve 90% of the problems in grammar. It seems that there is only one book on Cantonese grammar, but it does not discuss all the problems. Therefore, even experienced teachers of the language do not necessarily understand it, not to mention the ordinary people who speak it every day. The ordinary people's knowledge of the language is not sufficient for the job. When minority learners learn it, they learn many things (enough width) and speak it fluently. However, the depth (hidden meanings and complexity) of the language is perhaps light. Naturally it will be difficult for them to use Cantonese to learn standard Chinese, the written form of the national language. It is best that the government write a set of Cantonese text-books.

27 Majoring in Chinese Language in the university, the Cantonese people who were born and bred in the city speak their mother tongue correctly. They also understand a little of the grammar of their mother tongue. However, this is not sufficient for them to teach. When they teach, they can only teach a wide scope and lack the depth of the language. Indeed, it is necessary for them to know the low-level grammar, romanisation (phonetic symbols) and the idea of 'Teaching Chinese as a Foreign Language' (TCFL) before teaching Cantonese. Perhaps they do not understand that they need these branches of knowledge. This is similar to the case of many teachers teaching minority learners standard Chinese. They try hard to teach, but they continue to search for the technique and approach after many years. They 'mess around with standard Chinese' rather than teaching it. In Hong Kong there are 30 to 40

persons equipped with the knowledge (grammar, phonetic symbols and TCFL) of teaching it. Most of them are Cantonese language instructors in the university. Half of them corrupt the Cantonese grammar with that of another language. Therefore, they should not teach Cantonese or standard Chinese. Perhaps only one and a half teachers have the skills to teach standard Chinese to minority learners, but there are more than 10,000 students on the class registrar. The government should take the lead to solve this socio-cultural problem.

28 The questions that come along are: what to teach and how to teach. In short, it is to teach a short sentence that is easy to write to begin. Then a few more characters are added. Then a few more characters are added. Then a few more characters are added. There will be a paragraph and a passage soon. The key point is to read aloud 朗讀 and to teach new phrases 生字, sequence of strokes 筆順 and grammar 文法. Learners need to read aloud fluently and write properly.

29 If teachers read the books on ‘Teaching Chinese as a Foreign Language’ (TCFL) published in mainland China, they will not be at a loss of what to do. Unluckily they most probably do not know this kind of books because they are rare in the local bookshop. These books sit in the bookshop in mainland China. The books on standard Chinese grammar by experts are unsuitable for use because these books are for university students to learn. Teachers will find these books useful:

- (a) 耿二嶺: 圖示漢語語法 (北京, 北京語言大學出版社, 2010)

It is an inspiring book, but not many people know it.

- (b) Stephen Matthews and Virginia Yip: Cantonese — A Comprehensive Grammar (New York, Routledge, 1994) (with new editions from time to time)

It is a good book, but very few teachers of Cantonese language know this book and the text-books by these authors. In Hong Kong minority students technically cannot learn the standard Chinese unless they can speak Cantonese proficiently.

30 Some teachers split the chapters of the Chinese pupils in primary one to teach minority learners. They only teach a little part of each chapter. Can this be a suitable alternative way? I don't think so. In fact, it is wrong! Minority learners either learn with the Chinese peers or they learn in another class. If they learn with the Chinese peers and can catch up with them, they do not have any problem [only a few can]. If they cannot catch up with them or cannot learn it in their class, they cannot get any help from the split chapter. They can only nod their

heads every year, but they do not understand anything. A local Chinese learner in the kindergarten knows 200 characters. A clever one knows 400 to 500 characters. An average minority student knows only 100 characters when he finishes primary six (and secondary six). The split chapter brings no help to him. It is still too difficult for him and his clansmen. A whole set of books has to be written. [This is similar to the case of many Chinese pupils in primary six (and in secondary six). They have spent nine years (1620 hours; S6: 15 years, 2700 hours) learning the English language, but they cannot speak 20 simple sentences].

31

祁永華: 有關的歷史和社會脈絡 (頁 3-14)

頁九原文:

『對學生的印象是，中一的新生一般中文識字不超過 100 個。對他們說廣東話，他們會有一點明白，但許多時候，要用英語解釋。他們會說一些廣東話，但一般不太願意說。學生經常會忘記中文字的字形和字音，要多次重複。寫字時，常不依筆順，也會漏寫筆畫，或寫出同音別字。』

見：謝錫金、祁永華、岑紹基(主編)：非華語學生的中文學與教，香港，香港大學出版社，2012

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Advanced Chinese For Teaching Chinese as a Second Language

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too difficult to use; they cannot be used; they can help those minority students who have learnt standard Chinese efficiently.

32 Someone tells teachers to further study. Then they go back and teach the minority learners standard Chinese. Is this idea appropriate? I think that this is a completely wrong idea! It is because it is not a matter of 'Teaching Chinese as a Second Language' (TCSL), so the expertise of the professors cannot help them. Professors do not research into cases of TCFL using the third language (the Cantonese language).

33 There are some staffs (language instructors) teaching Cantonese to the students from mainland China and foreign countries in The University of Hong Kong and in The Chinese

University of Hong Kong. There are Cantonese classes for the students from mainland China and foreign countries in Hong Kong Polytechnic University and in The Hong Kong University of Science and Technology. It seems that there is no one in any university to use Cantonese to teach standard Chinese to students of non-Chinese backgrounds. These language instructors can exchange teaching experience with the teachers in the kindergarten and in the primary and secondary schools. However, they (language instructors) do not seem to be the right persons to write standard Chinese text-books. The first reason is that their target students are university students with a high standard, but the standard of the minorities in the kindergarten and in the primary and secondary schools is very low. The second reason is that they do not know how the learners in the kindergarten and in the primary and secondary schools learn. It is better not to base on imagination to write the books — they will not mislead others if they do not write them. The third reason is that they do not seem to have the experience of using Cantonese to teach standard Chinese to foreign students. They cannot write better than the Chinese Language teachers in the kindergarten and schools.

34 I had much experience teaching Cantonese to foreigners. I transferred the skills to teaching the standard Chinese to the students of non-Chinese backgrounds. When I came to the first lesson with them, I discovered that my ideas were all wrong! I supposed that they could write 50 to 60 characters after learning in the secondary school for a few years. My ‘very simple’ teaching materials were still very difficult in their eyes. They understood the idea of the passage after reading the English translation. They could also read aloud the passage fairly well with the aid of the phonetic symbols. However, there were ‘too many’ characters and there were ‘too many strokes (筆畫)’ in each character. The materials seemed to come from Mars. They should not be for this world. Of course, I could not expect them to return home to review them. I chopped the first chapter into seven short units and re-wrote them, re-arranged the second chapter into three short units, re-arranged the third chapter into three short units... The better way for now is to invite a group of experienced teachers to advise the new teachers on how to teach minority learners. They also help them learn and use phonetic symbols. All of them need to explore using Cantonese as a third language to implement ‘Teaching Chinese as a Foreign Language’ (TCFL).

35 (8) Teachers Should

- (A) know a little about phonetics and understand the six / nine tones in Cantonese
(already known); know some fallacies;
know a little about the Chinese etymology; know the sequence of strokes 筆順, radicals 部首, seal characters (not clerical script) 篆書(不是隸書) and fonts 字款
(already known);
know the common characteristics of the collocations 配詞特色 in standard Chinese
(already known);
know how to teach students to find a character in the dictionary (already known);
know how to teach students to write a character: the small skill (use the finger) is very important;
know a kind of romanisation (phonetic symbols);
avoid discriminative phrases;
not be afraid of speaking in English (the best: speak the minority students' languages).

common characteristics of the collocations 配詞特色:

輪船 —— 坐船 (不是坐輪船)

坐車: 見新華字典

機器 —— 買了一部印刷機 (不是買了一部印刷機器);

36 (B) The most important point is to find out the problems from the minority learners' point of view. Then teachers arrange the materials for them to learn. They add the phonetic symbols, teach the sequence of strokes 筆順, radicals 部首 and grammar 文法. They know the starting point and the finishing point. Therefore, they start with the character one (一). They add a few characters slowly, add a sentence, teach grammar and finish half of the work after teaching the new phrases and all the grammar items. The minority learners are assumed to know nothing of the target language at the beginning of the course. This is the best way to deal with the problem because many learners do not know 100 characters after finishing the primary and secondary schools. If there are teaching materials of various levels at hand, minority learners can be placed in a class of their ability and learn with a book appropriate for their level. The initial target is to cover 3000 phrases. A phrase is not necessarily a character in the Chinese language (in mainland China and Taiwan, the target is for primary six pupils to learn 3000 characters; they can easily start to study in secondary one with this number of characters).

37 Below is an example of teaching standard Chinese to minority learners on ‘Teaching Chinese as a Foreign Language’(TCFL).

In the **elementary course**, the sentence 我喜歡吃雞。(Ngóh héi-fùn hek gàì. I like to eat chicken.) cannot be the first sentence to teach. Why? It is because the minority learners do not have the knowledge, that is, these characters are too difficult **to write**. It may take three days for them to write these characters. The efficiency is low!

Teachers can teach

during the first lesson: the four characters of 「今天早上」,

during the second lesson / second day: 「今天早上他去上水。」,

during the third lesson: 「今天早上他去上水看花和上課。」,

during the fourth lesson: 「今天早上他和她去上水看花, 上課和吃東西。」。

38 If teachers cannot finish teaching the four characters during the first lesson, it is advisable for them to spend two, three or four lessons on them. If the learners cannot learn these four characters, can it be meaningful for teachers to teach them 「牀前明月光」? The process of learning in the elementary level must not be hasty. More can be taught after the basis of learning is strengthened. Translation and romanisation (phonetic symbols) should be added. Can the place (上水 Sheung Shui) in the sentence be replaced by 沙田 Shatin? Yes, but barely acceptable. Can it be replaced by 銅鑼灣 Causeway Bay, 金鐘 Admiralty or 尖沙嘴 Tsim Sha Tsui? No. It is because these characters are difficult to write. They are not suitable for the first few lessons in the elementary course (or else the students will be threatened away). This is a class to teach minority learners a foreign language. Teachers should remember it.

39 During the fourth or fifth lesson teachers can choose to decide to begin to teach simple grammar (Subject, Verb, Object, Adverb, Conjunction). Teachers can also choose to delay teaching it and to continue to teach the sequence of strokes 筆順 and radicals 部首. The character 我 (I, me) bears the radical of 戈. People do not see this radical frequently on usual days. It is better to teach this character later. Besides, minority learners find it most troublesome when learning to write it. They often need to spend two to three weeks before they can master it (the upward stroke and the downward stroke often become two upward

strokes or two downward strokes). In the near future, teachers will mention the ancient way of creating characters. They can use Mr. Tang Lan's ideas (唐蘭先生的「三書說」, 見唐蘭：《中國文字學》). Minority students will then understand the components of each character. When they do homework, they will not look at pictures and draw them any more.

40 The half sentence 「今天早上」 in the first lesson above can be lengthened. Later passages should repeat the characters and phrases in the previous chapters. This is the method of 'washing machine tub' 洗衣機滾筒式. It is 'repetition method'. The materials repeat. If they are repeated skilfully, learners will not know that they are repeated and will not be bored. Besides, this method can help them remember the shapes of characters. Later passages will repeat many more things. Grammar items must be repeated on many occasions. The whole curriculum is created like an 'upside down pyramid' 倒轉金字塔式, that is, simple and short sentences are placed at the beginning. They are lengthened and are made complex gradually, like Hung Hom Stadium. The new phrases and grammar item to appear in each chapter should be taught in the previous chapters. If they are not, they are explained in the current chapter. This requirement is very troublesome, but it can be done with the help of a computer. Each chapter should not be short of exercises. Sentence writing or composition must be given as class work or homework. It is important to read aloud and to write characters (stroke 筆畫, the sequence of strokes 筆順, radicals 部首 to be emphasised) too.

41 (C) Perhaps teachers need to spend one to two months to learn a kind of romanisation (phonetic symbols). It is troublesome, but it is not too difficult. If minority learners can only read aloud after teachers, they cannot remember many sounds. If teachers know a kind of romanisation (not many teachers can for now), they can create new teaching materials to match the various levels of the learners. Besides, learners can master it gradually. It will help them when they review the book at home.

42 Many people criticise the minority learners to be lazy, inattentive, short of interest, disorderly besides saying that they blame the standard Chinese difficult to learn. They seem to be describing the Chinese learners learning the English language. In fact, any subject is difficult to learn. Students need to try hard.

43 It is unknown whether the teachers for minorities can write phonetic symbols or not and whether they are prepared or not ❖ [see #45]. Moreover, they do not seem to know how to teach characters to minority learners. The text-book wrongly targets the learners. The contents are too long. The grammar is too difficult. The curriculum is too bad (not teach or teach little about strokes 筆畫, the sequence of strokes 筆順, using the dictionary 查字典

and grammar 文法). Minority learners cannot review any part of the chapter at home. What can they do except causing trouble during the lesson? If teachers hope that they will learn hard, teachers had better write a suitable book and find a reasonable teaching method under the government's supervision.

44 The major problem is the lack of a text-book. Professors do not know 'Teaching Chinese as a Foreign Language' (TCFL) using Cantonese as the third language, the linguistically third language for the minority learners. Teachers do not know it either. There should be two sets of books, one for Cantonese and the other for standard Chinese. However, there is none, not even a barely acceptable one. Teachers cannot teach what they want and minority learners cannot review what they learn. If there are good books and teachers stick to the books, students can learn on their own.

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45 ※ 這裏有十種白話文的問句 (我暫時找到二十種)。

1. Sentence-like Question with 嗎 mà/ma?

今天有好的菜嗎?

Gàmtin yáuh hóu dik choi mà/ma?

Is there good vegetable for today?

2. Positive and Negative Form

(Choice-type Question Type 1; near the Question mark)

香港的奶粉好不好呢?

Hèunggóng dik náaih-fán hóu bàt hóu nè?

Is the milk powder in Hong Kong good?

3. Positive and Negative Form with 是不是 sih bàt sih

(Choice-type Question Type 2)

是不是有很多人想買手槍呢? = 有很多人想買手槍嗎?

Sih bàt sih yáuh hán dò yàhn séung máaih sáu-chèung nè?

Do many people wish to buy a gun?

4. 'Negative' Form with 沒有 muht yáuh

(Choice-type Question Type 3)

不用再問：「醫院找到器官給我沒有？」

bàt yuhng joi mahn, 'Yiyún jáau-dou hei-gwùn kàp ngóh muht yáuh?'

don't need to ask again, 'Has the hospital found an organ for me?'

5. Antonyms 多少 dòsú and How
 這朵/朵花賣多少(錢) (呢)?
 Jé dó/dö(déu) fà maaih dòsú (chín) (nè)?
How is this flower sold?

6. How with 怎 Jám
 它怎可以沒有奶粉賣呢?
 Tà jám hóyíh muht yáuh náaih-fán maaih nè?
 How can it be short of milk powder?

7. How with 怎樣 Jám-yeuhng
 他的情況怎樣?
 Tà dik chihngfong jám-yeuhng?
 How is his health / injury / his condition?

8. Why with 為甚麼 Waih Sahmmò
為甚(x 什 x)麼呢?
 Waih sahmmò nè? Why? / Why is it so?

9. Which with 哪 Náh (for an unspecific thing)
 他想買哪一件上衣呢? (plural form: 哪些)
 Tà séung máaih náh yàt gihn (M) seuhng-yì nè?
 Which shirt/coat/blouse/tunic does he want to buy?

10. Where with 哪裏 Náh-léuih (for an unspecific place)
 你想到哪裏去?
 Néih séung dou náh-léuih heui?
 Where do you wish to go?

When there is a question form, there is a way to answer it, that is, there is grammar.

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No English Translation for the following part.

46 補充說明：怎樣教在幼稚園和中小學的少數民族學生頭四課白話文？

47 在未有好的課本之前，香港的老師很難教得好。

48 網上好像有很多「對外漢語教學法」(Chinese as a Foreign Language) 的材料，但是它們多是沒有用的，因為它們大多以教說話(普通話)為主，不是以教寫字為主，內地說理論的書還可以看，香港的書店好像很少。香港大學有幾位教授寫了不祇一套教科書給老師去教少數民族學生白話文，他們是這方面的專家，又有多本論文專書出版了，學生的問題呢？學生的問題還是在各間學校裏重覆。學生都覺得教授的白話文課本太深，因為他們不分析句法，也不教或者少教寫字(筆順和部首)，祇有一段又一段的文字，練習也少，所以他們的書難用。

(一、叢鐵華、岑紹基、祁永華：《中文八達通》； 二、岑紹基、祁永華：《高中中文：第二語言中文教材》； 三、《沉浸中文》)

49 少數民族學生到了中六也學不到多少個字，就是他們考了 GCSE 中文科，他們也祇懂得一二百個字，祇及幼稚園的水準。他們須要「由零出發」，即是在第一節課學「今天早上」這四個字，因為他們不懂得筆順和部首，祇會畫畫，等同沒有學過寫字一樣(因材施教)。各個老師想一下便明白：如果學生不懂得寫「今天早上」這幾個淺易的字，其他的字便不用說了。老師應該教筆順和部首，又要教讀和寫，一節課可能不夠時間教完這四個字呢！重點在橫劃要「平」和肥瘦一致，「豎」不要太歪，查字典要稍後才教。

50 我反對(注意：不是「不同意」)其他人在初班第一課教：蘋果、橙、雞、燒鵝。為甚麼？因為這些字難寫，學生最少要花三天才能寫得好，即是事倍功半，即是效率低，也不合「由淺入深」的基本教學原理。

51 教甚麼？

在第一節課教：今天早上

在第二節課教：今天早上他去上課。

在第三節課教：今天早上他去上課，你也去上課。

在第四節課教：今天早上他去上課，你去上課，我也去上課。

52 老師在第一課教「今天早上」這四個字有甚麼好處呢？教這四個字的好處有兩個，

第一個是每個字都容易寫，學生用手指寫多了也不累，老師也容易檢查；第二個是它們表示的時間方便配合故事(/句子)擴展下去。如果用「今天晚上」的話，後面的句子難免要說到吃晚飯和睡覺，這些字在第一課或者第五六課都屬於難寫的字，也不利寫小故事。單字難記憶，如果教幼稚園學生五十個單字，他們可能記得三十個，有了三十個又如何？沒有用，要有句子和故事，生字才有用，教中小學的學生的情況也一樣。教句子的做法避開笨的方法。

53 怎樣教?

老師在初班第一課節時叫學生朗讀「今天早上」這四個字，學生應該沒有問題，因為他們在理論上應該講廣東話講得流利，如果他們不能也不是問題，他們會在幼稚園慢慢懂得。如果是中小學學生不懂得廣東話的話，學校便應該先教他們講廣東話。

54 老師依照「生字部份」去解釋每一個字的意思，然後說它們的部首和結構，再叫學生用手指比畫，老師也比畫，老師比畫時最好能夠在字的背後寫，老師的手指和學生的手指畫去同一個方向，學生跟著老師用手指比畫便可以很快懂得寫。如果他們的「指法」不對，即是他們未學懂，老師一看便知道，老師當然要他們的指法搞對了才教下一個字，學生寫多了之後便不看也能夠用手指寫。下一步是老師叫學生用鉛筆在方格紙上寫，每個字寫四五個，老師去檢查。如果學生寫錯了，老師當然要叫他們擦去再寫，用原子筆便不能擦去再寫，所以不宜用原子筆。用紙筆寫最花氣力，學生很容易寫得累，怕了，如果他們不先學指法，他們通常會用紙和筆寫錯十多次才寫對一次。這樣的效率太低，絕不鼓勵。(效率問題)

55 到學生大概寫好這四個字之後，教師便叫他們做填充練習和朗讀每一句，他們能夠朗讀便容易記住，也給他們寫字的機會。幼稚園學生可能需要很多活動去配合，也可以祇用嘴巴說，不一定要他們動手寫字，中小學的學生可能需要少些活動去配合課文。做填充練習和朗讀比抄書好一點，學生會覺得學會了很多句句子。每句都要加拼音符號和譯文，所以教材難寫，課堂的重點是他們要多朗讀——自己讀、一起讀、讀給同學聽，因為這是他們和老師平日都不會說的文字。(學習的文法深度和記憶問題)

56 老師在下一課(或者在同一節課內)加長句子(今天早上他去上課)，老師不要一出手便教一段，這是其他書的錯誤方法，完全不合初學者，也不合「對外漢語教學法」(Chinese as a Foreign Language)的原理。老師在這一課教四個生字(他去上課)的部首和結構，然後叫學生用手指比畫，老師也比畫……學生懂得筆畫和部首便不再畫畫了。

57 老師在第三課再加長句子(今天早上他去上課，你也去上課。)，這次祇教兩個生字(你、也)的部首和結構，然後叫學生用手指比畫，老師也比畫……課堂的重點在介紹副詞，即是「也」字的用法(放在動詞前面)。

58 老師在第四課繼續加長句子（今天早上他去上課，你去上課，我也去上課。），這次祇教一個生字（我）的部首和結構，然後叫學生用手指比畫，老師也比畫…… 這個「我」字十分麻煩，很多學生好像分不開「撇」和「捺」，所以「我」字突然變得難寫，勤奮的學生要花一個星期才寫得好，一些要花一個月才勉強可以。課堂的重點在溫習副詞的用法和指出它在複雜句子裏的用法特點。在幼稚園裏，學生用手指比畫便好了。在中小學裏，寫方格紙的功課不能少，做填充練習的功課也重要，朗讀亦重要。

59 很多書的第一課不用容易寫的字開始，字也多得令學生驚慌，不合理，學生未寫已經看呆了。在初班時候，如果老師不能逐個字去「檢查指法」，老師便難以明白學生的能力，自然不能因材施教，學生也不能知道自己寫得對不對，時間一久，後患無窮。當學生學了四五句之後，他們便有一段，有了一段便可以有兩段和三段，然後便有一篇文章。學生這樣學便能夠看到自己的進展情況，也有成功感，也就是用「循序漸進」的方法。（學習的闊度問題）

60 教得慢的意義

在學生上了幾堂之後，句子變得越來越長，而且重覆了一些字，**很好**；這是「洗衣機滾筒式」做法，有點像《詩經》的「重章換字」法，整個課程用「倒轉金字塔式」去寫，像紅磡體育館的樣子，即是初學的時候要教淺易的字，句子慢慢加長和加深。在不久之後，學生應該開始學查字典。

61 很多人依書照教一段一段的字的讀音和意思。如果學生不能寫出每個字，老師為甚麼要教一大段？如果祇教他們看和朗讀，他們會認得出和讀得出很多個字，但是這便足夠嗎？這便達到教書的目的嗎？還不夠呢，他們要寫得出來才算學了。學生不能寫，自然不能用，文字變成不實用的藝術品，學生會糊塗，也不會有興趣再學下去，孔夫子也會問：雖多亦奚以為？祇教學生看和朗讀的教法祇會令學生殘廢，這是甚麼教法？可惜這是絕大多數課本的錯誤教法！

62 初班課文應該著重看、讀和寫，三者不能分開，一分開便會令學生成為廢人，重點在朗讀、比畫和句法。朗讀和閱讀同步，可以加強記憶，十分管用；下一步是比畫，學生能夠朗讀，又能夠寫，他們便有信心；有了句法，學生便有個底子，老師也知所進退（教書的速度和教材）；沒有句法，大家便漫無目的，隨意而為，學生終不成器。很多老師教了二三十小時之後便發覺學生跟不上，自己也不知道應該再教甚麼，因為他們忘記了「低層次」的中文文法。如果他們可以花些時間去找句法的話，他們便會發覺有太多句法可以教，祇是沒有足夠時間去教完，更不會不知教甚麼。

63 勤奮的中班學生的學習重點仍然在閱讀及朗讀、寫字和作文，又要繼續用字典，他們懂一千個詞語以上，仍舊要學多一些字詞，重點在分析字義、句法、每段的重點和作

文，或者和華人小學二年級學生差不多。能力強的高班學生應該懂得一千三百或者一千五百個詞語，或者可以和華人學生「合軌」上課，再去學多些字詞、修辭（明喻、暗喻、誇張、層遞、類比……）和成語，也要看很多篇好文章，然後學作文，文章的類別多（例如描寫文、記敘文、抒情文和議論文）呢。學生的年級不重要，能力才重要。

64 一般華人小六學生應該懂得三千個字。這是內地臺灣和香港的研究所得，這可能是教少數民族學生時值得考慮的目標。

※※※ 詞語 (phrase) 不一定是「字」 (character); 學生學了五百個詞語之後，他們的學習進度可能提高很多的。

65

小學中文科常用字研究 —— 研究背景

<http://lcprichi.hkbu.edu.hk/>

小學是奠定學生基本語文能力最關鍵的階段，要讓學生掌握規範的書面語，首先要從識字教學入手。小學生要打好語文根基，必須認識二三千個漢字。多年來，教育署課程發展處編訂的《小學課程綱要》(1900) 是小學中文教科書的編撰指南，教科書出版社必須依照課程綱要內〈小學常用字表〉所列的文字和其規定的學習次序編輯教材。可是，該字表自公佈以來問題甚多，除收錄常用度不高的文字外，當中不少文字亦並非依據文字學原則編排，嚴重違背識字教育的方法，所以不少教育同工曾提出具體修訂的意見。

「小學中文科常用字研究」(下簡稱「本研究」)由優質教育基金贊助研究經費，香港浸會大學語文中心進行研究，並由潘慧如和康寶文負責研究工作。本研究從推行識字教學的根本著手，重新編訂〈小學中文科常用字表〉(下簡稱〈3000字表〉)，把小學階段須要學習的中文科常用字按學習級別排序，供小學教師、課程設計者和教材編撰員參考。本研究自2001年9月1日開始進行，於2003年8月31日完成，為期兩年。

—— 完 ——

李錦權

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Appendix (one lesson) 附錄一課課文

第一課 Lesson One Daih Yàt Fo
上課 To Attend a Lesson Séuhngfo

生字 Sàngjih Vocabulary

今天	gàmtìn (M: x): this day; (ADV) today
天	tìn (M: go): the sky; the moral heaven (M: 片 pin — philosophical idea): the sphere of living for each person (M: x): a day
早上	jóuseuhng (M: 個 go): the morning time
他	tà: (Pronoun) he; him
去	heui: to go
上課	séuhngfo: to attend a lesson

句子 Geuijǐ Sentence

請讀出下面的句子。 Chíng duhk-chèut hah-mihn dik geuijǐ.

Please read aloud the following sentences.

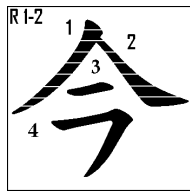
今天	gàmtìn	today
今天早上	gàmtìn jóuseuhng	this morning (today morning)
今天早上他去上課。	Gàmtìn jóuseuhng tà heui séuhngfo.	This morning he went to attend lessons*.

* the singular or plural form for the Object depends on the context

句式 Geuisik Sentence Patterns

Pattern:	Adverb of Time	Subject	Verb ₁	Verb ₂
	今天早上	他	去	上課。
	Gàmtìn jóuseuhng	tà	heui	séuhngfo.
	This morning he went to attend a lesson (/ lessons).			

部首 Bouhsáu Radical

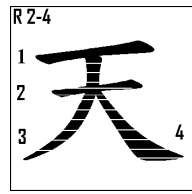


gàm

今

今

今

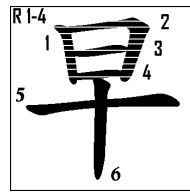


tìn

天⁽¹⁾

天

天

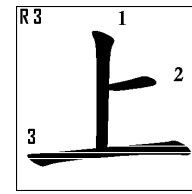


jóu

早

早

早



seuhng

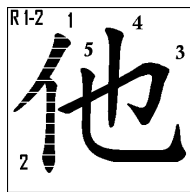
上

上

上

部首: 人 yàhn (person) 大 daaih (big) 日 yaht (the sun) 一 yàt (one)

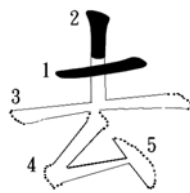
(1) This was the traditional form of the ideogram (character). It showed that the sky (first stroke) was bigger than a person even if he stretched his hands (大). In one modern form of 天, the first stroke is shorter. Many scholars prefer to use the traditional form as it is closer to the meaning of the character.



tà

他
他
他

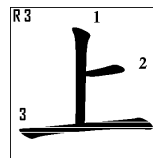
部首: 人 yàhn (person)



heui

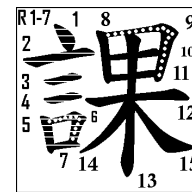
去
去
去

厶 sì (private)



上課 séuhngfo

上課
上課



fo

言 yìhn (speak directly)

※ Refer to Forward to understand the structure of the big characters. ※

The modern printing forms come under the big characters.

The zeal character 篆書 syunsyù under the modern printing forms shows the ancient curves in the character.

The regular script 楷書 káaisyù under the zeal characters is often practised with a brush in the primary school. It is good to compare the shapes and lines with those of the zeal characters to understand the development of the characters. The wider and thinner parts of the

stroke in this font will help learners write beautifully (the printing form does not show this).
A pencil rather than a pen or fountain pen is recommended. It is most helpful to use a finger
to write the characters in the air many times before using a pencil to try on paper.

今	天	早	上	他	去	上	課,	今	天
早	上	他	去	上	課,	今	天	他	去

文章 Mǎhnjèung Passage

今天早上他去上課，你也去上課。 我不去上課，我怕。他說：「不用怕。」	This morning he went to attend lessons. You also went to attend lessons. I did not go to attend any lesson. I was afraid. He said, 'Don't be afraid.'
---------------------------------------	--

生字 Sàngjih Vocabulary

你	néih: (Pronoun) you
也	yáh: (ADV before the VERB) also
我	ngóh: (Pronoun) I; me
不	bàt: (ADV before Verb for negation) not
怕	pa: to be afraid of; to fear
說	syut: to say; to speak; to talk about
不用	bàt yuhng: (ADV) not need to

句子 Geuijǐ Sentence

請讀出下面的句子。 Ching duhk-chèut hah-mihn dik geuijǐ.

Please read aloud the following sentences.

今天早上他去上課，你也去上課。我不去上課，我怕。
他說：「不用怕。」

Gàmtìn jóuseuhng tà heui séuhngfo, néih yáh heui séuhngfo. Ngóh bàt heui
séuhngfo, ngóh pa. Tà syut, 'Bàt-yuhng pa.'

句子 Geuijǐ Sentence

請讀出下面的句子。 Ching duhk-chèut hah-mihn dik geuijǐ.

Please read aloud the sentences below.

(I)

今天	Gàmtìn
今天早上	Gàmtìn jóuseuhng
今天早上他去上課，	Gàmtìn jóuseuhng tà heui séuhngfo,
	This morning he went to attend lessons.

(II)

今天 Gàm tìn
今天早上 Gàm tìn jóuseuhng
今天早上 他 Gàm tìn jóuseuhng tà
今天早上 他 去上課, Gàm tìn jóuseuhng tà heui séuhngfo,
今天早上 他 去上課, 你 Gàm tìn jóuseuhng tà heui séuhngfo, néih
今天早上 他 去上課, 你也去 Gàm tìn jóuseuhng tà heui séuhngfo, néih yáh heui
今天早上 他 去上課, 你也去上課。

Gàm tìn jóuseuhng tà heui séuhngfo, néih yáh heui séuhngfo.

This morning he went to attend lessons. You also went to attend lessons.

(III)

我 Ngóh
我不去 Ngóh bàt heui
我不去上課, Ngóh bàt heui séuhngfo,
我不去上課, 我怕。 Ngóh bàt heui séuhngfo, ngóh pa.

I did not go to attend any lesson. I was afraid.

(IV)

今天早上 Gàm tìn jóuseuhng
今天早上 我不去 Gàm tìn jóuseuhng ngóh bàt heui
今天早上 我不去 上課, Gàm tìn jóuseuhng ngóh bàt heui séuhngfo,
今天早上 我不去 上課, 他也不去上課。

Gàm tìn jóuseuhng ngóh bàt heui séuhngfo, tà yáh bàt heui séuhngfo.

This morning I did not go to attend any lesson. He also did not go to attend any lesson.

句式 Geusik Sentence Patterns

I. The Adverb 也, which means ‘also, is placed before the Verb.

Pattern 1: Subject + yáh + Verb

今天早上他去上課, 你也去上課。

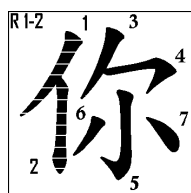
Gàmtìn jóuseuhng tà heui séuhngfo, néih yáh heui séuhngfo.

This morning he went to attend lessons. You also went to attend lessons.

1. 他上課, 你 _____ 課。
Tà séuhngfo, néih yáh séuhngfo.
He attends lessons. You also attend lessons. (the tense depends on the context)
2. 你上課, 我 _____ 課。
Néih séuhngfo, ngóh yáh séuhngfo.
You attend lessons. I also attend lessons.
3. 我上課, 他 _____ 課。
Ngóh séuhngfo, tà yáh séuhngfo.
I attend lessons. He also attends lessons.
4. 他去上課, 你 _____ 去上課。
Tà heui séuhngfo, néih yáh heui séuhngfo.
He goes to attend lessons. You also go to attend lessons.
5. 你 _____ 課, 我也去上課。
Néih heui séuhngfo, ngóh yáh heui séuhngfo.
You go to attend lessons. I also go to attend lessons.
6. 我去上課, 他 _____ 上課。
Ngóh heui séuhngfo, tà yáh heui séuhngfo.
I go to attend lessons. He also goes to attend lessons.
7. 今天 _____ 他上課, 你也上課。
Gàmtìn jóuseuhng tà séuhngfo, néih yáh séuhngfo.
This morning he attended lessons. I also attended lessons.

8. _____ 早上你上課, 他也上課。
Gàmtìn jóuseuhng néih séuhngfo, tà yáh séuhngfo.
This morning you attended lessons. He also attended lessons.
9. 今 _____ 上我上課, 他也上課。
Gàmtìn jóuseuhng ngóh séuhngfo, tà yáh séuhngfo.
This morning I attended lessons. He also attended lessons.
10. _____ 早上他去上課, 你也去上課。
Gàmtìn jóuseuhng tà heui séuhngfo, néih yáh heui séuhngfo.
This morning he went to attend lessons. You also went to attend lessons.
11. 今天早上你去上課, 我 _____ 上課。
Gàmtìn jóuseuhng néih heui séuhngfo, ngóh yáh heui séuhngfo.
This morning you went to attend lessons. I also went to attend lessons.
12. 今天早上 _____ 上課, 他也去上課。
Gàmtìn jóuseuhng ngóh heui séuhngfo, tà yáh heui séuhngfo.
This morning I went to attend lessons. He also went to attend lessons.

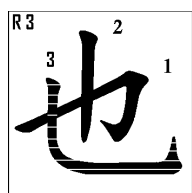
部首 Bouhsáu Radical



néih

你
你
你

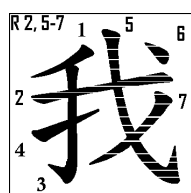
部首: 人 yàhn (person)



yáh

也
也
也

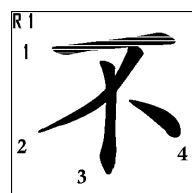
乙 yuht⁽²⁾



ngóh

我
我
我

戈 gwò⁽³⁾
(a kind of weapon)



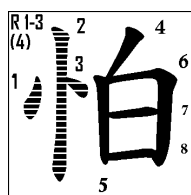
bàt

不
不
不

一 yàt (one)

(2) 乙 yuht: it is the second character in the series of 天干 tìn-gòn

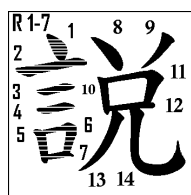
(3) Some people prefer to write stroke seven before stroke six



pa

不怕
不怕
不怕

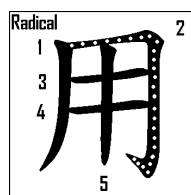
部首: 心/忄 sàm⁽⁴⁾ (heart)



syut

說
說
說

言 yìhn (speak directly)



yuhng

不用
不用
不用

用 yuhng (to use)

(4) there are three strokes written above; it is four strokes in the Index of Radicals in the dictionary; the radical 心 is modified and lengthened to make room for the rest of the character when it is on the left

你 也 去 上 課， 我 不 去， 我 怕。

他 說 不 用 怕。 你 說 不 用 怕。

文章 Mǎhnjèung Passage

一個多月的暑假過去了，他今天上課，我今天也上課，你今天也上課。

The summer holiday lasting for more than one month has passed. He attended lessons today. I also attended lessons today. You also attended lessons today.

生字 Sàngjih Vocabulary

個	go: (Measure Word // Classifier // Numerative)	
多	dò: (ADJ) be more; be much; be many	
月	yuht (M: 個 go): the moon; a month	
的	dik: (showing relationship) 's	(more explanation in L11)
暑假	syú-ga (M: 個 go): a summer holiday	
過去	gwo-heui: (time) to be past; (person) to go over to...	
了	líuh: (Particle for Verb, Adjective and Sentence for a situation that has changed)	

句子 Geuijǐ Sentence

請讀出下面的句子。 Ching duhk-chèut hah-mihn dik geuijǐ.

Please read aloud the following sentences.

(I)

一個	yàt go	one (M)
一個月	yàt go yuht	one (M) month
一個多月	yàt go dò yuht	more than one (M) month
一個多月的暑假	yàt go dò yuht dik syú-ga	summer holiday more than one month
一個多月的暑假過去了*。		

Yàt go dò yuht dik syú-ga gwo-heui-líuh.

The summer holiday lasting for more than one month has passed.

* 了 líuh: to show a changed situation (no more summer holidays now in this Sentence)

(II)

暑假過去了，他上課了*。 Syú-ga gwo-heui-líuh, tà séuhngfo-líuh.

暑假過去了，他今天上課。 Syú-ga gwo-heui-líuh, tà gàmtìn séuhngfo.

暑假過去了，你今天也上課。 Syú-ga gwo-heui-líuh, néih gàmtìn yáh séuhngfo.

暑假過去了，我今天也上課。 Syú-ga gwo-heui-líuh, ngóh gàmtìn yáh séuhngfo.

The summer holiday has passed. I also attend lessons today.

* 了 líuh: to show a changed situation (change: to attend lessons)

(III)

一個多月的暑假 過去了，他 今天 上課了*。

Yàt go dò yuht dik syú-ga gwo-heui-líuh, tà gàmtìn séuhngfo líuh.

The summer holiday lasting for more than one month has passed. He attends lessons today.

一個多月的暑假 過去了，你 今天 也 上課。

Yàt go dò yuht dik syú-ga gwo-heui-líuh, néih gàmtìn yáh séuhngfo.

The summer holiday lasting for more than one month has passed. You also attend lessons today.

一個多月的暑假 過去了，我 今天 也 上課。

Yàt go dò yuht dik syú-ga gwo-heui-líuh, ngóh gàmtìn yáh séuhngfo.

The summer holiday lasting for more than one month has passed. I also attend lessons today.

(IV)

他的一個多月的暑假 過去了，他今天上課了。

Tà dik yàt go dò yuht dik syú-ga gwo-heui-líuh, tà gàmtìn séuhngfo líuh.

His summer holiday lasting for more than one month has passed. He attends lessons today.

你的一個多月的暑假 過去了，你今天也上課了。

Néih dik yàt go dò yuht dik syú-ga gwo-heui-líuh, neih gàmtìn yáh séuhngfo líuh.

Your summer holiday lasting for more than one month has passed. I also attend a lesson today.

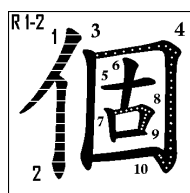
我的一個多月的暑假 過去了，我今天也上課了。

Ngóh dik yàt go dò yuht dik syú-ga gwo-heui-líuh, ngóh gàmtìn yáh séuhngfo líuh.

My summer holiday lasting for more than one month has passed. I also attend lessons today.

5. _____ 一個月的暑假過去了。
Tà dik yàt go yuht dik syú-ga gwo-heui-líuh.
His summer holiday lasting for one month has passed.
6. 你的 _____ 月的暑假過去了。
Néih dik yàt go yuht dik syú-ga gwo-heui-líuh.
Your summer holiday lasting for one month has passed.
7. 我的一個月的暑假過 _____。
Ngóh dik yàt go yuht dik syú-ga gwo-heui-líuh.
My summer holiday lasting for one month has passed.
8. 他的一個 _____ 的暑假過去了。
Tà dik yàt go dò yuht dik syú-ga gwo-heui-líuh.
His summer holiday lasting for more than one month has passed.
9. _____ 一個多月的暑假過去了。
Néih dik yàt go dò yuht dik syú-ga gwo-heui-líuh.
Your summer holiday lasting for more than one month has passed.
10. 我的一個多月的暑假過 _____。
Ngóh dik yàt go dò yuht dik syú-ga gwo-heui-líuh.
My summer holiday lasting for more than one month has passed.

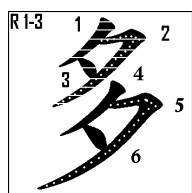
部首 Bouhsáu Radical



go

個
個
個

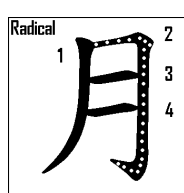
部首:人 yàhn (person) ⁽⁵⁾



dò

多
多
多

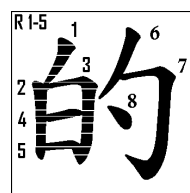
夕 jihk (evening)



yuht

月
月
月

月 yuht (the moon)

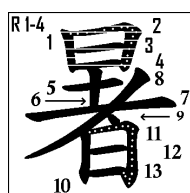


dìk

的
的
的

白 baahk (white)

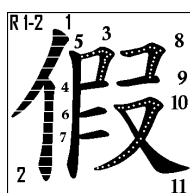
⁽⁵⁾ Cantonese nickname: 企人邊 kéih-yàhn bìn



syú

暑
暑
暑

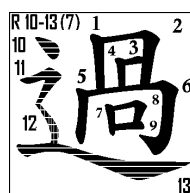
部首:日 yaht
(the sun)



ga

假
假
假

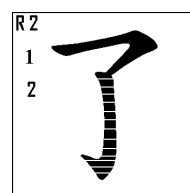
人 yàhn
(person)



gwo

過去
過去
過去

走/之 cheuk ⁽⁶⁾
(suddenly walks and stops)



líuh

了
了
了

丿 kyut (the hook on
the opposite side)

⁽⁶⁾ written form: 𠄎; in Cantonese it is nicknamed 艇仔邊 (boat-small side; téhng-jái bìn); there are four strokes in the radical above, but it is seven strokes in 索引 Saak-yáhn, Index of Radicals in the dictionary

※ the white dots show one stroke ※

It seems beneficial for learners to use a finger to write characters in the air or on the hand many times before they become confident enough to use a pencil to try them on paper.

句子 Geuijǐ Sentence

他看了一些東西， 你也和她看看 吧。	He sees / saw / has seen something*. Have a look with her, please.
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生字 Sàngjih Vocabulary

一些	yàtsè: (ADJ) a few; a little; some
東西	dùngsài (M: 件 gihn; 樣 yeuhng): (Pronoun) a thing; something
和	wòh: (CONJ) and
她	tà: (Pronoun) she; her
看	hon: to see; to look at; to read
吧	bah: (Sentence Particle for suggestion, guessing work or casual judgment, agreement or permission)

句子 Geuijǐ Sentence

請讀出下面的句子。

Chíng duhk-chèut hah-mihn òk geuijǐ.

Please read aloud the sentences below.

他看了一些東西， 你也和她看看 吧。

Tà hon-líuh yàtsè dùngsài, néih yáh wòh tà hon hon bah.

He sees / saw / has seen something*. Have a look with her, please.

* the tense depends on the context

a repeated Verb shows a casual action or a serious action (depending on the context).

句式 Geusik Sentence Patterns

I. Subject — Verb — Object

Pattern 1: Subject Verb Adj Object

他 看了 一些 東西。
Tà hon-líuh yàtsè dùngsài.

He sees / saw / has done something*.

* the tense depends on the context.

請讀出下面的句子。

Chíng duhk-chèut hah-mihn òik geují.

Please read aloud the sentences below.

1. 我看了一些東西。

Ngóh hon-líuh yàtsè dùngsài.

I see something. / I saw something.

2. 你看了一些東西，他也看了一些東西。

Néih hon-líuh yàtsè dùngsài, tà yáh hon-líuh yàtsè dùngsài.

You see something. He also sees something.

3. 他看了一些東西，我也看了一些東西。

Tà hon-líuh yàtsè dùngsài, ngóh yáh hon-líuh yàtsè dùngsài.

He sees something. I also see something.

4. 她看了一些東西，他也看了一些東西。

Tà hon-líuh yàtsè dùngsài, tà yáh hon-líuh yàtsè dùngsài.

She sees something. He also sees something.

II. Suggestion with 吧 bah

The character 吧 bah bears many functions. In the Sentence below, it shows suggestion and it is placed at the end of the Sentence.

<u>Pattern 2</u> : Subject	Adverb	Verb	bah
你	也 和她	看	吧。
Néih	yáh wòh tà	hon	bah.
Have a look with her, please.			

練習 Lihnjaahp Exercise

請做下面的練習。 Ching jough hah-mihn dik lihnjaahp. Please do the following exercise.

- (你)看 _____。
(Néih) hon bah. Have a look, please.
- 你和他 _____。
Néih wòh tà hon bah. Have a look with him, please.
- 我和 _____。
Ngóh wòh néih hon bah. Let's have a look.
- 我 _____ 看看* 吧。
Ngóh wòh néih hon hon bah. Let's have a look.
* a repeated Verb shows a casual action or a serious action.
- 你和他看 _____。
Néih wòh tà hon hon bah. Have a look with him, please.
- _____ 去看看吧。
Néih wòh tà heui hon hon bah. Go and have a look with her, please.
- (你) 去看看 _____。
(Néih) heui hon hon bah. Go and have a look, please.
- 我和 _____。
Ngóh wòh néih heui hon bah. Let's go and have a look.

9. 我和 _____ 。

Ngóh wòh tà heui hon bah. Let me go and have a look with him.

10. 你和他 _____ 。

Néih wòh tà heui hon bah. Go and have a look with him, please.

請讀出下面的句子。

Chíng duhk-chèut hah-mihn òk geuijǐ.

Please read aloud the sentences below.

今天早上他去上課， 你也去上課。 我不去上課， 我怕。

Gàm-tin jóuseuhng tà heui séuhngfo, néih yáh heui séuhngfo. Ngóh bàt heui séuhngfo, ngóh pa.

This morning he went to attend lessons (/ a lesson). You also went to attend lessons. I did not go to attend any lesson. I was afraid.

我的媽媽說： 「一個多月的暑假過去了， 你不回到學校去上課？ 不用怕！」

Ngóh òk mà mà syut, ‘Yàt go dò yuht òk syú-ga gwo-heui-líuh, néih bàt wùih-dou hohkhaauh heui séuhngfo? Bàt yuhng pa!’

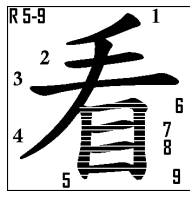
My mother said, ‘The summer holiday lasting for more than one month has passed. You don’t go back to school to attend lessons? Don’t be afraid !’

數詞 sou chih and 量詞 leuhng chih

Sou chih 數詞 refers to the numerals and leuhng chih 量詞 refers to the Measure Word, Classifier * or Numerative (often used in mainland China).

* Measure Word: in *Speak Cantonese* by Parker Po-Fei Huang and Gerard P. Kok
Classifier: in *Cantonese — A Comprehensive Grammar* by Steven Matthews and Virginia Yip

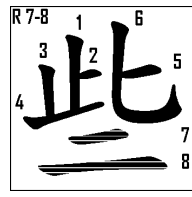
部首 Bouhsáu Radical



hon

看
看
看

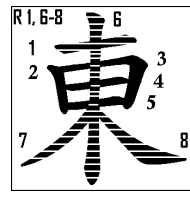
部首: 目 muhk (eye)



sè

些
些
些

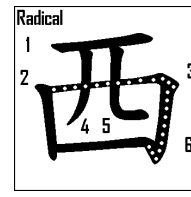
二 yih (two)



dòng

東
東
東

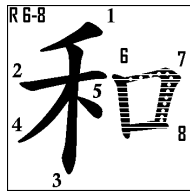
木 muhk (tree)



sài

西
西
西

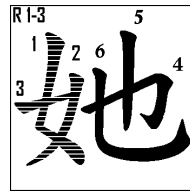
西/西 a (to cover)



wòh

和
和
和

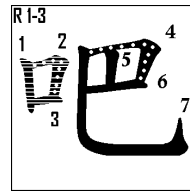
部首: 口 háu (mouth)⁽⁷⁾



tà

她
她
她

女 néuih (female)⁽⁸⁾



bah

吧
吧
吧

口 háu (mouth)

(7) the fifth stroke is shortened to make room for the rest of the character

(8) the third stroke is shortened to make room for the rest of the character

他	看	了	一些	東	西,	你	也	看	吧。

我 看 了，你 也 和 她 看 看 吧。

一 些 東 西，你 也 和 她 看 看 吧。

第一課 第五部份 Lesson One Part Five Daih Yàt Fo Daih Ngh Bouhfahn

買書 Buy Books Máaih Syù

句子 Geuijǐ Sentence

請讀出下面的文章。

Chíng duhk-chèut hah-mihn òk màhnjèung.

Please read aloud the passage below.

我和媽媽一起去買書，媽媽送了一個新書包給我。

My mother and I go to buy books together.

My mother gives me a new schoolbag (as a gift).

生字 Sàngjih Vocabulary

媽媽 mà mà (M: 個 go): a mother

一起 yàt-héi: (ADV) together

買 máaih: to buy

新 sán: (ADJ) be new

書 syù (M: 本 bún; 部 bouh*): a book * less popular nowadays

送 sung: to accompany a person to a place; to give something to someone

書包 syù-bàau (M: 個 go): a schoolbag

給 kàp: to give something to someone;

to (介詞 Gaai Chih or Object Marker; bringing the Object to the Subject)

句子 Geuijǐ Sentence

請讀出下面的句子。

Chíng duhk-chèut hah-mihn òk geuijǐ.

Please read aloud the sentences below.

我和媽媽一起去買書，媽媽送了一個新書包給我。

Ngóh wòh mà mà yàt-héi heui máaih syù, mà mà sung-líuh yàt go (M) sán syù-bàau kàp ngóh.

My mother and I go to buy books together. My mother gives me a new schoolbag (as a gift).

句式 Geusik Sentence Patterns

The character 給 kàp is like the prepositions *to, for* or *towards* in the Sentence above. It also works as a Verb on other occasions.

<u>Pattern:</u>	Subject	Verb	Object	kàp	Person (indirect Object)
	媽媽	送了	一個新書包	給	我。
	Mà mà	sung-líuh yàt go (M)	sàn syù-bàau	<u>kàp</u>	ngóh.
	My mother <u>gi</u> ves me a new schoolbag (<u>as a gift</u>).				

練習 Lihnjaahp Exercise

I)

請做下面的練習。

Chíng jowh hah-mihn òk lihnjaahp.

Please do the following exercise.

1. 她 _____ 一個書包給我。
Tà máaih-líuh yàt go syù-bàau kàp ngóh. She buys a schoolbag for me.
2. 我買了 _____ 給她。
Ngóh máaih-líuh yàt bún (M) syù kàp tà. I buy a book for her.
3. 她買了一些 _____ 給他。
Tà máaih-líuh yàtsè dùngsài kàp tà. She buys something for him.
4. 他買了一 _____ 給我。
Tà máaih-líuh yàtsè syù kàp ngóh. He buys some books for me.
5. 媽媽買了 _____ 書給我。
Mà mà máaih-líuh yàtsè syù kàp ngóh. My mother buys some books for me.
6. 我買了 _____ 書給他。
Ngóh máaih-líuh yàt bún (M) syù kàp tà. I buy a book for him.
7. 她買了一個 _____ 他。
Tà máaih-líuh yàt go syù-bàau kàp tà. She buys a schoolbag for him.

8. 他買了一 _____ 給我。
Tà máaih-líuh yàtsè syù kàp ngóh. He buys some books for me.
9. _____ 了一些書給他。
Tà máaih-líuh yàtsè syù kàp tà. She buys some books for him.
10. 他買了一 _____ 給她。
Tà máaih-líuh yàtsè dùngsài kàp tà. He buys something for her.

II)

請讀出下面的句子。

Chíng duhk-chèut hah-mihn òk geuijí.

Please read aloud the sentences below.

今天早上他去上課，你也去上課。我不去上課，我怕。

Gàmtn jouseuhng tà heui séuhngfo, néih yáh heui séuhngfo. Ngóh bàt heui séuhngfo, ngóh pa.

This morning he went to attend lessons (/ a lesson). You also went to attend lessons. I did not go to attend any lesson. I was afraid.

我的媽媽說：「一個多月的暑假過去了，你不回到學校去上課？不用怕！」

Ngóh òk mà mà syut, 'Yàt go dò yuht òk syú-ga gwo-heui-líuh, néih bàt wùih-dou hohkhaauh heui séuhngfo? Bàt yuhng pa!'

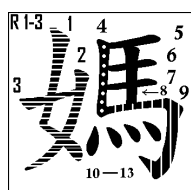
My mother said, 'The summer holiday lasting for more than one month has passed. You don't go back to school to attend lessons? Don't be afraid !'

我和媽媽一起去買書，媽媽送了一個新書包給我。

Ngóh wòh mà mà yàt-héi heui máaih syù, mà mà sung-líuh yàt go (M) sàh syù-bàau kàp ngóh.

My mother and I went to buy books together. My mother gave a new schoolbag to me (as a gift).

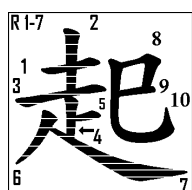
部首 Bouhsáu Radical



mà

我和媽媽
我和媽媽
我和媽媽

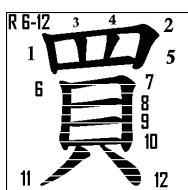
部首: 女 néuih (female)



héi

一起
一起
一起

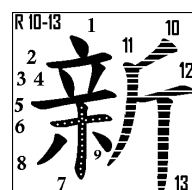
走 jáu (run / go)



máaih

去買
去買
去買

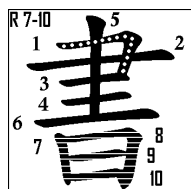
貝 bui (shell)



sàn

新
新
新

斤 gàn (an axe)

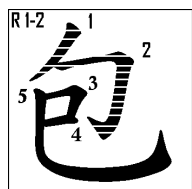


syù

她買書
她買書
她買書

部首: 日 yeuhk⁽⁹⁾

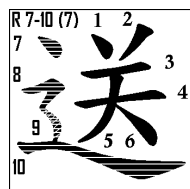
(spoken words /
breath from mouth)



bàau

包
包
包

勺 bàau (to pack)



sung

送
送
送

送/送 cheuk⁽¹⁰⁾

(suddenly walks and stops)



kàp

給
給
給

糸/糸 mihk (thin silk)

⁽⁹⁾ (it is wider than 日 yaht, the sun)

⁽¹⁰⁾ there are four strokes in the radical above, but it is seven strokes in 索引 Saak-yáhn,
Index of Radicals in the dictionary

我	和	媽 媽	一 起	去	買	書,	她	送 了	一 個

新 書 包 給 我， 你 也 看 她 吧。

媽 媽 去 買 書， 也 去 買 新 書 包。

句子 Geuijǐ Sentence

請讀出下面的文章。 Chíng duhk-chèut hah-mihn dik màhnjèung.

Please read aloud the passage below.

我的小學很好。 我早上回到學校去上課。 我和* 同學說早**。	My primary school is very good. I went back to school to attend lessons in the morning. I said good morning to my classmates.
---------------------------------	---

生字 Sàngjih Vocabulary

小 síu: (ADJ) be tiny; be small

小學 síu hohk (M: 間 gàn; 家 gà; 所 só): a primary school

很 hán: (ADV before ADJ) very; very much

好 hóu: (ADJ) to be good; (ADV before Adjective) very

回 wùih: to go back

到 dou: (VERB) to arrive at a time or place; (Verb Particle) in, at;

(介詞 Gaai Chih, for time, place, level...) in, on, at

學校 hohkhaauh (M: 間 gàn; 家 gà; 所 só): a school

同學 tùnghohk (M: 個 go): a classmate; a schoolmate

說早 syut jóu: (Idiom) 'to say good morning' (often 跟 gàn / 和 wòh + person + ~~ e.g.: 跟他說早 gàn tà syut jóu / 和他說早 wòh tà syut jóu)

句子 Geuijǐ Sentence

請讀出下面的句子。 Chíng duhk-chèut hah-mihn dik geuijǐ.

Please read aloud the sentences below.

我的小學很好。 我早上回到學校去上課。 我 和* 同學說早*。

Ngóh dik síu hohk hán hóu. Ngóh jóuseuhng wùih-dou hohkhaauh heui séuhngfo.
Ngóh wòh* tùnghohk syut jóu*.

* 跟/和同學說早 gàn / wòh tùnghohk syut jóu: some northerners (Putonghua speakers) just say one word (早) when they meet a friend. Some say: 「早上好」(jóuseuhng hóu). The Cantonese people say 「早晨」(jóusàhn). There is no 'good afternoon' or 'good evening' in Cantonese. They say 「早投」(jóu-táu) for 'good night'.

句式 Geusik Sentence Patterns

I. The character 和 wòh bears many functions. In one application, it is a 介詞 Gaai-chìh (Object Marker), which joins the Subject and the Object. They stay before the Verb.

<u>Pattern:</u>	Subject	wòh	Object	Verb
	主語 jyúyúh	和	賓語 bàn-yúh	動詞 duhngchìh
	我	和	同學	說早。
	Ngóh	wòh	tùnhghohk	syut jóu.
	I say good morning to my classmate(s).			

練習 Lihnjaahp Exercise

請做下面的練習。

Chíng jough hah-mihn òk lihnjaahp.

Please do the following exercise.

1. 我和他 _____ _____ 。
- Ngóh wòh tà syut jóu.
I say good morning to him.
2. 他 _____ _____ 說早。
- Tà wòh néih syut jóu.
He says good morning to you.
3. _____ _____ 他說早。
- Néih wòh tà syut jóu.
You say good morning to him.
4. 他 _____ _____ _____ _____ 和我說早。
- Tà gàmtìn jóuseuhng wòh ngóh syut jóu.
He said good morning to me this morning.
5. 他也 _____ _____ 說早。
- Tà yáh wòh tà syut jóu.
He also says good morning to her.

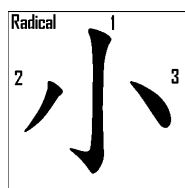
6. 他 _____ 和她說早。
 Tà gàm̀tìn jóuseuhng wòh tà syut jóu.
 He said good morning to her this morning.
7. 她和我 _____。
 Tà wòh ngóh syut jóu.
 She says good morning to me.
8. 她今天早上和我 _____。
 Tà gàm̀tìn jóuseuhng wòh ngóh syut jóu.
 She said good morning to me this morning.
9. 你 _____ 和他說早。
 Néih gàm̀tìn jóuseuhng wòh tà syut jóu.
 You said good morning to him this morning.
10. 他 _____ 早上也和你說早。
 Tà gàm̀tìn jóuseuhng yáh wòh néih syut jóu.
 He also said good morning to you this morning.

詞語 Chih-yúh Phrase

The Chinese Noun, Pronoun and Adjective do not reflect the gender, person, tense, voice, number or mood. There is no particular syntax for the collocation of Subject and Verb, nor for Adjective and Noun.

When only one thing is mentioned in a Chinese Sentence, a Measure Word (/ Classifier / Numerative) is often used, for example, 一個書包 yàt go syù-bàau, a schoolbag. However, it is sometimes not needed when it is understood, like 我的學校 (ngóh òk hohkhaauh, my school), 你的媽媽 (néih òk mà mà, your mother). It is usually one.

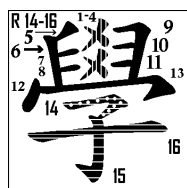
部首 Bouhsáu Radical



síu

小
小
小

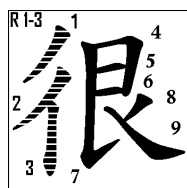
部首: 小 síu (tiny)



hohk

學
學
學

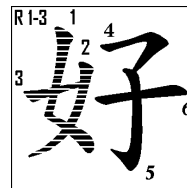
子 jí (child)



hán

很
很
很

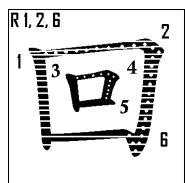
彳 chik (small steps)



hóu

好
好
好

女 néuìh (female)

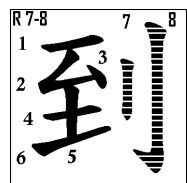


wùih

回
回
回

部首: wàih⁽¹¹⁾

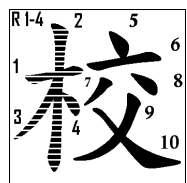
(surround everything)



dou

到
到
到

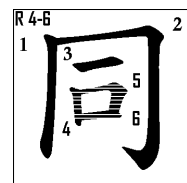
刀/刂 dòu (knife)⁽¹²⁾



haauh

學校
學校
學校

木 muhk (tree)⁽¹³⁾



tùhng

同學
同學
同學

口 háu (mouth)

(11) its shape is much bigger than 口 (háu, mouth)

(12) the shape of the radical is changed;
look at the zeal character 篆書 syunsyù for better comprehension

(13) the fourth stroke is shortened and modified to make room for the rest of the character

我 的 小 學 很 好。 我 回 到 學

校 去 上 課， 我 和 同 學 說 早。

第一課 第七部份 Lesson One Part Seven Daih Yàt Fo Daih Chàt Bouhfahn
 書包 Schoolbag Syù-bàau

文章 Mǎhnjèung Passage

他們也和我說早。 我的同學都說我的新書包很好。	They also said good morning to me. All my classmates said that my new schoolbag was very good.
-------------------------	---

句子 Geuijǐ Sentence

- 們 -mùhn: (attached to only some Pronouns, like 你 néih、我 ngóh、他 tà、牠 tà and 它 tà) (Please refer to Lesson Twenty-five)
- 他們 tà-mùhn: (Pronoun) they; them
- 都 dòu: (referring to all people or things in the Subject) all;
 (with repetition of the Verb) also

句子 Geuijǐ Sentence

請讀出下面的句子。

Chíng duhk-chèut hah-mihn òik geuijǐ.

Please read aloud the sentences below.

他們也和我說早。 我的同學都說我的新書包很好。

Tà-mùhn yáh wòh ngóh syut jóu. Ngóh òik tùnghohk dòu syut ngóh òik sán syù-bàau hán hóu.

句式 Geuisik Sentence Patterns

The character 都 refers to all the people or things in the Subject in one application.

Pattern: Subject

dòu

Verb

我的同學

都

說

我的新書包很好。

Ngóh òik tùnghohk

dòu

syut

ngóh òik sán syù-bàau hán hóu.

All my classmates said that my new schoolbag was very good.

練習 Lihnjaahp Exercise

請讀出下面的句子。

Chíng duhk-chèut hah-mihn òk geuijí.

Please read aloud the sentences below.

I.

他們都上課。 Tà-mùhn dòu séuhngfo. They all attend a lesson (/ lessons).

她們都上課。 Tà-mùhn dòu séuhngfo. They (girls/women) all attend a lesson.

II.

上課 séuhngfo

他們都上課。 Tà-mùhn dòu séuhngfo.

我和他們都上課。 Ngóh wòh tà-mùhn dòu séuhngfo.

我和他們今天都上課。 Ngóh wòh tà-mùhn gàmtìn dòu séuhngfo.

我和他們今天早上都上課。 Ngóh wòh tà-mùhn gàmtìn jóuseuhng dòu séuhngfo.

我和他們今天早上都去上課。 Ngóh wòh tà-mùhn gàmtìn jóuseuhng dòu heui séuhngfo.

They and I went to attend a lesson (/ lessons) this morning.

III.

他上課，你上課，我也上課。

Tà séuhngfo, néih séuhngfo, ngóh yáh séuhngfo.

He attends a lesson (/ lessons). You attend a lesson. I also attend a lesson.

他的一個多月的暑假過去了，他今天上課，你今天上課，我今天也上課。

Tà òk yàt go dò yuht òk syú-ga gwo-heui-líuh, tà gàmtìn séuhngfo, néih gàmtìn séuhngfo, ngóh gàmtìn yáh séuhngfo.

His summer holiday for more than one month has passed. He attends lessons today.

You attend lessons today. I also attend lessons today.

他們今天上課，我今天上課，你今天也上課。

Tà-mùhn gàmtìn séuhngfo, ngóh gàmtìn séuhngfo, néih gàmtìn yáh séuhngfo.

They attend lessons today. I attend lessons today. You also attend lessons today.

他看了一些東西，你也和她看看吧。

Tà hon-líuh yàtsè dùngsài, néih yáh wòh tà hon hon bah.

He saw / looked at something. Have a look with her too, please.

IV. 全課 The Whole Passage

今天早上他去上課， 你也去上課。 我不去上課， 我怕。

Gàmtin jóuseuhng tà heui séuhngfo, néih yáh heui séuhngfo. Ngóh bàt heui séuhngfo, ngóh pa.

This morning he went to attend lessons (/ a lesson). You also went to attend lessons. I did not go to attend any lesson. I was afraid.

我的媽媽說：「一個多月的暑假過去了，你不回到學校去上課？不用怕！」

Ngóh dik mà mà syut, 'Yàt go dò yuht dik syú-ga gwo-heui-líuh, néih bàt wùih-dou hohkhaauh heui séuhngfo? Bàt yuhng pa!'

My mother said, 'The summer holiday lasting for more than one month has passed. You don't go back to school to attend lessons? Don't be afraid!'

我和媽媽一起去買書，媽媽送了一個新書包給我。

Ngóh wòh mà mà yàt-héi heui máaih syù, mà mà sung-líuh yàt go (M) sàh syù-bàau kàp ngóh.

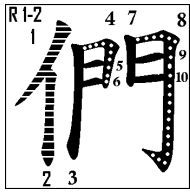
My mother and I went to buy books together. My mother gave a new schoolbag to me (as a gift).

我的小學很好。我早上回到學校去上課。我和同學說早，他們也和我說早。我的同學都說我的新書包很好。

Ngóh dik síu hohk hán hóu. Ngóh jóuseuhng wùih-dou hohkhaauh heui séuhngfo. Ngóh wòh tùnghohk syut jóu, tà-mùhn yáh wòh ngóh syut jóu. Ngóh dik tùnghohk dòu syut ngóh dik sàh syù-bàau hán hóu.

My primary school is very good. I went back to school to have lessons in the morning. I said good morning to my classmates. They also said good morning to me. All my classmates said that my new schoolbag was very good.

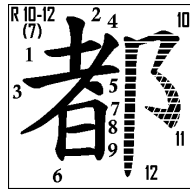
部首 Bouhsáu Radical



mùhn

們
們
們

部首: 人 yàhn (person)



dòu

都
都
都

邑 yàp (a country) ⁽¹⁴⁾

⁽¹⁴⁾ there are three strokes in the radical above, but it is counted as seven strokes in 索引 Saak-yáhn Index of Radicals in the dictionary

我	今	天	上	課。					
他	的	暑	假	過	去	了。			

她不用看他們的書。

媽媽不買新書包。

他和同學說早。

..

他	們	都	和	我	說	早。			
她	的	書	包	很	好。				

他 們 的 學 校 很 好。

他 們 都 上 課。

筆記 Bātgei Notes

1. Idiomatic Expression 早！ Jóu Good morning!

早！ Jóu! is a very common greeting in the morning in 普通話 Putonghua, the written form of which is 白話文 baahk-wá-màhn or the plain language. For the Cantonese, the common greeting in the morning is 早晨！ Jóusàhn!

There is no expression for ‘good afternoon’ or ‘good evening’.

Some people say 你好 **Néih hóu** to mean: wish you well. It seems to be popular among the young people or scholars.

2. 稱呼 Chingfù The Address for a Person

According to the Chinese tradition, the family name (surname) precedes the given name. Regardless of the gender, titles such as professors or medical doctors come after both, for example,

Jèung yìsàng	張醫生	(Dr. Cheung, medical doctor)
Gùng Ji-kèuhng gausauh	龔志強教授	(Professor Kung Chi-keung)
Wòhng Sing-yàn boksih	王聖恩博士	(Dr. Wong Sing-yan, a PhD degree holder)

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