

# Language Matters

## 雅禮中國語文研習所通訊

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### 走語言路 結文化緣

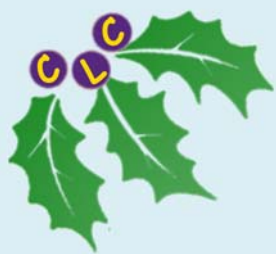
### Walk the Language Road & Tie the Culture Knot



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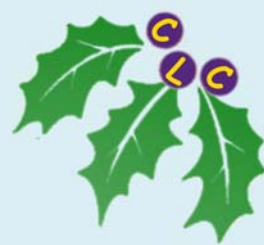
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Online reading: <http://www.cuhk.edu.hk/clc/language-matters>



# 新年快樂

## Happy New Year



### 編者的話

#### From the Editor

何杏楓教授 雅禮中國語文研習所所長  
Prof. HOYAN Hang Fung Carole, Director of CLC

大學在新的學年重新以實體方式授課，本所亦安排了進修部迎新日，向來自世界各地的新生介紹課程，並組織新生一起參觀校園。

每年秋季學期開課後，轉眼便到中秋。本期的“學習園地”，有來自泰國的陳珍珠同學談在港過中秋的經歷。香港的道地水果、跟接待家庭乘電車到維園看中秋燈飾，皆讓她接觸到網課以外的香港氣氛。來自加拿大的湯俊年訪魔鬼山，從清朝海盜巢穴談到炮台戰爭遺跡。來自韓國的黃鮮慧參觀客家圍村曾大屋，發現香港除了高樓大廈，還有各種傳統建築，是個「古老與現代並存的國際城市」。

本所於本年度開始與「語言學及現代語言系」合辦兩個華語二語副修課程，為非華語學生提供進修中文的機會。另外，本所亦增設了「看電影學普通話」和「福建話詩與歌」等兩學分課程，讓同學通過電影、詩作和歌詞等學習中文，歡迎有興趣的同學選修。

最後，本刊近日欣接各同行的回應和鼓勵，在此謹感謝大家的支持，並感謝編委會全人的努力。以下節錄香港城市大學中文及歷史學系陳學然教授來鴻，藉表謝忱：「《通訊》二十多頁，內容精煉而深刻；一邊閱讀文字，一邊感受出濃濃的情感。透過具體的語言教學而把香港的中國文化情緣滲進課程的設計裏，看到了一眾外籍學員對香港的時間、空間的懷念之情以及對修習課程的感激，真的是很難得，這一切都很有助於促進多元而豐富的文化交流。」

The University is back to in-person teaching this academic year and CLC's Continuing Education Section organized an orientation day for new students from around the world, introducing them to the course curriculum as well as the beautiful CUHK campus.

Every year, shortly after the fall semester starts, the Mid-Autumn Festival is here in the blink of an eye. In this issue's Learning section, SAENG-NGERN Maneemala from Thailand shares her experience celebrating the Mid-Autumn Festival in Hong Kong. Hong Kong's authentic fruits and taking the tram to Victoria Park with her host family to see the lights of the festival allowed her to experience the lively atmosphere of Hong Kong beyond an online course. TOM Tsun Lin Leon from Canada visited Devil's Peak and discusses sites visited, from Qing era pirate lairs to remnants of the fort used in war. HWANG Sunhye from South Korea visited Tsang Tai Uk, a Hakka walled village, and found that besides high-rise buildings, there are also buildings with traditional architecture in Hong Kong, making this an international city where tradition and modernity co-exist.



Starting this academic year, CLC will jointly offer two Chinese as a second language minor programmes with the Department of Linguistics and Modern Languages, providing non-Chinese speaking students more opportunities to learn Chinese. Additionally, CLC also opened some 2-unit courses, such as “Learning Putonghua through Movies” and “Learning Hokkinese/Southern Min through Poems and Songs,” in order to provide students more chances to study and learn Chinese through movies, poems, and songs. Interested students are welcome to register for the courses.

Lastly, this publication has recently received praise and encouragement from colleagues at different institutions. I would like to thank everyone for their support and the editorial team for their hard work. The following is an excerpt from Prof. CHAN Hok Yin from the Department of Chinese and History at the City University of Hong Kong to express his appreciation: “The content of the 20+ pages of Language Matters is refined and profound. While reading the text, one can feel strong emotions. Through concrete language instruction, Hong Kong’s Chinese culture has been incorporated into the curriculum. It is clear how much these foreign students cherish the time and space of their studies in Hong Kong, which is quite hard to come by. All of this is very helpful in promoting diverse and rich cultural exchanges.” (translated)

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***Language Matters* is the official newsletter of CLC, which serves as**

**「雅禮中國語文研習所通訊」是雅禮中國語文研習所的官方通訊，我們致力成為**

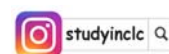
- **A place for learners of Chinese to share their experience;**  
華語學習者的學習園地，分享各自的學習經驗；
- **A platform for teachers of CLC and similar institutions to share their views;**  
華語教師的交流平台，分享教學的心得；
- **A platform to share notes on language and culture;**  
語言與文化愛好者的研究園地，分享研究的成果；
- **A bulletin board for CLC activities and related news in our field.**  
雅禮中國語文研習所的公告板，分享我們所和相關領域的活動與新聞。

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## 參觀客家圍村曾大屋 A Visit to Tsang Tai Uk – A Walled Hakka Village



黃鮮慧 (韓國 Korea)



HWANG Sunhye

進修課程部 (普通話)

Continuing Education Section (Putonghua)

Spring Term 2021-Fall Term 2021

推薦老師：王浩勃博士 Dr. WONG Ho Put

At the end of last year, I participated in an extracurricular activity organized by the CLC's Continuing Education Section (Putonghua Programme Division) and visited Tsang Tai Uk, a Hakka walled village in Sha Tin. It is the best preserved walled village in Hong Kong, and many members of the Tsang clan still live there. This visit made me realize that besides modern skyscrapers, there are also many traditional Chinese buildings in Hong Kong. It is really an international city where the elements of the ancient and modern times coexist.

작년 말, 저는 중문대 CLC(보통화 프로그램 부서)가 주관하는 외부활동에 참여하여 샴타지역에 있는 객가 성벽 마을인 '창타이옥' 을 방문했습니다. 그곳은 홍콩에서 가장 잘 보존되어있는 성벽 마을이며 여전히 그곳에는 창씨족의 많은 구성원들이 살고 있습니다. 이번 방문을 통해 홍콩에는 현대적인 고층 빌딩 외에도 중국 전통의 건물도 많이 존재한다는 것을 알게 되었습니다. 홍콩은 정말로 고대와 현대의 요소가 공존하는 국제적인 도시입니다.

CLC 進修課程部普通話組經常舉辦參觀活動，幫助學生瞭解本地文化。疫情期間，在老師的帶領下，我們班同學一起參觀了新界沙田區的一個村莊。新界地區有許多由城牆防護著的村莊，叫做圍村。圍村有的是本地人的，有的是十七世紀末期之後移居到這裏的客家人的。圍村的修建，一方面是爲了防止盜匪搶劫，另一方面也是本地人與客家人之間爲了爭奪資源而進行的激烈衝突的產物（明清時期，尤其是清朝末年，在南方的部分地區，本地人與客家人發生過大規模的械鬥，死傷慘重。這類衝突也蔓延到了新界）。圍村不僅是獨特的建築，還形成了自己獨特的文化。



黃鮮慧（後排左一）與同學攝於祠堂門口

HWANG Sunhye (standing, first from the left) and her classmates at the entrance of the ancestral hall



頂部為鍋耳形的碉堡

One of the bunkers with pot-ear shaped roofs

在沙田區的圍村當中，曾大屋是最有名的。曾大屋規模不小，始建於 1848 年，1867 年完工，是曾氏族人的聚居地，內有九十九間房，寓意長長久久。曾大屋修建得就像一座堅固的小城堡，城牆以花崗岩為主體，很厚，是香港圍村當中保存狀態最好的，直到現在還有不少曾氏族人在裏邊居住。



村中兩口古井之一

*One of the two wells in the village*

曾大屋這個圍村是長方形的，面積大約六千平方米，四個角落都有三層高的碉堡，可以監視外部，碉堡鍋耳型的頂部顯示了主人的尊貴身份。圍村裏邊有兩口水井，大家在被包圍時也有水喝。圍牆外原來有一道寬大的護城河，但後來被填平了，吊橋也被拆掉了。另外，有意思的是，它最外圍的房屋是緊貼著城牆修建的，聽說這也是客家圍村的特色。以前，居民只能通過正面很窄的三個門出入，但現在貼著城牆的房屋有不少開在城牆上的新門。這雖然破壞了城牆的整體性，但也能說明現在的治安比以前好多了。

我原以為香港只有繁華的市區和高樓大廈，但通過此次參觀，我欣賞到香港的傳統建築。香港不但是中西文化的交匯點，也是古老與現代並存的國際城市。

圍村不僅有傳統的建築風格，也具有重要的歷史價值。我希望它們能夠長久地保存下去。



在祠堂中

*In the ancestral hall*



## 在香港過中秋節 Mid-Autumn Festival Celebration in Hong Kong



陳珍珠 (泰國 Thailand)   
SAENG-NGERN Maneemala  
大學課程部 (普通話)  
University Programme Section (Putonghua)  
Term 1-Term 2, 2020-21  
推薦老師：王浩勃博士 Dr. WONG Ho Put

During the 2021 Mid-Autumn Festival, I arrived in Hong Kong and had a chance to celebrate the festival here. My host family and I had dinner, talked, and visited the mid-autumn lantern display together. I could practice speaking Chinese, understand the local people better, and participate in cultural exchange, making that day a memorable experience of mine in Hong Kong.

ในเทศกาลไหว้พระจันทร์ปี 2021 ที่ผ่านมา ฉันเพิ่งเดินทางมาถึงฮ่องกง และได้มีโอกาสเฉลิมฉลองเทศกาลไหว้พระจันทร์ที่นี่ ฉันกับโฮสต์แฟมิลี่ได้ไปรับประทานอาหาร พูดคุย และไปดูงานเทศกาลโคมไฟด้วยกัน ในวันนั้นฉันได้มีโอกาสฝึกภาษาจีน เข้าใจคนในท้องถิ่นมากขึ้น รวมถึงได้แลกเปลี่ยนวัฒนธรรมกัน ถือว่าเป็นประสบการณ์ครั้งหนึ่งที่ ดีมาก ๆ ค่ะ

在泰國上了整整一年網課以後，2021 年秋天我終於能到香港來學習了，而且還有機會感受這裏過中秋節的氣氛。中秋節在香港是法定的假期，特別熱鬧。中文大學 OSA Host Family Program 的爸爸也在中秋節時回父母家團聚。他邀請我一起去過節，讓我更瞭解香港的文化。

到他父母家以後，我受到了熱烈歡迎。我們聊了一會兒就開始吃飯，桌子上擺滿了飯菜、水果和各種應節食品。大家邊吃邊聊，非常開心。他們對我的家鄉很感興趣，問了我很多問題，例如桌上的各種水果在泰國能不能吃到。最後，我們還吃了月餅。那天吃了各種美食，練習了很多中文，跟大家聊得很開心，我覺得很像回到了自己的家。



中秋晚宴  
Mid-autumn dinner with host family



中秋燈籠  
Mid-autumn lanterns

飯後，我跟 host family 的爸爸坐電車去維多利亞公園看中秋燈飾。燈飾布置得很不錯，很多人拍照，不少人還拿著自己的燈籠。看著圓圓的月亮、五彩的燈籠和人們的微笑，真的很享受。2021 年的中秋節給我留下了美好的回憶，真感謝我的 host family !

## 遊魔鬼山 A Visit to Devil's Peak



湯俊年 (加拿大 Canada) 🇨🇦  
TOM Tsun Lin Leon  
進修課程部 (普通話)  
Continuing Education Section (Putonghua)  
Fall Term 2021-Present  
推薦老師：王浩勃博士 Dr. WONG Ho Put

On April 27, 2022, we hiked up Devil's Peak above Lei Yue Mun with our class teacher. We visited two famous historical sites on the southern slope: Gough Battery and Pottinger Battery. Although the artillery had been dismantled a long time ago, we explored the battery, ammunition depot, command post and barracks. We also visited the top of Devil's Peak, where the British fortress and barracks stand. In addition to interesting historical stories, the scenery of this mountain is also very beautiful, with Victoria Harbour on one side and Tseung Kwan O on the other. We had a memorable time together as a class.

2022 年 4 月 27 日，我們徒步登上了位於鯉魚門上方的魔鬼山。據我們的老師介紹，這座山之所以叫魔鬼山，是因為清朝時這裏是海盜的巢穴。在 19 世紀末，英國軍隊佔領新界以後，就在這裏建造防禦工事，加強這一地區的防守。因為魔鬼山正好俯瞰著鯉魚門，而鯉魚門是從東邊進入維多利亞港的唯一海上通道。

我們在魔鬼山的南坡參觀了兩個著名的古蹟：Gough 和 Pottinger 炮臺，雖然大炮早就都被拆除了。我們還看到了彈藥庫、指揮所和軍營等設施。

最後，我們參觀了魔鬼山的頂部。那裏矗立著英軍的堡壘和兵營。堡壘四周的牆壁都有射擊孔，可以用來向沿著山坡往上爬的敵人開火。除了有意思的歷史故事，這座山的風景也很美，一邊是維多利亞港，一邊是將軍澳。

由於日落後天氣轉陰，我們無法清楚地看到香港的夜景，但是那天還是給我們留下了美好的回憶。



湯俊年(左)與同學拿著登山杖從射擊孔瞄準山下

Leon (left) and his classmates posing with trekking poles aiming down the hill from the shooting holes

## 華語（粵語／普通話）二語副修課程 Minor Programmes in Chinese Language (Cantonese/Putonghua) as a Second Language

雅禮中國語文研習所和語言學及現代語言系於 2022-23 學年起合辦兩個副修課程——「華語（粵語）二語副修課程」和「華語（普通話）二語副修課程」，對象為非粵語／普通話為母語之中大學生。

Jointly with the Department of Linguistics and Modern Languages (LING), CLC is pleased to announce that two minor programmes are offered to CUHK students whose native language is not Cantonese or Putonghua starting from 2022-23. They are “Minor Programme in Chinese Language (Cantonese) as a Second Language” and “Minor Programme in Chinese Language (Putonghua) as a Second Language”.

Both programmes cater to students from all disciplines and prepare them for their future career development. They expose students to Cantonese/Putonghua as a second language, strengthen their concepts of language diversity and socio-linguistic variation, enable them to better understand their status as bilinguals/multilinguals, and increase their awareness of the rich and cultural heritages of the pertinent communities. In each programme, students are required to complete a minimum of 21 units of courses, including 2 courses offered by LING and 5 Cantonese/Putonghua courses offered by CLC.

The minor programmes aim to provide systematic Cantonese/Putonghua language training to students from the perspective of contemporary theories of language study. In addition to nurturing students' language proficiency with substantive knowledge regarding the lexicon and grammar of Cantonese/Putonghua, the curriculum design of the programmes also features applications of current theories of linguistics in language acquisition, cognitive science, as well as culture and society. It enhances students' understanding of language as a window into the human mind, along with their bilingual and multilingual awareness. Moreover, it sharpens their sensitivity towards the complexity of languages used in the Greater Bay Area of China, with Hong Kong being a pivotal area in Greater China and around the world.



Interested students who plan to minor in the programme(s) should take the Cantonese/ Putonghua placement tests offered by CLC. For declaring the minor, students can refer to the application procedure as announced by the Registration and Examinations Section (RES). Applications should be submitted via CUSIS during the specified period. Declaration of the minor programmes is subject to approval of the Department of Linguistics and Modern Languages.

For more details on the programmes' study schemes, course lists and course descriptions, please visit the website (<https://www.ycccl.cuhk.edu.hk/minor-prog>) or scan the QR code on the right. We look forward to seeing you in class!



## Minor Programmes 副修課程

**Students whose native language is not Chinese are welcome!**

CLC offers the following minor programmes jointly with the Department of Linguistics and Modern Languages:

### Chinese Language (Cantonese) as a Second Language

- ✦ systematic Cantonese language training
- ✦ applications in language acquisition and cognitive science
- ✦ sharpened awareness & appreciation of language and culture

### Chinese Language (Putonghua) as a Second Language

- ✦ systematic Mandarin Chinese training
- ✦ exposure to various aspects of Chinese culture
- ✦ rise in bilingual and multilingual awareness

**Q: How many credits are required?**

**A: 5 required courses + 2 elective courses**

**= 21 credits**

## 大學課程部兩學分科目介紹

### Two-credit Courses Offered by the University Programme Section



香港中文大學 The Chinese University of Hong Kong 雅禮中國語文研習所 Yale-China Chinese Language Centre

### CLCP3702 看電影學普通話

全新兩學分科目

專為喜愛電影的你而設!

2022-23 第一學期

學分: 兩學分  
對象: 已完成CLCP2703的同學  
授課語言: 普通話  
上課時間: 星期三 10:30-12:15

一、不見不散，愛你萬年  
——電影中的愛情

二、酸甜苦辣，飲食男女  
——電影中的美食

三、創造無限，笑傲江湖  
——電影中的功夫

四、歲月流金，天長地久  
——電影中的時光

五、甲乙丙丁，南腔北調  
——電影中的方言

六、人生舞台，艷芳留名  
——新片、佳片

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#### CLCP3702 看電影學普通話 Learning Putonghua through Movies

「CLCP3702 看電影學普通話」是為廣東話為母語的同學新開設的一門高級普通話課，課程通過電影片段的賞析來增加學生的普通話詞匯量及加深學生對華語文化圈各地語言特色的了解。學生在課堂上有機會接觸到經典及流行的華語電影，通過討論、表演、配音等活動增強表達能力，提高普通話水平。

“CLCP3702 - Learning Putonghua through Movies” is a new advanced Putonghua course for native Cantonese speaking students. Through the appreciation of movie clips, the course increases students' Putonghua vocabulary and deepens their understanding of the linguistic characteristics of different parts of the global Chinese community. Students are exposed to classic and popular Chinese movies, and through discussions, parodies, and dubbing activities, they can enhance their communication skills and improve their Putonghua proficiency.

#### CLCH1702 福建話詩與歌 Learning Hokkien / Southern Min through Poems and Songs

「CLCH1702 福建話詩與歌」為初級福建話課，為對臺灣及閩南地區的語言與文化感興趣的學生所開設。科目內容包括發音、簡單的日常會話、傳統與流行歌曲、古詩與現代詩。課堂活動包括：1. 對比和分析福建話、廣東話和普通話在聲母、韻母、聲調、詞彙及語法方面的差異；2. 歌曲賞析；3. 詩歌賞析與朗誦。本科目有助於了解臺灣和閩南文化，也能更好地理解帶有福建口音的普通話。對有閩南家庭背景的學生來說，本科目也有助於進一步理解在語音和詞彙上與福建話有差異的臺語。

“CLCH1702 - Learning Hokkien / Southern Min through Poems and Songs” is an elementary course designed for students who are interested in the languages and cultures of Taiwan and Southern Fujian. Course contents include sounds and tones of Hokkien, simple daily conversation, traditional and popular songs, as well as ancient and modern poetry. Classroom activities include 1. Comparing and analysing the differences in pronunciation, vocabulary and grammar of Hokkinese / Southern Min, Cantonese and Putonghua; 2. song appreciation; 3. poetry appreciation and recitation. This course will also help learners understand Taiwan and Southern Min culture, understand Putonghua with a Hokkinese / Southern Min accent better. For students with Southern Min family background, this course will help them better understand Hokkinese with a Taiwanese accent.



香港中文大學 The Chinese University of Hong Kong 雅禮中國語文研習所 Yale-China Chinese Language Centre

有興趣了解台灣、閩南的語言和文化？  
只要你的母語是中文（廣東話、普通話或其他方言），又能讀寫漢字，便適合修讀。

### CLCH1702 福建話詩與歌

2022-23 第一學期  
上課時間: 星期三 14:30-16:15  
授課語言: 福建話、廣東話及普通話  
學分: 2  
註冊: 學生可自自行在CUSIS上註冊

科目內容:

1. 對比和分析福建話、廣東話和普通話在聲母、韻母、聲調、詞彙及語法方面的差異
2. 歌曲賞析
3. 詩歌賞析與朗誦

完成本科目後，你將能夠：  
了解閩南語、廣東話和普通話在聲韻母、聲調、詞彙和語法方面的差異，以及更好地理解帶有台灣或閩南口音的普通話

查詢: clc\_upd@cuhk.edu.hk / 3943-8224 (辦公時間內)

## 參觀香港故宮文化博物館 A Visit to the Hong Kong Palace Museum



張冠雄  
CHANG Kwun Hung  
進修課程部講師、廣東話組組長  
Lecturer and Cantonese Programme Division Head  
Continuing Education Section

Students from the Continuing Education Section's Advanced Cantonese course organized a visit to the Hong Kong Palace Museum, which had just opened in July. The sky was beautiful, and all students were fascinated by the scenery outside the museum. Our students have a strong interest in ancient Chinese cultural relics. Everyone expressed that the collection was too rich, so they agreed to schedule another time to visit the West Kowloon Cultural District again. Extracurricular activities are an essential part of learning Cantonese. Students generally believe that learning while exploring Hong Kong is beneficial to improving their Chinese. Accordingly, they have decided to go on another excursion and invite more classmates and teachers to go with them next time.



師生們還沒仔細走遍每一個展館，便聽到廣播說快要閉館了，我們只好匆匆地拍個合照留念。

Before we were able to go through each exhibition hall in-depth, we heard the announcement that the museum was about to close, so we had to take a group photo in a hurry.

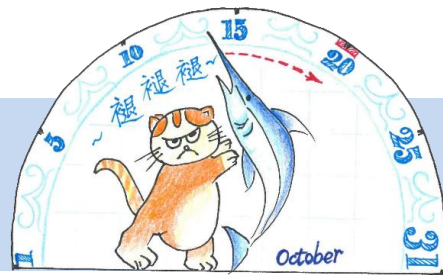


場館十分有空間感，到處都有座椅給我們坐下來，消化看過的展品，老師可以趁機講個小故事，讓同學不至於走馬看花。

The venue is very spacious, with seats everywhere so visitors can sit down and appreciate the exhibits. The teacher can take the opportunity to deepen students' understanding of Chinese culture through storytelling.

廣東話組高班學生課餘時組織了一次參觀活動，到剛開幕不久的故宮文化博物館參觀。天公作美，博物館外的風景已經讓大家目不暇給。同學們對中國古代文物有濃厚的興趣，大家都說館藏實在太豐富，所以約好了下次再來西九龍文化區走走。課餘活動是學習粵語的重要環節，學生普遍認為這樣邊走邊學對提高他們的語文水平很有幫助，他們決定下次外出學習，一定要約上更多同學和老師一起同行。





## 普粵對比

### Comparison between Putonghua and Cantonese

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University Programme Section

插圖 Illustration  
李嫻嫻女士 Ms. LI Shanshan

普通話 Putonghua：退 tuì、挪 nuó、移 yí

廣東話 Cantonese：褪 tan

英文 English：to retreat; move backwards;  
fade; take off (clothes); shed  
feathers

#### 釋義

「褪」，動詞，本義是卸衣（即脫衣），引申為脫下、脫掉。普通話保留了這一義項，可以是脫衣服、脫羽毛等，而「褪色」的意思是布匹、衣服等的顏色逐漸變淡。

「褪」在廣東話中的常用義項是「退」，不限於指人，如：「唔該你將架車褪後少少。」（「請你把車稍微退後一點兒。」）還可以表示「挪、移」，如：「麻煩你將張櫈褪過啲啲。」（「麻煩你的櫈子挪過去一點兒」）也可以表示「（時間）順延」，如：「會議褪到下星期五至開。」（「會議延後到下星期五才開。」）

廣東話裏由「褪」形成的俗語有：

- 1) 「人衰行路打倒褪」：意思是「人倒起霉來連走路都會摔跤。」
- 2) 「褪𦵏 tan táaih」：意思是「退縮或打退堂鼓」，如：「都未開始就想褪𦵏㗎。」（「還沒有開始就居然打起退堂鼓了。」）、「佢本嚟話做，而家又褪𦵏話唔做㗎。」（「他本來說會做的，現在又打退堂鼓說不做了。」）

#### 普通話 Putonghua

（這個學期，中文大學恢復面授，來學校的學生大增。某個早上，李老師和張老師一起在 2 號校巴士站等車，校巴士站排了很長的隊。排到他們上車的時候已經上不去，這時候見司機師傅站了起來向後看了看，然後喊道……）  
(Zhège xuéqī, Zhōngwén dàxué huīfù miànshòu, lái xuéxiào de xuésheng dà zēng. Mǒuge zǎoshang, Lǐ lǎoshī hé Zhāng lǎoshī yìqǐ zài èrhào xiàobā zhàn dēng chē, xiàobā zhàn pái le hěn cháng de duì. Pái dào tāmen shàngchē de shíhòu yǐjīng shàngbuqù le, zhè shíhòu jiàn sījī shīfu zhàn le qǐlái xiàng hòu kàn le kàn, rán hòu hǎn dào……)

#### 廣東話 Cantonese

（呢個學期，中文大學恢復面授，返學校嘅學生增加咗好多。某個朝早，李老師同張老師一齊喺 2 號校巴士站等車，校巴士站排晒長龍。排到佢哋上車嗰陣已經上唔到，呢個時候見到司機大佬企咗出嚟望一望後面，然後大聲嗌……）  
(Nīgo hohkkèih, Jūngmahn Daaihohk fūfuhk mihnsauh, fāan hohkhaauh ge hohksāang jānggājó hóudō. Máuhgo jūjóu, Léih lóuhsī tūhng Jēung lóuhsī yātchàih hái yih houh haauhba jaahm dāng chē, haauhba jaahm pàaihsai chēuhnglùhng. Pàaihdou kéuihdeih séuhngchē gójahn yíhging séuhngmódou, nīgo sihhauh gindóu sīgēi daaihlóu kéihjó chēutlaih mohng yāt mohng hauhmihn, yihnhaauh daaihsēng ngai……)

普通話 Putonghua

廣東話 Cantonese

司機師傅： 裏邊還有空位，大家可不可以往裏邊走一走啊？謝謝！

Sījī shīfu: Lǐbian hái yǒu kòngwèi, dàjiā kě bu kěyǐ wǎng lǐbian zǒu yi zǒu a? Xièxie!

(這樣，李老師和張老師都順利地上了車，並攀談起來。)

(Zhèyàng, Lǐ lǎoshī hé Zhāng lǎoshī dōu shùnlì de shàng le chē, bìng pāntán qǐlái.)

李老師： 張老師，我聽說你們系主辦的那個國際會議這個月底開，是嗎？

Lǐ lǎoshī: Zhāng lǎoshī, wǒ tīngshuō nǐmen xì zhǔbàn de nà ge guójì huìyì zhè ge yuèdǐ kāi, shì ma?

張老師： 不是！已經延後到下個月月底了。

Zhāng lǎoshī: Búshì! Yǐjīng yánhòu dào xià ge yuè yuèdǐ le.

李老師： 為什麼啊？  
Lǐ lǎoshī: Wèishénme a?

張老師： 我們邀請的大會主旨發言人馬教授原本答應來參加會議的，但因為政府現有的隔離政策而打退堂鼓說不來了，我們還在和他溝通。另外，據說下個月海外參會者就不需要隔離了。

Zhāng lǎoshī: Wǒmen yāoqǐng de dàhuì zhǔzhǐ fāyán rén mǎ jiàoshòu yuánběn dāying lái cānjiā huìyì de, dàn yīnwèi zhèngfǔ xiàn yǒu de gélí zhèngcè ér dǎ tuìtánggǔ shuō bù lái le, wǒmen hái zài gēn tā gōutōng. Lìngwài, jùshuō xià ge yuè hǎiwài cān huì zhě jiù bù xūyào gélí le.

司機大佬： 埋邊仲有位，拍硬檔企入啲得唔得呀？唔該！

Sīgēi daaihlóu: Mǎaihbihn juhng yáuh wái, paak ngaahng dong kéihyahpdī dākmdāk a? Mǎgōi!

(就係噏，李老師同張老師都順利上咗車，跟住傾起上嚟。)

(Jauh haih gám, Léih lóuhsī tūhng Jēung lóuhsī dōu seuhnleih séuhngjóchē, gānjyuh kīnghéiséuhnglaih.)

李老師： 張生，我聽講你哋學系主辦個國際會議呢個月尾開，係咪呀？

Léih lóuhsī: Jēung sāang, ngóh tēnggóng néihdeih hohkhaih jyúbaahn gógo gwokjai wuihyih nīgo yuhtméih hōi, haih maih a?

張老師： 唔係，褪到下個月月尾嚟。

Jēung lóuhsī: Mhah, tandou hahgo yuht yuhtméih la.

李老師： 點解呀？  
Léih lóuhsī: Dímgái a?

張老師： 我哋邀請嘅大會主講嘉賓馬教授本來應承咗嚟參加會議嘅，但係因為政府而家嘅隔離政策於是褪咗話唔嚟，我哋仲同佢傾緊。另外，聽講下個月喺海外過嚟開會嘅人唔使隔離嚟。

Jēung lóuhsī: Ngóhdeih yāuching ge daaihwui jyúgóng gābān Mǎh gaasauh búnloh yingsihngjó laih chāamgā wuihyih ge, daahnhaih yānwaih jingfú yihgā ge gaakleih jingchaak yūsih tantāaih wah mlaih la, ngóhdeih juhng tūhng kéuih kīngán. Lihngngoi, tēnggóng hahgo yuht hái hóingoi gwolaih hōiwui ge yahn msái gaakleih la wóh.

普通話 Putonghua

李老師： 馬教授可是這個領域的權威，  
如果他不來，太可惜了。  
Lǐ lǎoshī: Mǎ jiàoshòu kěshì zhè ge lǐngyù  
de quánwēi, rúguǒ tā bù lái, tài  
kěxī le.

張老師： 是啊，我們都盼着有機會和他  
當面交流呢。對了，李老師，  
你近來的工作怎麼樣？  
Zhāng lǎoshī: Shì a, wǒmen dōu pànzhe yǒu  
jīhuì hé tā dāngmiàn jiāoliú ne.  
Dùì le, Lǐ lǎoshī, nǐ jìnlái de  
gōngzuò zěnmeyàng?

李老師： 唉，別提了，人倒起霉來連走  
路都會摔跤。這不，我這個學  
期開的兩門選修課都因為人  
少而關班了，也就是說我下個  
學期要同時上五個班的課。

Lǐ lǎoshī: āi, bié tí le, rén dǎo qǐ méi lái lián  
zǒulù dōu huì shuāijiāo. Zhè bù,  
wǒ zhè ge xuéqī kǎi de liǎng  
mén xuǎnxiūkè dōu yīnwèi rén  
shǎo ér guānbān le, yě jiùshì  
shuō wǒ xià ge xuéqī yào  
tóngshí shàng wǔ ge bān de kè.

張老師： 別擔心，我每個學期都上六個  
班的課，過兩週就習慣了。再  
說了，你這個學期不是課少了  
嘛！

Zhāng lǎoshī: Bié dānxīn, wǒ měi ge xuéqī dōu  
shàng liù ge bān de kè, guò liǎng  
zhōu jiù xíguàn le. Zài shuō le,  
nǐ zhè ge xuéqī búshì kè shǎo le  
ma!

李老師： 也是也是……。張老師，我到  
了，先下車了，有機會一起吃  
飯。

Lǐ lǎoshī: Yěshì yěshì..... Zhāng lǎoshī,  
wǒ dào le, xiān xiàchē le, yǒu  
jīhuì yìqǐ chīfàn.

張老師： 好，再聚。  
Zhāng lǎoshī: Hǎo, zài jù.

廣東話 Cantonese

李老師： 馬教授佢係呢個領域嘅權威，如果  
佢唔嚟，噉就太可惜嘢。

Léih lóuhsī: Máh gaausauh kéuih haih nīgo  
līhngwihk ge kyùhnwāi, yùhgwó  
kéuih mlàih, jauh taai hósik la.

張老師： 係呀，我哋等機會同佢面對面交流  
等到頸都長嘢。係嘢，李生，你呢  
排工作點呀？

Jēung lóuhsī: Haih a, ngóhdeih dāng gēiwuih  
tùhng kéuih mihn deui mihn  
gāaulauh dāngdou géng dōu  
chèuhng la. Haih la, Léih sāang, néih  
nīpàaih gūngjok díng a?

李老師： 唉，唔好提嘢，人衰行路打倒褪。  
你話係咪，我呢個學期開嘅兩個選  
修科都因為唔夠人摺咗，噉即係話  
我下個學期要上夠五個班嘅堂。

Léih lóuhsī: Āai, m̀hóu tàih la, yàhn sēui  
hàahnglauh dádoutan. Néih wah  
haih maih, ngóh nīgo hohkkèih  
hōige léuhnggo syúnsāufō dōu  
yānwaih m̀gau yàhn jipjó, gám  
jīkhaih wah ngóh hahgo hohkkèih  
yiu séuhnggau ngh go bāan ge  
tòhng.

張老師： 唔使擔心，我每個學期都上六個班  
嘅堂，過兩個禮拜就慣㗎嘢。再講  
啦，你今個學期咪上少啲囉！

Jēung lóuhsī: M̀sái dāamsām, ngóh múihgo  
hohkkèih dōu séuhng luhkgo bāan  
ge tòhng, gwo léuhnggo láihbaai  
jauh gwaan ga la. Joi góng lā, néih  
gāmgo hohkkèih maih séuhng síudī  
lō!

李老師： 噉又係，噉又係……。張生，我到  
嘢，落車先嘢，搵日一齊食飯。

Léih lóuhsī: Gám yauh haih, gám yauh  
haih.....Jēung sāang, ngóh dou la,  
lohkchē sīn la, wán yaht yāchāih  
sihkfaahn.

張老師： 好呀，再約。  
Jēung lóuhsī: Hóu aak, joi yeuk.



## 對外漢語教學中的聲調訓練

### Targeted Training on Chinese as a Tonal Language for Better Communication

Abstract: This research first presents the statistics of the typical errors in Putonghua pronunciation, based on the data of our two-year program for graduate students, which shows that 90% of them have strong foreign accents, especially in double & triple strings, even if

they can speak Chinese fluently. In the second part, the causes of the phenomena are analyzed in relation to the teaching and learning processes. Thirdly, this research shows that the perceptive and imitative pitches are helpful to foreigners when studying Chinese tones, and that the earlier students get trained on this at the beginning, the better the effects are for them to communicate using Chinese as a second language.

王琪女士 Ms. WANG Qi

大學課程部普通話組

Putonghua Programme Division

University Programme Section

在教學中，筆者注意到，聲韻母發得不準，並不是歧義產生的主因，反而聲調不準就很容易造成歧義。幫助學生在初學階段準確掌握聲調調值，就會為日後的語用階段奠定堅實的基礎。在多年的教學實踐中，筆者總結出了一套簡易而有效的聲調教學方法，希望在教學中對師生都能有所幫助。

#### 1. 過往的研究成果綜述：

##### 1.1 語音教學的重要性：

一直以來，語音教學的時間在課程設置上普遍較短，老師密集式地簡介輸入，學生被動地密集式接收，這只能留下短暫記憶。在教學中，特別是介紹關鍵性的區分詞義的聲調部分，高低調值對學生而言，就是一個無意義的數字，對如何掌握聲調發音毫無幫助。後果就是普遍存在的“化石化”的洋腔洋調。筆者聆聽了過往5年間(2011-2016)在本所學習的兩年制畢業的64位學生的畢業口試錄音，除一位學生的母語是聲調語言外，其餘的都來自非聲調語言國家，近90%或多或少帶著洋腔洋調。無論母語是不是聲調語言，洋腔洋調的主要特徵集中在聲調方面，多數學生的聲調發音趨勢是輕音和重音，對2聲和3聲生疏。這勢必對日後的語用溝通有影響，另一方面也凸顯出在初學階段打好語音基礎、避免日後“化石化”的重要性。

##### 1.2 洋腔洋調的成因：

學生說普通話洋腔洋調的主要原因在於“潛意識負向遷移”(perceptual transfer)，由此可以看出聲調語言和非聲調語言兩大類語言群體“化石化”現象的成因：聲調語言，以泰語、越南語、瑞典語為例，由於泰語、越南語中的一、四聲起點都低於漢語，所以泰國人、越南人學漢語時容易以其母語的一、四聲為參照值。非聲調語言，以英語、日語、韓語、尼泊爾語、俄語為例，無法模仿或感知漢語各調值間的差異，沒有每個聲調的參照值點去模仿或感知。

##### 1.3 漢語聲調教學的先後次序：

鑒於“潛意識負向遷移”的影響，一些教學實踐報告指出了教授漢語聲調的優先次序，例如：教授亞洲漢字圈的學生，像日韓、泰國學生時，宜以1聲→4聲→2聲→3聲這樣的次序教授，學生較易掌握；越南學生則宜以1聲、2聲、3聲→4聲這樣的次序教授，學生較易掌握(Cai&Cao,2002; Wu&Hu, 2004)。至於以英語為母語的學生，外國學者的看法異於中國學者，前

者(J.T. Gandour, 1978)指出, 4 聲近似英語中的“強調”語調, 學生容易掌握, 宜先教; 在雙音節和三音節中的處於最後音節的 3 聲和 4 聲, 比起非最後音節的 3 聲和 4 聲, 學生更易掌握, 建議如此教授。而中國學者(王 2006)則建議, 教授以英語為母語的初學者, 以 1 聲→4 聲→3 聲→2 聲這樣的次序教授, 學生較易掌握。

2. 實踐報告：

本次實踐活動從 2016 年春季到 2017 年春季, 歷時一年, 共 5 個學期, 初學者人數共 55 人。每學期上課周數是 12-14 周, 每週 2 節課 (90 分鐘)。

筆者的做法是給每個聲調配上參照發音值。首先, 從單音節 2 聲和 4 聲入手, 參照學生們熟悉的英文中的“提問”和“強調”語調, 來教授漢語中的 2 聲和 4 聲, 一揚一降, 再配上發音參照值, 學生很容易掌握 (見下表)。

(英語語調) 提問 - (Who will go?) You?	強調 - It's you.
(漢語聲調) 2 聲 如: yóu (油, oil) ↓ lóu (樓, building) lóng (龍, dragon)	4 聲 如: yòu (又, also) ↓ lòu (漏, leak) nòng (弄, do)
(英語語調) 提問 - (Who will do it?) Me?	強調 - Me.
(漢語聲調) 2 聲 如: mí (迷, fun) ↓ ní (泥, mud) huí (回, go back)	4 聲 如: mì (密, secret) ↓ lì (麗, beautiful) huì (會, meeting)

接著, 對比漢語聲調中的 1 聲和 3 聲。利用音樂的樂值中的最高音值“DO”來幫助學生掌握第 1 聲, 起點音值“DO”來幫助學生掌握“半 3 聲”, 進而利用“DO+RE+MI”教授“全 3 聲”。

當投影片打出不同聲調時, 學生們都能發出相應調值。更值得欣慰的是, 時隔一個星期後再來上課時, 幾乎全部學生都能讀準漢語的 4 個聲調, 這對提升學生的學習興趣和信心有很大幫助。因此, 利用學生熟悉且可模仿感知的聲調參照值來教授漢語聲調, 是行之有效的做法。

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## 本所仝人榮獲中大長期服務獎

### Congratulations to CLC's Long Service Awardees

中大「長期服務獎頒授典禮 2021」已於 2022 年 9 月 7 日舉行。本所所長何杏楓教授榮獲二十五周年長期服務獎、大學部廣東話組老師沈敏瑜女士、行政主任袁靜文女士榮獲十五周年長期服務獎。衷心感謝三位仝人的貢獻，並祝工作順利！

The University's Long Service Award Presentation Ceremony 2021 was held on 7 September 2022. It is with great pride to announce that Prof. Hoyan Hang Fung Carole, Ms. Shen Min-yu and Ms. Carmen Yuen Ching Man celebrated their 25, 15 and 15 years of long service with the University in 2021, respectively. We are grateful for their contributions and wish them the best for continued success!



常務副校長陳金樑教授（左）頒發 25 周年長期服務獎予所長何杏楓教授

*Prof. Hoyan receiving her 25 years of long service award from Prof. Alan Chan (left), the Provost*

## 2022 中大本科入學資訊日

### CUHK Information Day 2022

本校本科入學資訊日已於 2022 年 10 月 15 日順利舉行。本所當天於利黃瑤璧樓擺設攤位，由多位教師和職員向參觀者介紹本所的漢語課程。有多位高中生即場完成電腦口語水平評核(COPA)，並獲老師點評，加深了對自己普通話水平的了解。

CUHK's Information Day was held on 15 October 2022. The Yale-China Chinese Language Centre set up a booth at Esther Lee Building, where teachers and colleagues introduced Chinese language courses to visitors. Some visiting senior secondary school students completed the Computerized Oral Proficiency Assessment (COPA) and understood more about their Putonghua proficiency.



大學部本科課程聯絡人李兆麟博士向高中生介紹本所課程

*Dr. Lee Siu Lun, Coordinator of the University Programme Section, introduced the courses to senior secondary school students*



## 進修部日間密集廣東話課程迎新日

### Orientation Day for New Students of the Daytime Intensive Programme in Cantonese

本所進修部於 2022 年 9 月 16 日舉行日間密集課程（廣東話）迎新日。研習所所長何杏楓教授、組長張冠雄老師與梁振邦老師、沈嘉儀老師向來自世界各地的新生介紹進修部課程，並一同參觀中大校園。歡迎各位同學，並祝學習愉快！

The Continuing Education Section welcomed new students of the Daytime Intensive Programme (Cantonese) on 16 September 2022. CLC Director Prof. Hoyan Hang Fung Carole, Division Head Mr. Chang Kwun Hung, and CLC Instructors Mr. Luong Chanh Ban and Ms. Shum Ka Yee introduced the programmes offered by the Continuing Education Section to the students from across the globe. Students also had a glimpse of their study environment at CUHK. We welcome all the new students and wish everyone happy learning!



崇基學院牟路思怡圖書館門外合照

Group photo outside Elisabeth Luce Moore Library of  
Chung Chi College



何杏楓教授和張冠雄老師向新生介紹中大校園

Prof. Hoyan Hang Fung Carole and Mr. Chang Kwun Hung  
introducing the CUHK campus to the new students

## 人事動態

### Personalia



江晗女士  
Ms. JIANG Han  
大學部普通話組  
Putonghua Programme Division  
University Programme Section

大家好！很高興能夠成為雅禮的一員，希望能在今後的工作中幫助同學們學會、學好普通話。我對語言及其背後的歷史、地理、文化影響有著濃厚的興趣，希望能和來自世界各地的師生們交流語言文化的異同。

Hi! It is my pleasure to join CLC. I am looking forward to helping students learn Mandarin Chinese and be able to use it well. In addition, I have a strong interest in studying languages and the historical, geographical and cultural issues behind them. I hope I can share the similarities and differences of languages and cultures with teachers and students from all over the world.

你好，我是 Lily，很高興加入 CLC 這個家庭。我最喜歡閱讀和學習語言，能操流利兩文三語。我擅於運用生活例子，對比不同語言差別。除此以外，我喜歡閱讀文學作品，會認真研究語言及生活文化。我在空餘時間喜歡逛街和享受美食。

Hello, I am Lily. It is my pleasure to join CLC. I am fond of reading and learning languages. I am fluent in Cantonese, Putonghua and English. My strength is comparing the significant differences among languages with daily life experiences. Besides this, I like reading literary works and investigating different languages and cultures. In my leisure time, I like shopping and enjoying delicious food.



袁崇瑛女士  
Ms. YUEN Sung Ying  
大學部廣東話組  
Cantonese Programme Division  
University Programme Section

大家好，先容許我借此機會介紹一下自己。我是新加入研習所的兼任廣東話導師文老師。我興趣廣泛，喜愛行山、旅遊和美食。在過去的一段日子，我一直教授本地和海外背景人士學習中文，積累了不少堅實的經驗。我也致力於構建多元的學習環境，讓學生探索中文的美，並從中體驗語言所承載的文學、歷史和哲理思想。我十分期盼和大家一起交流，分享學習廣東話的喜樂。

Hello everyone. Please allow me to take this opportunity to introduce myself as a newly appointed part-time Cantonese teacher at CLC. This is Mr. Man, who likes hiking, travelling and exploring great authentic food. Over the past few years, I have been teaching Chinese Language and Literature to native speakers and second language learners in both local and international contexts. With my solid experience in this field, I am passionate about creating a dynamic environment for students to learn Chinese Language, enabling them to explore and appreciate the beauty of Chinese culture through learning Chinese linguistics, literature, history and philosophy. I'm looking forward to a fantastic learning journey ahead with you all.



文奕聰先生  
Mr. MAN Yik Chung  
進修部廣東話組  
Cantonese Programme Division  
Continuing Education Section

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