

雅禮中國語文研習所通訊 *Language Matters*

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走語言路 結文化緣

Walk the Language Road & Tie the Culture Knot



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



2023 癸卯年

Year of the Rabbit



雅禮中國語文研習所通訊 *Language Matters*

關於我們 About Us

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

- 華語學習者的學習園地，分享各自的學習經驗；
A place for learners of Chinese to share their experience;
- 華語教師的交流平台，分享教學的心得；
A platform for teachers of CLC and similar institutions to share their views;
- 語言與文化愛好者的研究園地，分享研究的成果；
A platform to share notes on language and culture;
- 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。
A bulletin board for CLC activities and related news in our field.

稿約

Submission Guidelines

「雅禮中國語文研習所通訊」每年出版三期。歡迎雅禮中國語文研習所的老師、同學、校友及其他與華語教學和學習相關之人士投稿。請將稿件寄送到：

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雅禮中國語文研習所通訊編輯部

Language Matters is published 3 times a year. Submissions for publication are welcome from CLC teachers, students, and alumni, as well as those who are involved in the teaching or learning of Chinese (Putonghua and Cantonese). Please send your manuscript to:

Editor, *Language Matters*
Yale-China Chinese Language Centre
Fong Shu Chuen Building
The Chinese University of Hong Kong
Shatin, New Territories, Hong Kong

投稿注意事項：

1. 語言： 中文或英文。
2. 長度： 300 到 500 字，儘量不要超過 800 字。
3. 內容： 與華語教學和學習有關的話題，包括與語言學習有關的文化議題。

Notes for submission:

1. Language: English and/or Chinese.
2. Length: 300 to 500 words, no longer than 800 words.
3. Content: Related to teaching or learning Chinese, including the cultural aspects of language learning.

本刊文章均為作者觀點，不代表本所立場，引用本刊文章敬請註明出處。

The views and opinions expressed in the journal are those of the authors and do not necessarily reflect the position of CLC.
Please acknowledge sources if quotation from content is made.

編者的話

From the Editor

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

為慶祝雅禮中國語文研習所成立六十週年，本刊將刊登一系列的所慶特稿。本期收錄王浩勃博士懷念前所長劉銘先生的文章，劉先生於1968-1989年期間擔任本所所長，歷時二十一年，是目前歷任所長中任職時間最長的一位，對本所有重大貢獻。王博士回憶與劉所長相識的經過，側寫本所八十年代的歷史，非常耐讀。

本所於本校「2022 教學創新博覽會」展出三張海報，本期教學園地專文報導。本期學習園地由澳大利亞同學葛艾景和韓國同學李昇恩向大家介紹到她們國家留學需要注意的地方，文字生動活潑。

最後是本人接受香港公共圖書館「文學101－香港文學地圖」的訪問，談現代作家張愛玲在香港留下的文學印記，推薦大家看這個節目。

To celebrate the 60th anniversary of the establishment of Yale-China Chinese Language Centre, this issue features a series of special articles. We have included an article by Dr. WONG Ho Put in memory of our former director Mr. LIU Ming, who served as CLC Director for 21 years from 1968 to 1989. Mr. LIU has made significant contributions to CLC in his long service. In Dr. WONG's article, he reminisces about his acquaintance with Mr. LIU and provides a glimpse of CLC in the 1980s, making it a good read for the readers.

This issue's Teaching section features CLC's three posters which were exhibited in the "Teaching and Learning Innovation Expo 2022". In the Learning section, an Australian student, Kate Adrienne MOFFAT, and a Korean student, LEE Seung Eun, present a lively and vivid account of the important aspects to note when studying abroad in their countries.

Lastly, CLC Director was interviewed by the Hong Kong Public Library in the "Literature 101 - Literary Map of Hong Kong" programme, in which she discussed the literary legacy left by modern writer Eileen CHANG in Hong Kong. Readers are highly recommended to watch this programme.

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懷念前所長劉銘先生 In Memory of Former CLC Director Mr. LIU Ming

More than 30 years ago, I was recruited by the then director Mr. LIU Ming and started my career as a Chinese-as-a-second-language teacher. Although I had only been mentored by Mr. LIU for a year, I benefited greatly from Mr. LIU's training and am very grateful for his teaching.

王浩勃博士 Dr. WONG Ho Put
進修課程部普通話組組長
Putonghua Programme Division Head
Continuing Education Section

1989年春季某日，受日本一位老師所託，我帶一位日本學生到新雅中國語文研習所（現名雅禮中國語文研習所）報讀普通話課程。作為大四學生，我雖然經過方樹泉樓不下百次，但那天才首次踏進大門，且因有幸認識當時的所長劉銘先生而踏進了漢語教學的天地。

劉先生當時只是路過，看見在辦手續的我們，就熱情地攀談了起來。聊了一會，他忽然問我是哪裡人，得知我生於青島、家裡說閩南話、很早就來香港後，他就問我為什麼普通話不帶山東、福建和香港口音，還有離開內地後是怎麼保住普通話水平的。當他知道我大四了，就邀請我來研習所申請工作，我就此入了行，也改了行（當年在中大讀工商管理專業，完全沒想過會有機會教中文），更沒想到一幹三十多年，並一直樂在其中。

六月開始教書前，劉先生除了安排我參加師訓班、進教室觀資深教師的課，還親自上陣，示範如何領說、發問、答疑。而後續培訓當中最刺激的是他經常站在教室門口、眼睛貼著門上的小窗觀課（此乃劉先生日常工作的一部分，所有老師的課他都會觀），一發現不妥，不論是獨白過多、走動太少、坐著授課還是語法教學不到位，就會在課後把我叫到他辦公室去不留情面地批評（做得好的他也毫不吝嗇地鼓勵）。有幸趕上了聽說法（audio-lingual method）時代的末班車，要感謝劉先生的提攜。



劉銘先生（右）與方潤華先生攝於1990年方潤華堂開幕典禮

Mr. LIU Ming (right) and Mr. FONG Yun Wah at the opening ceremony of Fong Yun Wah Hall in 1990



1990年7月劉銘先生榮休晚宴（前排左二為筆者）

Mr. LIU Ming's farewell banquet in July 1990 (the second from left in the front row is the author)

通過劉先生的言傳身教，我才知道十個短句就能帶初班的外國學生操練一節課、精講多練的課堂效率有多高、增加單位時間重複率和學生的開口率有多重要……。此處順帶提兩件與劉先生的對外漢語教學理念相關的事：一是方樹泉樓 1980 年啟用前添置的學生座椅上的小桌板勉強只能放一本翻開的書，課上幾乎不讓學生寫字，大部分時間要求學生把書合上，抬起頭來與其他人互動，專心練習聽和說；二是研習所早年採用小班制，而因上述椅子佔地較少，學生比肩圍坐半圈，全班大多能彼此相望，極有利於師生之間和同學之間的高頻互動，對活躍課堂氣氛也大有裨益。

劉先生生於 1933 年，2004 年離世。他 1955 年於台灣海軍官校畢業後任教於臺灣省立海事專科學校（現台灣國立海洋大學），58 年起加入臺中的美國外交事務學院從事對外漢語教學，66 年出任本所國語組組長，67 年任副所長，68 年升任所長，90 年提前退休移居美國。劉先生任職本所期間對研習所和香港的推普工作貢獻良多，創立了國語學會，培訓了第一批本地普通話老師，在香港電台主持過教普通話的節目，也是協助香港考試局（現考評局）於 80 年代設立普通話公開考試和高級考試的主要功臣（他是該兩個測試的首任試卷主席）。得劉先生耳提面命雖僅年餘，但所學受用一生。值研習所 60 週年所慶之際，謹以此文感念帶我入行的授業恩師。



筆者所指為對講機，早期的所長可在辦公室裏監聽老師上課；門上小窗亦為便於觀課而設（因教室兼作辦公室，無課時老師可用紅板關閉小窗）

The device on the wall was for the directors in early days to do quality assurance from their office, and the small window on the door was also added to facilitate class observation (As classrooms also serve as teachers' office, teachers can block the windows with the red boards after class).



筆者（右一）2003 年非典接近尾聲時與學生的合影。帶桌板的椅子大部分至今仍然「健在」。

Group photo of the author (right) and his students in 2003, when SARS was coming to an end. Most of the chairs with table tops are still in use today.



劉銘先生（中）攝於 1970 年國語學會成立典禮上。劉先生 1970 年到 1990 年擔任國語學會會長。

Mr. LIU Ming (middle) at the inauguration ceremony of the HK Mandarin Society in 1970. He served as the president of HK Mandarin Society from 1970 to 1990.



劉銘先生編寫或參與編寫的教材

Textbooks authored and coauthored by Mr. LIU

如果你想去澳大利亞留學 If You Want to Study in Australia



葛艾景 (澳大利亞 Australia) 
Kate Adrienne MOFFAT
大學課程部 (普通話)
University Programme Section (Putonghua)
CLCP3313, Fall Term 2022-2023
推薦老師：江晗 Ms. JIANG Han

If my Chinese friends are going to study in Australia, I would like to give them some advice on the language, culture, natural landscape and climate of Australia, hoping to help them adapt to live in Australia as soon as possible.

澳大利亞和中國之間存在很大差異。澳大利亞的生活方式可能會讓中國留學生感到很震驚。以下我想給你一些關於澳洲語言、文化、自然景觀和氣候的建議，也許能幫助你做好準備。

首先，澳大利亞人雖然說英語，但他們也使用很多俚語，好像是方言一樣，不那麼容易聽懂。如果不明白澳洲人在說什麼，你別害怕，直接問他們，因為人們通常非常友好。在澳大利亞，大多數人性格都很隨意，比如在課堂上可以隨時跟老師聊天。你可能認為隨意的行為是不禮貌的，不過在澳大利亞你得習慣一下，在上課時不要害怕表達你的意見。



新南威爾斯大學
University of New South Wales



墨爾本大學
The University of Melbourne

其次，你可能聽說過一些澳洲的城市，但你知道澳大利亞有很多不同類型的景觀嗎？澳大利亞有美麗的海洋、紅色沙漠、珊瑚礁、雪山和熱帶雨林等。在你去澳大利亞之前，我建議你存點錢，這樣你就可以在澳大利亞旅行了。在戶外活動時，你要記住注意防曬，戴上帽子、塗好防曬霜。

總之，雖然一開始你可能會覺得澳大利亞的風俗跟你們國家的風俗很不一樣，但你應該保持開放的心態。希望你能適應澳洲的生活方式，學習很多新的東西，體驗很多有趣的奇遇，並漸漸感覺自己像個「澳洲人」。

如果你想來韓國首爾大學留學 If You Want to Study at Seoul National University in South Korea



李昇恩 (韓國 Korea) 
LEE Seung Eun
大學課程部 (普通話)
University Programme Section (Putonghua)
CLCP4543, Spring Term 2022-2023
推薦老師：李春普 Mr. LI Chunpu

If you want to study at Seoul National University in South Korea, I suggest learning some Korean, and getting a basic understanding of Korean culture, especially the history of Seoul National University. I believe that not only will you feel the academic enthusiasm of Korean students when studying abroad in Korea, but you will also harvest endless surprises with wonderful experiences.

한국에 있는 서울대학교에 유학을 고려하고 있다면, 가기 전에 한국어, 한국의 문화, 그리고 서울 대학교의 역사에 대해서 미리 배우기를 추천합니다. 서울대학교에서 학생들의 학구열을 느끼고, 멋진 경험을 얻을 것이라고 믿습니다.

在 21 世界，隨著「國際化」的發展，不少學生會選擇出國留學來體驗與本土家鄉不一樣的文化、學習不同國家的知識、開闊自己的視野。其中韓國不乏世界公認的百強名校，並且因 K-POP 的興起吸引了不少國際生到韓國留學。假如你想要到韓國首爾大學留學，我是非常贊成並且歡迎的！以下是我給你的四點建議：

首先，雖然入學不要求你說一口流利的韓語，但是我認為入鄉隨俗是非常重要的，而能聽懂並會說一些韓語則有助於你較快地入鄉隨俗。許多外國人到韓國留學之前，由於接觸過不少韓劇而早已學會了說一些韓語。不過，即使不會韓語也不用擔心，一般韓國的大學會提前為留學生提供基礎韓語課。所以為了能夠和本地韓國人交流，可以先瞭解一些韓語。



韓國首爾大學正門
Main Gate of Seoul National University

其次，在韓國首爾大學留學之前，我推薦你可以先瞭解一下韓國的文化、地理或者其發展歷史。不少對國際生有興趣的韓國大學生會詢問你到韓國讀書的理由，因為歷史對韓國人來說

非常重要，我們認為「忘記歷史等同於忘記根源」。所以除了知曉大學的悠久歷史以外，能夠和韓國人一起談論歷史的話，會提升他們對你的好感。

再次，和韓國人一起學習的話能體驗不少有趣的事情。比如韓國大學生的手上一年四季都離不開冰美式咖啡，以致於出現了「就算凍死也要冰美式」這樣的名言。雖然你可能只會覺得這種說法有點兒神奇，但是這也從側面反映了韓國人對於學習的態度。韓國人其實非常勤奮，在大學圖書館你會看見很多人熬夜學習。雖然不推薦熬夜，但是你可以感受一下他們的學習氛圍，一起努力向上。

最後，除了一起學習以外，你還可以與韓國大學生一起參加聚會來認識更多的新朋友。韓國大學生會在開學前和開學後組織各種活動，其中有些活動會邀請國際生一起參加，互相交流並宣傳各國的文化。這些聚會的主題非常多樣，比如嘗試各國特色的家鄉美食、表演各國舞蹈或學習 K-POP 舞蹈、組織探索韓國的旅遊勝地等。在這些活動里，你會收穫一些意想不到的寶貴緣分，給予你難忘的留學體驗。

我相信來韓國留學能夠給你帶來無盡的驚喜和美好的體驗！



韓國首爾大學美術館
Seoul National University Museum of Art



韓國首爾大學圖書館
Seoul National University Library

本所海報於「2022 教學創新博覽會」展出 CLC's Posters Exhibited in Teaching and Learning Innovation Expo 2022

本所於本校「2022 教學創新博覽會」展出三張海報，由所長何杏楓教授帶領團隊解說研究成果。校長段崇智教授、副校長潘偉賢教授等嘉賓到訪本所展位。

本所展出海報：

1. 為中大國際生的初級漢語（讀寫 I）課程準備的翻轉課堂
2. ABCs 的一席之地：國際生初級漢語高班課程的國際化課程大綱
3. 國際生普通話先導學習科目：以漢字學習為重點

CLC exhibited three posters in the “Teaching and Learning Innovation Expo 2022”. CLC Director Prof. Carole HOYAN and her team introduced CLC projects to Vice-Chancellor Prof. Rocky S. TUAN, Pro-Vice-Chancellor Prof. POON Wai-yin and other guests.

CLC exhibited the following posters:

1. Flipped Classroom Preparation for Elementary Chinese (Putonghua Reading & Writing I) for International Students at CUHK
2. A Seat at the Table for ABCs: Internationalizing the Course Curriculum of Upper Elementary Putonghua for International Students
3. Putonghua as a Second Language Taster Course for International Students: With a Focus on Learning Chinese Characters



所長何杏楓教授向校長段崇智教授介紹本所項目“Putonghua as a Second Language Taster Course for International Students: With a Focus on Learning Chinese Characters”

CLC Director Prof. Carole HOYAN introducing our project “Putonghua as a Second Language Taster Course for International Students: With a Focus on Learning Chinese Characters” to Vice-Chancellor Prof. Rocky S. TUAN



(左起)王天嘯先生、何杏楓教授、劉震霞老師

(From the left) Mr. WANG Tianxiao, Prof. Carole HOYAN and Ms. LIU Zhenxia

Flipped Classroom Preparation for Elementary Chinese (Putonghua Reading and Writing I) for International Students at CUHK

LIU Zhenxia, WANG Tianxiao, WEI Danli, Bill Lin WU
Yale-China Chinese Language Centre, CUHK

Project Overview

Course: CLCP1113 (Elementary Reading and Writing I)

- A reading and writing course in Putonghua for beginning international students
- Focus on characters and grammar

Project objective: To create online learning materials for CLCP1113 following a flipped classroom model and to achieve blended learning.

Funding: Special Funding Scheme to Enhance Student Engagement and Address Student Learning Needs (FSESE, TDLEG 2019-2022)

Preview

Students' needs: vocabulary familiarization and character recognition

How to address: exercises such as selecting the correct characters based on recordings, matching characters/terms with their definitions, etc.

Character Videos

Students' needs: background knowledge and how to handwrite

How to address: videos covering history, formation, traditional & simplified, writing tips, stroke order, and examples

Lecture

More time for active learning!

Grammar Videos

Students' needs: preview key patterns before class, review key patterns after class

How to address: videos that explain the basics of key sentence patterns with real-life examples

Review

Students' needs: check grammatical accuracy and overall comprehension

How to address: exercises such as rearranging fragments into a sentence, picture description, reading comprehension, etc.

Student Feedback

- The e-learning exercises were helpful. (95% of students)
- The difficulty level was appropriate. (79% of students)
- The videos aided in comprehension. (86% of students)

Feel free to contact us if there are any questions! | 39433920 | hux@cuhk.edu.hk

Putonghua as a Second Language Taster Course for International Students: with a focus on learning Chinese Characters

Project leaders: Prof. Carolin Pang HOVAN & Ms. Zhenxia LIU
Other team members: Mr. Bill Lin WU, Ms. Yinying DOMG, Ms. Danli WEI, Mr. Tianxiao WANG
Yale-China Chinese Language Centre, CUHK

Project overview

Course format: A virtual tour of the CUHK campus – Chinese characters seen along the way are taught in English.

Project objective: To give students an idea of what learning Putonghua and Chinese characters is like, developing their interest in learning Chinese and building their foundation on Chinese characters.

A new way to teach characters

- Characters are selected from names of landmarks and buildings at CUHK
- Selected characters are commonly used in daily situations

Pre-tour Basic background knowledge

- Pinyin and its role in learning how to read Chinese characters
- Importance of knowing Chinese characters
- Four types of Chinese characters
- Basic strokes, stroke order, radicals
- Usage of traditional and simplified

Animated character videos

- Type of character
- History
- Formation and components
- Traditional and simplified versions
- Examples

More than just characters

- Numbers 1-10 are taught after learning "Pavilion of Harmony" (天人合一)
- Simple dialogues based on progression storyline included

Resources for students

- Videos showing how to handwrite each focus character
- Worksheets for students to practice handwriting
- Various exercises: matching (Chinese-English, Chinese-pictures), fill-in-the-blanks, guessing a new character's meaning, character exercises

Macro view on course content

- Common Chinese radicals and components taught
- History/culture behind various destinations supplemented
- The different CUHK colleges and facilities introduced
- Lasting impact: students build a solid foundation on Chinese characters and learn more about the CUHK campus

Sustainability

- Asynchronous online course
- Students complete the course at their own pace

Student Feedback

Feedback collected from students so far has been positive.

- Videos are interesting
- Videos are very straightforward
- Videos are detailed
- I am very satisfied

Feel free to contact us if there are any questions! | 39436727 | clic@cuhk.edu.hk

A Seat at the Table for ABCs: Internationalizing the course curriculum of upper elementary Putonghua for international students

Bill Lin WU & Tianxiao WANG
Yale-China Chinese Language Centre, CUHK

Introduction

- CLCP1133 textbook:** Mentions Hong Kong, primarily teaches about travelling in Mainland China.
- Problem:** What about other places? Chinese is used in overseas communities too! But the Chinese diaspora is almost never included in the traditional curriculum of a Chinese as a second language course...
- Solution:** "If they don't give you a seat at the table, bring a folding chair." –Shirley Chisholm
- Our folding chair:** Mini lessons were produced for CLCP1133 and piloted in the 2021-2022 academic year.

Addressing Student Needs

- Textbook topics:** Playing tennis, looking for restaurants, travelling in Mainland China, seeing a doctor, etc.
- Practical needs:** Some topics may not be applicable to students' daily lives. Half of the textbook is about travelling or going places, yet students could not go anywhere due to Covid restrictions.
- Changing times:** Gen Z wants to learn about modern topics, not about buying CDs or using physical maps to find places...
- New topics include:** ABCs and identity, gaslighting, comparing different restaurants, cultural and societal differences, etc.

Impacts

- On the course:** Diversified course topics; Inclusion of ABCs' stories and experiences
- On students:** Introduced students to cultural, societal, and modern topics; Encouraged students to share their own culture and experiences; Equipped students with folding chairs for their future endeavors

Student Feedback

- It is important to include the experiences of overseas Chinese communities in the curriculum.
- Learning about the topics in the mini lessons raised my cultural awareness.
- The mini lessons helped me improve my reading and writing skills in Chinese.
- Overall, I am satisfied with the content of the mini lessons and I think they are a valuable addition to the course.

100% of participating students gave 6 out of 6 ("strongly agree") in response to the above statements.

A special thanks to:

- Ms. LIU Zhenxia and Ms. WEI Danli for their full support of this pilot project and their invaluable advice.
- Miss Christina WU for providing beautiful drawings to illustrate the different scenarios introduced.
- Miss Ayana MUKATOVA for supporting this project from the start and attending all discussion sessions.

Thank you for checking out our poster! If there are any questions, please feel free to contact us at billinwu@cuhk.edu.hk

(左上) 為中大國際生的初級漢語（讀寫I）課程準備的翻轉課堂

(Upper left) Flipped Classroom Preparation for Elementary Chinese (Putonghua Reading & Writing I) for International Students at CUHK

(左下) ABCs 的一席之地：國際生初級漢語高班課程的國際化課程大綱

(Bottom left) A Seat at the Table for ABCs: Internationalizing the Course Curriculum of Upper Elementary Putonghua for International Students

(右上) 國際生普通話先導學習科目：以漢字學習為重點

(Upper right) Putonghua as a Second Language Taster Course for International Students: With a Focus on Learning Chinese Characters

中國書法工作坊 Chinese Calligraphy Workshops

CLC 在 2022 年 10 月和 11 月間於方潤華堂為國際生舉辦了中國書法系列工作坊，共開展了四次活動，有近 20 位國際生參加。他們均修讀大學組的普通話或廣東話課程。CLC 招募了六名具有書法功底的學生助理（均為普通話/廣東話母語者）來指導國際生練習毛筆字。在活動中，國際生瞭解了漢字知識、書寫規則、運筆技巧和相關的趣味文化常識；也通過與學生助理的口頭交流，提高了普通話/廣東話口語表達水平，進一步激發了學生們寫漢字、說中文的熱情。

本活動由 TDLEG 資助，將在 2023 年春季學期繼續推出。

CLC held a series of Chinese calligraphy workshops for international students at Fong Yun Wah Hall in October and November 2022, with a total of four workshops attended by around 20 international students. They all took either Putonghua or Cantonese courses at the University Programme Section of CLC. At the same time, CLC recruited six student helpers (all native speakers of Putonghua/Cantonese) with calligraphy skills to guide the international students in practicing writing with a brush. During the activities, international students learned about Chinese characters, writing rules, skills and interesting cultural tips. Through communication with the helpers, the students improved their spoken Putonghua/Cantonese, which further stimulated their enthusiasm to write Chinese characters and speak Chinese.

This workshop series is funded by TDLEG and will continue to be held in the spring semester.



同學們展示書法作品

Students showing off their work



國際生在學生助理的指導下練習書法

International students practising calligraphy under the guidance of student helpers

參觀香港故宮文化博物館 Hong Kong Palace Museum Guided Tour

CLC 的語言文化活動項目在 2022 年 11 月 11 日為國際生舉辦了香港故宮文化博物館導賞活動，有十多位國際生參與。在實地探訪前，CLC 特邀故宮志願者前來為大家進行簡介，並為每位同學指派了一項「尋寶任務」。在志願者、學生助理的陪同下，導賞團帶著任務來到香港故宮文化博物館，並展開了數小時的尋寶之旅。參觀結束之後，同學紛紛表示活動精彩有趣，故宮文物令人大開眼界。他們也借此機會在課堂之外學到了更多中文知識，更瞭解了中國文化。

該活動由 TDLEG 資助，將在 2023 年春季學期繼續推出。

As part of the language and cultural activities project, CLC organised a guided tour of the Hong Kong Palace Museum for international students on 11 November 2022. More than 10 international students joined the tour. Before the site visit, CLC invited a volunteer from the Hong Kong Palace Museum to brief the students and assigned each student a "treasure hunt task". Accompanied by volunteers and student helpers, the group set off for the Hong Kong Palace Museum and embarked on a "treasure hunt" for several hours. After the visit, the students expressed that the activities were wonderful and the cultural relics in the museum were eye-opening. They also took this opportunity to heighten their knowledge of Chinese language outside the classroom and learn more about Chinese culture.

This series of guided tours is funded by TDLEG and will continue to be held in the spring semester.



同學們在博物館前合影
Group photo in front of the museum



同學們閱讀博物館介紹資料
Students reading the introduction of the museum



同學們在博物館平臺合影
Group photo on the platform of the museum

普粵對比

Comparison between Putonghua and Cantonese

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普通話 Putonghua：窒 zhì

廣東話 Cantonese：窒 jaht

英文 English：to block; panic; tease

釋義

廣東話動詞「窒」有三個意思。從字面上看，「窒」是阻礙、窒礙，引申出突然停止的意思。突然停止可能是由於自然因素、事故或者意外，例如雷暴打中了山上的電纜，使得供電系統出現短暫停滯，導致我們的電腦畫面突然「窒咗一窒」，意思是畫面閃了一閃，有一瞬間屏幕全黑了，下一秒鐘又恢復過來。例如汽車因為零件損耗，開起來動一下停一下的，廣東話可以說「部車窒吓窒吓」。這句話同樣可以形容行駛中的列車因路況突然加速，又突然剎車，讓乘客站不穩，覺得很不舒服。動一下、停一下這個狀態還可以描述口吃的情況，說一個人說話時「口窒窒」，不一定是因為身體缺陷，更多是心理原因，尤其是膽怯、害羞的時候，如讓一個小男生突然站在台上向現場兩百位同學致辭時，心裏太緊張結果「口窒窒」說不出完整的話來。「口窒窒」普通話可以表述為「結結巴巴」。

這種突然停頓、表現害怕的心理衍生出「窒」的第二個意思就是驚慌、嚇到目瞪口呆的情況。例如我看見一輛汽車，突然從大馬路衝上人行道然後撞進商店裏的情景「嚇窒咗」（普通話可以說「嚇傻了」）；也可以提醒等一下出來表演鋼琴獨奏的同學不要緊張害怕：「你唔好窒呀，放鬆啲呀！」；又例如我在圖書館聚精會神看書的時候，突然有一隻老鼠穿過我的椅子，也會使人「個心窒一窒」，普通話可以說「心要跳到嗓子眼兒了」或者「心都快跳出來了」。

讓人恐懼、窒息的感受最後帶出「窒」的第三個意思，就是故意刁難別人或說些讓人難堪的話，使對方一時無法招架，無言以對：「佢窒吓窒吓窒咗我幾十年，而家輪到佢俾啲後生仔女窒返佢嘍。」，普通話可以說「她刁難了我幾十年，現在輪到她被年輕人刁難了。」。

普通話 Putonghua

（晚上，美美和阿勇兩個人在家裏看電影。）
(Wǎnshàng, Měiměi hé Ā Yǒng liǎnggè rén zài jiāli kàn diànyǐng.)

廣東話 Cantonese

（夜晚，美美同阿勇兩個人喺屋企睇戲。）
(Yehmáahn, Méihméih tühng A-yúng léuhnggo yàhn hái ngükkéi táihei.)

普通話 Putonghua

美美： 人家說「下雨天，睡覺天」，我覺得這種天氣，宅在家裏看鬼片兒才最有感覺。

Měiměi: Rénjiā shuō “Xià yǔ tiān, shuì jiào tiān”, wǒ jué de zhè zhǒng tiān qì, zhái zài jiā lǐ kàn guǐ piān r cáì zuì yǒu gǎn jué.

阿勇： 我們看別的吧。好端端的看什麼恐怖片兒啊，怪嚇人的。

Ā Yǒng: Wǒ men kàn bié de ba. Hǎo duān duān de kàn shén me kǒng bù piān r a, guài xià rén de.

美美： 別人的男朋友都覺得晚上看恐怖片兒很刺激，我男朋友不會這麼膽小吧？！沒事兒啊，我保護你！

Měiměi: Bié rén de nán péng you dōu jué de wǎn shàng kàn kǒng bù piān r hěn cì jī, wǒ nán péng you bú huì zhè me dǎn xiǎo ba?! Méi shì r a, wǒ bǎo hù nǐ!

(阿勇無奈地搖搖頭，電影開始。外面風大雨大，窗戶被吹得「咁啱咁啱」作響。)

(Ā Yǒng wú nài de yáo yáo tóu, diàn yǐng kāi shǐ. Wài miàn fēng dà yǔ dà, chuāng hù bèi chuī de “kuāng lāng kuāng lāng” zuò xiǎng.)

阿勇： (自言自語) 今天這個網速真不行，看個電影一會兒卡一下一會兒卡一下。這個燈也不知道怎麼搞的，平時好好兒的，今天怎麼總是忽明忽暗……

Ā Yǒng: (zì yán zì yǔ) Jīn tiān zhè ge wǎng sù zhēn bù xíng, kàn ge diàn yǐng yí huìr kǎ yí xià yí huìr kǎ yí xià. Zhè ge dēng yě bù zhī dào zěn me gǎo de, píng shí hǎo hǎo er de, jīn tiān zěn me zǒng shì hū míng hū àn.....

美美： 你，你，可不可以，別，別再說了。

Měiměi: Nǐ, nǐ, kě bu kě yǐ, bié, bié zài shuō le.

阿勇： 你怎麼了？怎麼說話結結巴巴的？你也電力不足啊？

Ā Yǒng: Nǐ zěn me le? Zěn me shuō huà jiē jiē bā bā de? Nǐ yě diàn lì bù zú a?

廣東話 Cantonese

美美： 人哋話「落雨天，瞓覺天」，我覺得噉嘅天氣，匿喺屋企睇鬼片最有感覺。

Méihméi: Yàhndeh wah “lohkyúh tīn, fangau tīn”, ngóh gokdāk gám ge tīnhei, nēi hái ngúkkéi tái gwaipín jeui yáuh gám gok.

阿勇： 我哋睇第二啲戲啦。好地地睇咩嘢恐怖片呀，嚇死人咩。

A-Yúhng: Ngóhdeih tái daihyihdī hei lā. Hóudeihdeih tái mēyéh húngboupín a, haakséiyáhn mē.

美美： 人哋啲男朋友都話夜晚睇恐怖片好鬼刺激，我嘅男朋友唔會咁細膽啫?! 冇嘢嘅，我照你!

Méihméi: Yàhndeh dī nàahm pàhngyáuh dōu wah yehmáahn tái húngboupín hóu gwái chigīk, ngóh ge nàahm pàhngyáuh m̀wúih gam saidám gwa?! Móuh yéh ge, ngóh jiu néih!

(阿勇冇計，擰吓個頭，開始睇戲。出面風大雨大，個窗吹到「乒令嘍冷」噉響。)

(A-Yúhng móuh gái, níngáh go tauh, hōichí táihei. Chēutmihn fūng daaih yúh daaih, go chēung chēuidou “bīnglīng bānglāng” gám héung.)

阿勇： (自言自語) 今日個網速好唔掂，睇套戲窒吓窒吓噉嘅。盞燈都唔知搞乜，平時好地地嘅，今日點解硬係窒吓窒吓……

A-Yúhng: (jihyihh jihyúh) Gāmyaht go móhngchūk hóu m̀dihm, tái tou hei jahtháhjahtháh gám gé. Jáandāng dōu m̀jī gáau māt, pihngsih hóudeihdeih ge, gāmyaht dímgáai ngáanghah jahtháhjahtháh.

美美： 你，你，可唔可以，唔好，唔好再講嘍。

Méihméi: Néih, néih, hómhóyíh, m̀hóu, m̀hóu joi góng la.

阿勇： 你做咩呀？做咩講嘢窒吓窒吓嘅？你都唔夠電嘅？

A-Yúhng: Néih jouh mē a? Jouh mē góngyéh jahtháhjahtháh gé? Néih dōu m̀gau dihnh àh?

普通話 Putonghua

美美： 你，你覺得，現在的情況，和剛才，
剛才電影裏的場景是不是很像？
要不，咱們，咱們還是看別的吧！
Měiměi: Nǐ, nǐ juéde, xiànzài de qíngkuàng,
hé gāngcái, gāngcái diànyǐng lǐ de
chǎngjǐng shìbùshì hěn xiàng? Yào
bù, zánmen, zánmen háishi kàn biéde
ba!

(突然一道閃電，伴著一聲巨大的響雷。美美
嚇得大叫一聲，緊閉雙眼，捂住耳朵，半天才
回過神來。)

(Tūrán yí dào shǎndiàn, bàn zhe yì shēng jùdà de
xiǎngléi. Měiměi xià de dà jiào yì shēng, jǐn bì
shuāngyǎn, wǔ zhù ěrduo, bàntiān cái huí guò
shén lái.)

美美： 哎呀媽呀，剛才那一聲雷嚇得我
心都快跳出來了。不看了，不看了！
Měiměi: Āiyā mā ya, gāngcái nà yì shēng léi
xià de wǒ xīn dōu kuài tiào chūlái le.
Bú kàn le, bú kàn le!

阿勇： 嘿！誰剛才好像女中豪傑一樣說
別人膽小的，還說「沒事兒，我保
護你！」你倒是保護給我看啊。

Ā Yǒng: Hēi! Shéi gāngcái hǎoxiàng nǚ zhōng
háojié yíyàng shuō biérén dǎnxiǎo
de, hái “Méishìr, wǒ bǎohù nǐ!” Nǐ
dàoshì bǎohù gěi wǒ kàn a!

美美： 我都這樣了，你不安慰我，還在
這裡取笑我！一天到晚就知道跟我
抬槓，你就是個「毒舌」專家。

Měiměi: Wǒ dōu zhèyàng le, nǐ bù ānwèi wǒ,
hái zài zhèlǐ qǔxiào wǒ! Yìtiān-
dàowǎn jiù zhīdào gēn wǒ táigàng, nǐ
jiù shì ge “dú shé” zhuānjiā.

阿勇： 好了，好了，我開玩笑的。不生氣
了啊，咱們換一部喜劇片兒看吧。

Ā Yǒng: Hǎole, hǎole, wǒ kāi wánxiào de. Bù
shēngqì le a, zánmen huàn yì bù xǐjù
piānr kàn ba.

廣東話 Cantonese

美美： 你，你話呢，而家噉嘅環境，同頭先
套戲嘅場景係咪好似呀？不如，我哋，
我哋睇過第二套戲囉！

Méihméi: Néih, néih wah nē, yìhgā gám ge
wàahngíng, tùhng tauhsīn tou hei ge
chèunggíng haih maih hóuchíh a?
Bātyùh, ngóhdeih, ngóhdeih táigwo
daihihtou hei lo!

(忽然間閃咗一吓電，跟住好大聲噉行雷。美美
即刻嚇窒咗大聲噉叫，仲咪埋對眼，揸住對耳仔，
隔咗一陣個心先至定返啲。)

(Fātyihngāan símjó yātháh dihn, gānjyuh hóu
daaihsēng gám hàahnglèuih. Méihméih jīkhāk
haakjahtjó daaihsēng gám giu, juhng mēimāaih deui
ngáahn, ngámjyuh deui yíhjái, gaakjó yātjahn go sām
sīnji dihnfāandī.)

美美： 嚙線，嚇死我咩，頭先行雷嚇我到個
心窒咗一窒添。唔睇嘍，唔睇嘍！

Méihméi: Chīsin, haakséi ngóh mē, tauhsīn
hàahnglèuih haakdou ngóh go sām
jahtjó yātjaht tīm. Mtái la, mtái la.

阿勇： 吓！邊個正話好似女中豪傑噉話我係
冇膽鬼㗎？仲話「冇嘢嘅，我照你！」
噉講添。就睇吓你點樣照我。

A-Yúhng: Há! Bīngō jingwah hóuchíh néuih jūng
hòuhgiht gám wah ngóh haih móuh
dáam gwái ga? Juhng wah “móuh sih ge,
ngóh jiu néih!” gám góng tīm. Jauh
táiháh néih dímyéung jiu ngóh.

美美： 我嚇成噉，你都唔安慰我，仲喺度窒
我！一日到黑淨係識阿支阿助，你真
係一個「毒舌」專家呀！

Méihméi: Ngóh haaksèhng gám, néih dōu
m̀ngōnwai ngóh, juhng háidouh jaht
ngóh! Yātyaht dou hāk jihnghaih sīk a-
jī-a-jō, néih jānhaih yātgo “duhksit”
jyūngā a!

阿勇： 係嘍係嘍，我講吓啫。唔好嬲嘍，我
哋搵部喜劇睇吓啦。

A-Yúhng: Haih la haih la, ngóh gónggháh jē. Mhóu
nāu la, ngóhdeih wán bouh héikehk
táiháh lā.

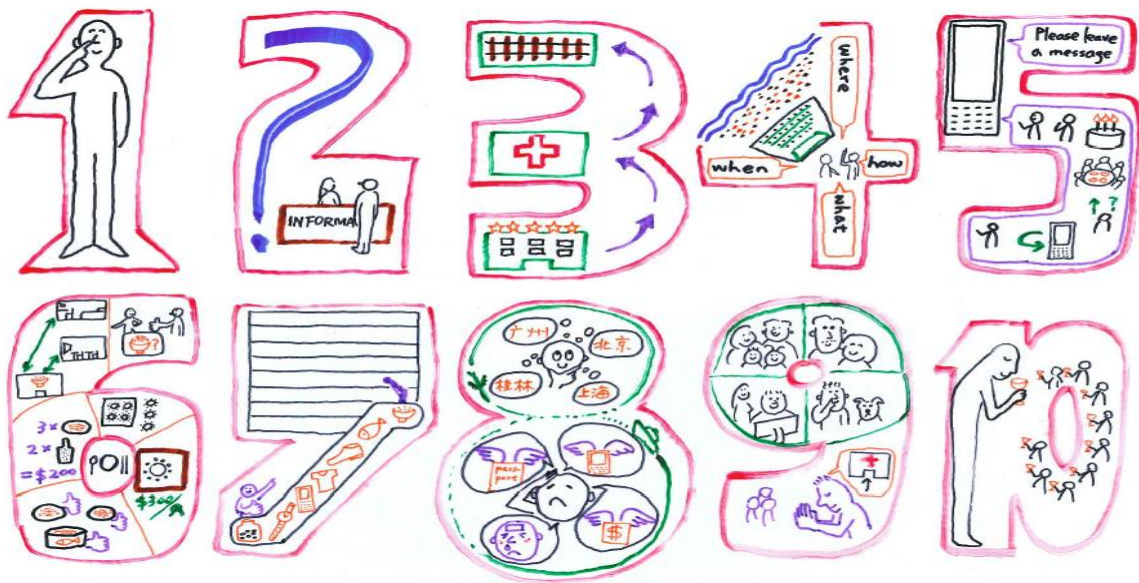
Morphological Mind Map 在漢語教學中的應用(五) The Use of Morphological Mind Map in CSL Series

The term Morphological Mind Map (MMM) is coined to refer to a specific type of mind map in which the central pattern is designed based on symbols such as graphics, numbers, the alphabet and Chinese characters familiar to users. The core elements are organized and embedded in the central pattern, and their distribution does not adhere to the traditional way of creating a mind map in which the elements spread from the center to all sides based on their relative significance. In keeping with a holistic design, interweaving both theme and main content as well as rendering a better visual impact, a MMM can be more conducive to comprehension and memory recall, thus contributing to teaching and learning enhancement.

王浩勃博士 Dr. WONG Ho Put
進修課程部普通話組組長
Putonghua Programme Division Head
Continuing Education Section

Morphological mind map (MMM) 的特點是利用使用者熟悉的圖形、數字和文字等符號設計 mind map 的中央圖案，其主要內容有組織地嵌入了中央圖案，因此各元素的分佈不墨守傳統 mind map 從中心向四面依重要性漸次擴散的成規ⁱ。MMM 的整體設計較能扣緊和突出主題，收一目了然、印象深刻之效，有利於理解和記憶，對教與學都有促進的作用。

在過往文章中舉過以實物的形象及漢字為原型設計的 MMM 單課實例ⁱⁱ，本文則會介紹一個以阿拉伯數字“1”到“10”的字形為原型設計，而且是涵蓋整本教材的實例。教材為對外漢語初級教材《邊學邊用華語聽說教材》ⁱⁱⁱ全書第一到十課。



以下為該教材各課的概貌（請注意最後一欄細節與課數的配合）：

課數	題目	語言功能	主要內容/話題	圖畫細節 ^{iv}
1	認識新朋友	主:非正式自我介紹 副:問好	師生首次見面時自我介紹; 首天上課時師生自我介紹; 同學首次見面時自我介紹。	“1”形似手指鼻尖自我介紹的一個人。

2	見到老師	主:詢問 副:交換個人信息	詢問是否走對了教室; 詢問國籍和簡單的地址; 向行政人員說明約了老師。	“2”字含問號及櫃檯內外兩個人。
3	問路和指路	主:指路 副:請假	告訴同學要去哪裏; 向老師請假; 指路(醫院、圖書館及廁所)。	“3”字含火車站、醫院與飯店三個地點及行走的方向。
4	邀約	主:邀約 副:商討活動時間	談當天的計劃; 約同學看電影; 約同學週末去海邊兒玩兒。	“4”左上角為沙灘與電影院,四個英文字為商議的內容。
5	留言	主:留言 副:叫外賣	留言約同學吃飯; 留言請人代為點菜; 在外賣店點菜。	“5”右下角為邀請朋友一同請過生日的人吃飯的留言信息 ^v ,一桌五人。
6	去飯館吃飯	主:描述過程 副:查詢	詢問哪裏有好吃的飯館兒; 進飯館吃飯(已訂座); 詳細描述一次吃飯的過程。	“6”含飯館的遠近、價錢、味道、包間、室內或室外等六個信息。
7	購物	主:推介 副:討價還價	購物時討價還價; 向同屋推介商店; 詳細推介一家商場。	“7”含七層的商場、扶手電梯、服務態度(鞠躬的人)、七種商品等信息。
8	旅行	主:說明 副:計劃	談旅行計劃; 說明為何不能去旅行; 說明旅行後缺課的原因。	“8”上半表旅遊計劃,下半表旅途中丟證件/電話/錢及生病等意外,共八個重點。
9	談談家人	主:求助 副:介紹家人	請同屋幫忙接待來訪的家人; 詳細介紹家人的工作和興趣。	“9”上半談父母、兄、姐、自己共九人,下半因看病而拜託朋友照顧家人。
10	告別	主:半正式致謝 副:祝酒	籌備歡送會; 歡送會上致謝詞; 歡送會司儀祝酒詞。	“10”字左為祝酒者,右為一桌參與者,共有十人。

上圖可以在學每一課時都做猜圖意、領說、答問、複述、自由發揮、基本掌握後練流利度等練習,也可以在期中、期末複習時用。

如上例所示,與傳統 mind map 相比,MMM 整體感及個性較強,能利用使用者已有的資訊(就本文而言,即十個阿拉伯數字的形狀)來承載新的信息(即十課書的主要內容),既能突出主題,又便於理解和記憶細節。若設計及運用得宜,能增加趣味性,減輕記憶負擔,對教學多少有些益處。

ⁱ BUZAN, Tony. 1974. *Use Your Head*. London: BBC Books.

ⁱⁱ WONG, Ho-Put. 2022. Morphological mind map 在漢語教學中的應用(四), *Language Matters*. Hong Kong: Yale-China Chinese Language Center, CUHK.

ⁱⁱⁱ CHU, Hsiao-mi & WONG, Ho-Put. 2018. *Chinese (Putonghua) in Communication: Listening and Speaking Book 1*. Hong Kong: Commercial Press.

^{iv} 圖中的人或物的數目與課數基本相符,也是為了增進記憶。

^v 具體信息:你好!我是某某某。某天是某人的生日,我們想請他吃飯,給他過生日。你想不想一起來?請你給我回個電話。再見。

何教授訪談——香港文學地圖：張愛玲

Interview with Prof. Carole HOYAN – Literary Map of Hong Kong: Eileen CHANG

CLC Director Prof. Carole HOYAN was interviewed by the Hong Kong Public Library in the “Literature 101 - Literary Map of Hong Kong” programme. In six episodes, she introduces the literary legacy left by modern writer Eileen CHANG in Hong Kong.

所長何杏楓教授早前接受香港公共圖書館【文學 101—香港文學地圖】的訪問，通過一連六集節目為大家介紹現代作家張愛玲在香港留下的文學印記。談到張愛玲作品的吸引力，何教授認為那是因為張愛玲的作品非常重視細節和人情，擅長借着人生華麗的一面描寫背後的蒼涼。她的作品帶有一種「文化中介」的觀察眼光，講故事平易近人。

談到戰時生活經歷對張愛玲創作的影響，何教授認為香港對張愛玲創作的影響，可以分成兩方面。第一是張愛玲把她的經驗化為作品的素材，如〈第一爐香〉和〈傾城之戀〉都寫到她在香港所見的人和事。第二是張愛玲在香港大學讀書，培養了一種世界視野。

談到張愛玲五十年代再訪香港時的作品，何教授說：〈浮花浪蕊〉和〈色戒〉等短篇小說與早期作品的不同，在其晦澀。這幾篇並非採用單一線性敘事，裡面有各種時空跳接，最初並未得到讀者的接受。但也正是這種小說藝術上的突破，令我們敬佩張愛玲的實驗精神。

關於張愛玲對文學界的影響，何教授這樣評價：張愛玲的作品，啟示了後來的作家，形成了所謂的「張派譜系」，令她成為了一個不能夠繞過的文學參照。她的作品具有現代性和超前性，吸引了中外學者，是文學中一個重要的學術交匯點。

何教授認為，張愛玲與香港是一種互相成全的關係。香港為張愛玲提供了生活的經驗、寫作的素材與觀察世界的眼光，香港這座城也因為張愛玲的作品得以走入文學史。



研習所參與文學院訪問委員會評審

CLC Participates in the Third Cycle of the Faculty's Visiting Committee Review

本所參與文學院的校外評審，所長何杏楓教授、大學課程部聯絡人及廣東話組組長李兆麟博士、大學課程部普通話組組長劉震霞女士於 2023 年 2 月 14 日與訪問委員會會面，向委員介紹 CLC 在學院和中大的角色與貢獻。

CLC participates in the visiting committee review of the Faculty of Arts. CLC Director Prof. Carole HOYAN, UPS Coordinator and Cantonese Division Head Dr. LEE Siu Lun, and UPS Putonghua Division Head Ms. LIU Zhenxia met with the visiting committee on 14 February 2023 to share the role of CLC in the Faculty and its contributions to the University.



何杏楓教授（左）、劉震霞女士（中）、李兆麟博士（右）攝於預備會議。

Prof. Carole HOYAN (left), Ms. LIU Zhenxia (middle) and Dr. LEE Siu Lun (right) preparing to meet with the visiting committee.

HSK 最新安排

New Arrangement of HSK

漢考國際宣佈，從 2023 年 1 月起，漢語水平考試（HSK）在中國地區（含港澳臺）筆試與口試合併。具體安排如下：

- 報名 HSK3 級須同時報名 HSK 口試初級；
 - 報名 HSK4 級須同時報名 HSK 口試中級；
 - 報名 HSK5、6 級須同時報名 HSK 口試高級。
- 以上級別，HSK 筆試與口試成績報告合併發放。

As announced by the Center for Language Education and Cooperation, starting January 2023, all exam takers in China, including Hong Kong, Macau and Taiwan, of HSK levels 3 to 6 are required to take the corresponding HSKK exams on the same exam date. The specific arrangements are as follows:

- Examinees for HSK level 3 must also take the HSKK Primary Level oral test;
 - Examinees for HSK level 4 must also take the HSKK Intermediate Level oral test;
 - Examinees for HSK level 5 and level 6 must also take the HSKK Advanced Level oral test.
- Results for both the written and oral exams will be reported together.

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