

# 雅礼中国语文研习所通讯 *Language Matters*

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## 走语言路 结文化缘

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



#### 目录 Contents

稿约 Submission Guidelines	2
编者的话 From the Editor	3
所庆特稿 CLC 60th Anniversary Special	
王浩勃博士 Dr. WONG Ho Put	4
— 怀念前所长刘铭先生 In Memory of Former CLC Director Mr. LIU Ming	
学习园地 Learning	
葛艾景 Kate Adrienne MOFFAT	6
— 如果你想去澳大利亚留学 If You Want to Study in Australia	
李升恩 LEE Seung Eun	7
— 如果你想来韩国首尔大学留学 If You Want to Study at Seoul National University in South Korea	
教学园地 Teaching	
— 本所海报于「2022 教学创新博览会」展出 CLC's Posters Exhibited in Teaching and Learning Innovation Expo 2022	9
— 中国书法工作坊 Chinese Calligraphy Workshops	11
— 参观香港故宫文化博物馆 Hong Kong Palace Museum Guided Tour	12
沈敏瑜女士 Ms. SHEN Minyu、李姗姗女士 Ms. LI Shanshan	13
— 普粤对比 Comparison between Putonghua and Cantonese	
语言与文化研究 Research	
王浩勃博士 Dr. WONG Ho Put	16
— Morphological Mind Map 在汉语教学中的应用(五) The Use of Morphological Mind Map in CSL Series	
动态与信息 Activities & News	
— Interview with Prof. Carole HOYAN – Literary Map of Hong Kong: Eileen CHANG	18
— CLC Participates in the Third Cycle of the Faculty's Visiting Committee Review	19
— New Arrangement of HSK	
— CLC Chinese Language Programmes 2023	20

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



# 2023 癸卯年

## Year of the Rabbit



### 雅礼中国语文研习所通讯 *Language Matters*

#### 关于我们 About Us

「雅礼中国语文研习所通讯」是雅礼中国语文研习所的官方通讯，我们致力成为  
*Language Matters is the official newsletter of CLC, which serves as*

- 华语学习者的学习园地，分享各自的学习经验；  
A place for learners of Chinese to share their experience;
- 华语教师的交流平台，分享教学的心得；  
A platform for teachers of CLC and similar institutions to share their views;
- 语言与文化爱好者的研究园地，分享研究的成果；  
A platform to share notes on language and culture;
- 雅礼中国语文研习所的公告板，分享我们所和相关领域的活动与新闻。  
A bulletin board for CLC activities and related news in our field.

#### 稿约

#### Submission Guidelines

「雅礼中国语文研习所通讯」每年出版三期。欢迎雅礼中国语文研习所的老师、同学、校友及其他与华语教学和学习相关之人士投稿。请将稿件寄送到：

香港新界沙田香港中文大学  
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雅礼中国语文研习所  
雅礼中国语文研习所通讯编辑部

*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

#### 投稿注意事项：

1. 语言：中文或英文。
2. 长度：300 到 500 字，尽量不要超过 800 字。
3. 内容：与华语教学和学习有关的话题，包括与语言学习有关的文化议题。

#### 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.

本刊文章均为作者观点，不代表本所立场，引用本刊文章敬请注明出处。

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.

# 编者的话

## From the Editor

何杏枫 雅礼中国语文研习所所长  
HOYAN Hang Fung Carole, Director of CLC

为庆祝雅礼中国语文研习所成立六十周年，本刊将刊登一系列的所庆特稿。本期收录王浩勃博士怀念前所长刘铭先生的文章，刘先生于1968-1989年期间担任本所所长，历时二十一年，是目前历任所长中任职时间最长的一位，对本所有重大贡献。王博士回忆与刘所长相识的经过，侧写本所八十年代的历史，非常耐读。

本所于本校「2022 教学创新博览会」展出三张海报，本期教学园地专文报导。本期学习园地由澳大利亚同学葛艾景和韩国同学李升恩向大家介绍到她们国家留学需要注意的地方，文字生动活泼。

最后是本人接受香港公共图书馆「文学101—香港文学地图」的访问，谈现代作家张爱玲在香港留下的文学印记，推荐大家看这个节目。

To celebrate the 60<sup>th</sup> 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.

主编 Editor-in-chief  
何杏枫 Prof. HOYAN Hang Fung, Carole

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编辑 Editors  
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石朗心 Ms. SHEK Long Sum  
黄美贤 Ms. WONG Mei Yin  
伍东林 Mr. WU Bill Lin  
袁静文 Ms. YUEN Ching Man

电话 Tel. : (852) 3943 6727  
传真 Fax : (852) 2603 5004  
电邮 Email : [clc@cuhk.edu.hk](mailto:clc@cuhk.edu.hk)  
网址 Web site : <http://www.ycclc.cuhk.edu.hk>





## 怀念前所长刘铭先生 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  
进修课程部普通话组组长  
Putonghua Programme Division Head  
Continuing Education Section

1989年春季某日，受日本一位老师所托，我带一位日本学生到新雅中国语文研习所（现名雅礼中国语文研习所）报读普通话课程。作为大四学生，我虽然经过方树泉楼不下百次，但那天才首次踏进大门，且因有幸认识当时的所长刘铭先生而踏进了汉语教学的天地。

刘先生当时只是路过，看见在办手续的我们，就热情地攀谈了起来。聊了一会，他忽然问我是哪里人，得知我生于青岛、家里说闽南话、很早就来香港后，他就问我为什么普通话不带山东、福建和香港口音，还有离开内地后是怎么保住普通话水平的。当他知道我大四了，就邀请我来研习所申请工作，我就此入了行，也改了行（当年在中大读工商管理专业，完全没想过会有机会教中文），更没想到一干三十多年，并一直乐在其中。

六月开始教书前，刘先生除了安排我参加师训班、进教室观资深教师的课，还亲自上阵，示范如何领说、发问、答疑。而后续培训当中最刺激的是他经常站在教室门口、眼睛贴着门上的小窗观课（此乃刘先生日常工作的一部分，所有老师的课他都会观），一发现不妥，不论是独白过多、走动太少、坐着授课还是语法教学不到位，就会在课后把我叫到他办公室去不留情面地批评（做得好的他也毫不吝啬地鼓励）。有幸赶上了听说法（audio-lingual method）时代的末班车，要感谢刘先生的提携。



刘铭先生（右）与方润华先生摄于1990年方润华堂开幕典礼

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



1990年7月刘铭先生荣休晚宴（前排左二为笔者）

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

通过刘先生的言传身教，我才知道十个短句就能带初班的外国学生操练一节课、精讲多练的课堂效率有多高、增加单位时间重复率和学生的开口率有多重要……。此处顺带提两件与刘先生的对外汉语教学理念相关的事：一是方树泉楼 1980 年后用前添置的学生座椅上的小桌板勉强只能放一本翻开的书，课上几乎不让学生写字，大部分时间要求学生把书合上，抬起头来与其他人互动，专心练习听和说；二是研习所早年采用小班制，而因上述椅子占地较少，学生比肩围坐半圈，全班大多能彼此相望，极有利于师生之间和同学之间的高频互动，对活跃课堂气氛也大有裨益。

刘先生生于 1933 年，2004 年离世。他 1955 年于台湾海军官校毕业后任教于台湾省立海事专科学校（现台湾国立海洋大学），58 年起加入台中的美国外交事务学院从事对外汉语教学，66 年出任本所国语组组长，67 年任副所长，68 年升任所长，90 年提前退休移居美国。刘先生任职本所期间对研习所和香港的推普工作贡献良多，创立了国语学会，培训了第一批本地普通话老师，在香港电台主持过教普通话的节目，也是协助香港考试局（现考评局）于 80 年代设立普通话公开考试和高级考试的主要功臣（他是该两个测试的首任试卷主席）。得刘先生耳提面命虽仅年余，但所学受用一生。值研习所 60 周年所庆之际，谨以此文感念带我入行的授业恩师。



笔者所指为对讲机，早期的所长可在办公室里监听老师上课；门上小窗亦为便于观课而设（因教室兼作办公室，无课时老师可用红板关闭小窗）

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).



笔者（右一）2003 年非典接近尾声时与学生的合影。带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.



刘铭先生（中）摄于 1970 年国语学会成立典礼上。刘先生 1970 年到 1990 年担任国语学会会长。

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.



刘铭先生编写或参与编写的教材

Textbooks authored and coauthored by Mr. LIU



## 如果你想去澳大利亚留学 If You Want to Study in Australia



葛艾景 (澳大利亚 Australia)   
**Kate Adrienne MOFFAT**  
大学课程部 (普通话)  
**University Programme Section (Putonghua)**  
**CLCP3313, Fall Term 2022-2023**  
推荐老师: 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.

澳大利亚和中国之间存在很大差异。澳大利亚的生活方式可能会让中国留学生感到很震惊。以下我想给你一些关于澳洲语言、文化、自然景观和气候的建议，也许能帮助你做好准备。

首先，澳大利亚人虽然说英语，但他们也使用很多俚语，好像是方言一样，不那么容易听懂。如果不明白澳洲人在说什么，你别害怕，直接问他们，因为人们通常非常友好。在澳大利亚，大多数人性格都很随意，比如在课堂上可以随时跟老师聊天。你可能认为随意的行为是不礼貌的，不过在澳大利亚你得习惯一下，在上课时不要害怕表达你的意见。



墨尔本大学  
*The University of Melbourne*



新南威尔士大学  
*University of New South Wales*

其次，你可能听说过一些澳洲的城市，但你知道澳大利亚有很多不同类型的景观吗？澳大利亚有美丽的海洋、红色沙漠、珊瑚礁、雪山和热带雨林等。在你去澳大利亚之前，我建议你存点钱，这样你就可以在澳大利亚旅行了。在户外活动时，你要记住注意防晒，戴上帽子、涂好防晒霜。

总之，虽然一开始你可能会觉得澳大利亚的风俗跟你们国家的风俗很不一样，但你应该保持开放的心态。希望你能适应澳洲的生活方式，学习很多新的东西，体验很多有趣的奇遇，并渐渐感觉自己像个「澳洲人」。

## 如果你想来韩国首尔大学留学

### If You Want to Study at Seoul National University in South Korea



李升恩 (韩国 Korea)   
LEE Seung Eun  
大学课程部 (普通话)  
University Programme Section (Putonghua)  
CLCP4543, Spring Term 2022-2023  
推荐老师: 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，随着「国际化」的发展，不少学生会选择出国留学来体验与本土家乡不一样的文化、学习不同国家的知识、开阔自己的视野。其中韩国不乏世界公认的百强名校，并且因 K-POP 的兴起吸引了不少国际生到韩国留学。假如你想要到韩国首尔大学留学，我是非常赞成并且欢迎的！以下是我给你的四点建议：

首先，虽然入学不要求你说一口流利的韩语，但是我认为入乡随俗是非常重要的，而能听懂并会说一些韩语则有助于你较快地入乡随俗。许多外国人到韩国留学之前，由于接触过不少韩剧而早已学会了说一些韩语。不过，即使不会韩语也不用担心，一般韩国的大学会提前为留学生提供基础韩语课。所以为了能够和本地韩国人交流，可以先了解一些韩语。



韩国首尔大学正门  
Main Gate of Seoul National University

其次，在韩国首尔大学留学之前，我推荐你可以先了解一下韩国的文化、地理或者其发展历史。不少对国际生有兴趣的韩国大学生会询问你到韩国读书的理由，因为历史对韩国人来说

非常重要，我们认为「忘记历史等同于忘记根源」。所以除了知晓大学的悠久历史以外，能够和韩国人一起谈论历史的话，会提升他们对你的好感。

再次，和韩国人一起学习的话能体验不少有趣的事情。比如韩国大学生的手上一年四季都离不开冰美式咖啡，以致于出现了「就算冻死也要冰美式」这样的名言。虽然你可能只会觉得这种说法有点儿神奇，但是这也从侧面反映了韩国人对于学习的态度。韩国人其实非常勤奋，在大学图书馆你会看见很多人熬夜学习。虽然不推荐熬夜，但是你可以感受一下他们的学习氛围，一起努力向上。

最后，除了一起学习以外，你还可以与韩国大学生一起参加聚会来认识更多的新朋友。韩国大学生会在开学前和开学后组织各种活动，其中有些活动会邀请国际生一起参加，互相交流并宣传各国的文化。这些聚会的主题非常多样，比如尝试各国特色的家乡美食、表演各国舞蹈或学习 K-POP 舞蹈、组织探索韩国的旅游胜地等。在这些活动里，你会收获一些意想不到的宝贵缘分，给予你难忘的留学体验。

我相信来韩国留学能够给你带来无尽的惊喜和美好的体验！



韩国首尔大学美术馆  
*Seoul National University Museum of Art*



韩国首尔大学图书馆  
*Seoul National University Library*



## 本所海报于「2022 教学创新博览会」展出 CLC's Posters Exhibited in Teaching and Learning Innovation Expo 2022

本所于本校「2022 教学创新博览会」展出三张海报，由所长何杏枫教授带领团队解说研究成果。校长段崇智教授、副校长潘伟贤教授等嘉宾到访本所展位。

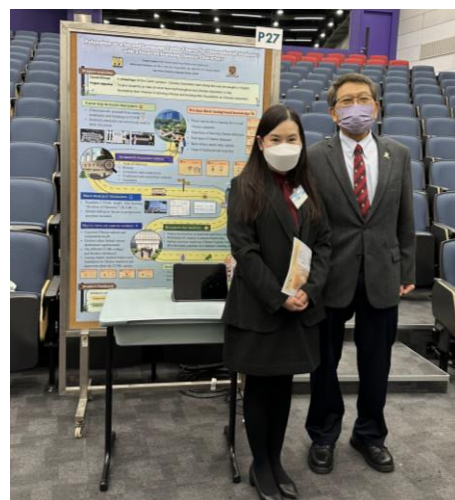
本所展出海报：

1. 为大中国际生的初级汉语（读写 I）课程准备的翻转课堂
2. ABCs 的一席之地：国际生初级汉语高班课程的国际化课程大纲
3. 国际生普通话先导学习科目：以汉字学习为重点

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



所长何杏枫教授向校长段崇智教授介绍本所项目“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)王天啸先生、何杏枫教授、刘震霞老师

(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 | hlx@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

#### 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

#### 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

#### 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

Feel free to contact us if there are any questions! | 39436727 | clc@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) 为中大国际生的初级汉语(读写I)课程准备的翻转课堂

(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: 国际生初级汉语高班课程的国际化课程大纲

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

(右上) 国际生普通话先导学习科目: 以汉字学习为重点

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



## 中国书法工作坊 Chinese Calligraphy Workshops

CLC 在 2022 年 10 月和 11 月间于方润华堂为国际生举办了 中国书法系列工作坊，共开展了四次活动，有近 20 位国际生参加。他们均修读大学组的普通话或广东话课程。CLC 招募了六名具有书法功底的学生助理（均为普通话/广东话母语者）来指导国际生练习毛笔字。在活动中，国际生了解了汉字知识、书写规则、运笔技巧和相关的趣味文化常识；也通过与学生助理的口头交流，提高了普通话/广东话口语表达水平，进一步激发了学生们写汉字、说中文的热情。

本活动由 TDLEG 资助，将在 2023 年春季学期继续推出。

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.



同学们展示书法作品

Students showing off their work



国际生在学生助理的指导下练习书法

International students practising calligraphy under the guidance of student helpers



## 参观香港故宫文化博物馆 Hong Kong Palace Museum Guided Tour

CLC 的语言文化活动项目在 2022 年 11 月 11 日为国际生举办了香港故宫文化博物馆导赏活动，有十多位国际生参与。在实地探访前，CLC 特邀故宫志愿者前来为大家进行简介，并为每位同学指派了一项「寻宝任务」。在志愿者、学生助理的陪同下，导赏团带着任务来到香港故宫文化博物馆，并展开了数小时的寻宝之旅。参观结束之后，同学纷纷表示活动精彩有趣，故宫文物令人大开眼界。他们也借此机会在课堂之外学到了更多中文知识，更了解了中国文化。

该活动由 TDLEG 资助，将在 2023 年春季学期继续推出。

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.



同学们在博物馆前合影  
Group photo in front of the museum



同学们阅读博物馆介绍资料  
Students reading the introduction of the museum



同学们在博物馆平台合影  
Group photo on the platform of the museum

# 普粤对比

## Comparison between Putonghua and Cantonese

沈敏瑜女士 Ms. SHEN Minyu  
大学课程部广东话组  
Cantonese Programme Division  
University Programme Section

李姗姗女士 Ms. LI Shanshan  
香港浸会大学语文中心  
Language Centre  
Hong Kong Baptist University



普通话 Putonghua：窒 zhì

广东话 Cantonese：窒 jaht

英文 English：to block; panic; tease

### 释 义

广东话动词「窒」有三个意思。从字面上看，「窒」是阻碍、窒碍，引申出突然停止的意思。突然停止可能是由于自然因素、事故或者意外，例如雷暴打中了山上的电缆，使得供电系统出现短暂停滞，导致我们的电脑画面突然「窒咗一窒」，意思是画面闪了一闪，有一瞬间屏幕全黑了，下一秒钟又恢复过来。例如汽车因为零件损耗，开起来动一下停一下的，广东话可以说「部车窒吓窒吓」。这句话同样可以形容行驶中的列车因路况突然加速，又突然刹车，让乘客站不稳，觉得很不舒服。动一下、停一下这个状态还可以描述口吃的情况，说一个人说话时「口窒窒」，不一定是因为身体缺陷，更多是心理原因，尤其是胆怯、害羞的时候，如让一个小男生突然站在台上向现场两百位同学致辞时，心里太紧张结果「口窒窒」说不出完整的话来。「口窒窒」普通话可以表述为「结结巴巴」。

这种突然停顿、表现害怕的心理衍生出「窒」的第二个意思就是惊慌、吓到目瞪口呆的情况。例如我看见一辆汽车，突然从大马路冲上人行道然后撞进商店里的情景「吓窒咗」（普通话可以说「吓傻了」）；也可以提醒等一下出来表演钢琴独奏的同学不要紧张害怕：「你唔好窒呀，放松啲呀！」；又例如我在图书馆聚精会神看书的时候，突然有一只老鼠穿过我的椅子，也会使人「个心窒一窒」，普通话可以说「心要跳到嗓子眼儿了」或者「心都快跳出来了」。

让人恐惧、窒息的感受最后带出「窒」的第三个意思，就是故意刁难别人或说些让人难堪的话，使对方一时无法招架，无言以对：「佢窒吓窒吓窒咗我几十年，而家轮到佢俾啲后生子女窒返佢嘍。」，普通话可以说「她刁难了我几十年，现在轮到她被年轻人刁难了。」。

### 普通话 Putonghua

（晚上，美美和阿勇两个人在家里看电影。）  
(Wǎnshàng, Měiměi hé Ā Yǒng liǎngge rén zài jiāli kàn diànyǐng.)

### 广东话 Cantonese

（夜晚，美美同阿勇两个人喺屋企睇戏。）  
(Yehmáahn, Méihméih tùhng A-yúng léuhnggo yàhn hái ngùkkéi táihei.)

普通话 Putonghua

广东话 Cantonese

美美：人家说「下雨天，睡觉天」，我觉得这种天气，宅在家里看鬼片儿才最有感觉。

Měiměi: Rénjia shuō “Xiàyǔ tiān, shuìjiào tiān”, wǒ juéde zhèzhǒng tiānqì, zhái zài jiālǐ kàn guǐ piānr cái zuì yǒu gǎnjué.

阿勇：我们看别的吧。好端端的看什么恐怖片儿啊，怪吓人的。

Ā Yǒng: Wǒmen kàn biéde ba. Hǎoduānduān de kàn shénme kǒngbù piānr a, guài xiàrén de.

美美：别人的男朋友都觉得晚上看恐怖片儿很刺激，我男朋友不会这么胆小吧？！没事儿啊，我保护你！

Měiměi: Biérén de nán péngyou dōu juéde wǎnshàng kàn kǒngbù piānr hěn cìjī, wǒ nán péngyou bú huì zhème dǎnxiǎo ba?! Méishìr a, wǒ bǎohù nǐ!

（阿勇无奈地摇摇头，电影开始。外面风大雨大，窗户被吹得「咣啷咣啷」作响。）

(Ā Yǒng wúnài de yáoyao tóu, diànyǐng kāishǐ. Wàimiàn fēng dà yǔ dà, chuānghu bēi chuī de “kuānglāng kuānglāng” zuò xiǎng.)

阿勇：（自言自语）今天这个网速真不行，看个电影一会儿卡一下一会儿卡一下。这个灯也不知道怎么搞的，平时好好儿的，今天怎么总是忽明忽暗……

Ā Yǒng: (zìyán zìyǔ) Jīntiān zhè ge wǎngsù zhēn bù xíng, kàn ge diànyǐng yí huìr kǎ yí xià yí huìr kǎ yí xià. Zhè ge dēng yě bù zhīdào zěnmē gǎo de, píngshí hǎohǎor de, jīntiān zěnmē zǒngshì hūmíng hū'àn.....

美美：你，你，可不可以，别，别再说了。  
Měiměi: Nǐ, nǐ, kě bu kěyǐ, bié, bié zài shuō le.

阿勇：你怎么了？怎么说话结结巴巴的？你也电力不足啊？

Ā Yǒng: Nǐ zěnmē le? Zěnmē shuōhuà jiējiē bābā de? Nǐ yě diànlì bù zú a?

美美：人哋话「落雨天，瞓觉天」，我觉得噉嘅天气，匿喺屋企睇鬼片最有感觉。

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

阿勇：我哋睇第二啲戏啦。好地地睇咩嘢恐怖片呀，吓死人咩。

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

美美：人哋啲男朋友都话夜晚睇恐怖片好鬼刺激，我嘅男朋友唔会咁细胆啫？！冇嘢嘅，我照你！

Méihméi: Yàhndèih 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!

（阿勇冇计，拧吓个头，开始睇戏。出面风大雨大，个窗吹到「乒令嘍冷」噉响。）

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

阿勇：（自言自语）今日个网速好唔掂，睇套戏窒吓窒吓噉嘅。盏灯都唔知搞乜，平时好地地嘅，今日点解硬系窒吓窒吓……

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

美美：你，你，可唔可以，唔好，唔好再讲嘍。

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

阿勇：你做咩呀？做咩讲嘢窒吓窒吓嘅？你都唔够电噉？

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



普通话 Putonghua

广东话 Cantonese

美美： 你，你觉得，现在的情况，和刚才，  
刚才电影里的场景是不是很像？  
要不，咱们，咱们还是看别的吧！  
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!

(突然一道闪电，伴着一声巨大的响雷。美美  
吓得大叫一声，紧闭双眼，捂住耳朵，半天才  
回过神来。)

(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： 哎呀妈呀，刚才那一声雷吓得我心  
都快跳出来了。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！谁刚才好像女中豪杰一样说别  
人胆小的，还说「没事儿，我保护  
你！」你倒是保护给我看啊。

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： 我都这样了，你不安慰我，还在这  
里取笑我！一天到晚就知道跟我抬  
杠，你就是个「毒舌」专家。

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

阿勇： 好了，好了，我开玩笑的。不生气  
了啊，咱们换一部喜剧片儿看吧。

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

美美： 你，你话呢，而家嘅嘅环境，同头先  
套戏嘅场景系咪好似呀？不如，我哋，  
我哋睇过第二套戏啰！

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!

(忽然间闪咗一吓电，跟住好大声噏行雷。美美  
即刻吓窒咗大声噏叫，仲咪埋对眼，揸住对耳仔，  
隔咗一阵个心先至定返啲。)

(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 dihnfgāandī.)

美美： 嚟线，吓死我咩，头先行雷吓我到个  
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. Mái la, mái la.

阿勇： 吓！边个正话好似女中豪杰噏话我系  
冇胆鬼㗎？仲话「冇嘢嘅，我照你！」  
噏讲添。就睇吓你点样照我。

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： 我吓成噏，你都唔安慰我，仲喺度窒  
我！一日到黑净系识阿支阿助，你真  
系一个「毒舌」专家呀！

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： 系嘍系嘍，我讲吓啫。唔好撚嘍，我  
哋搵部喜剧睇吓啦。

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

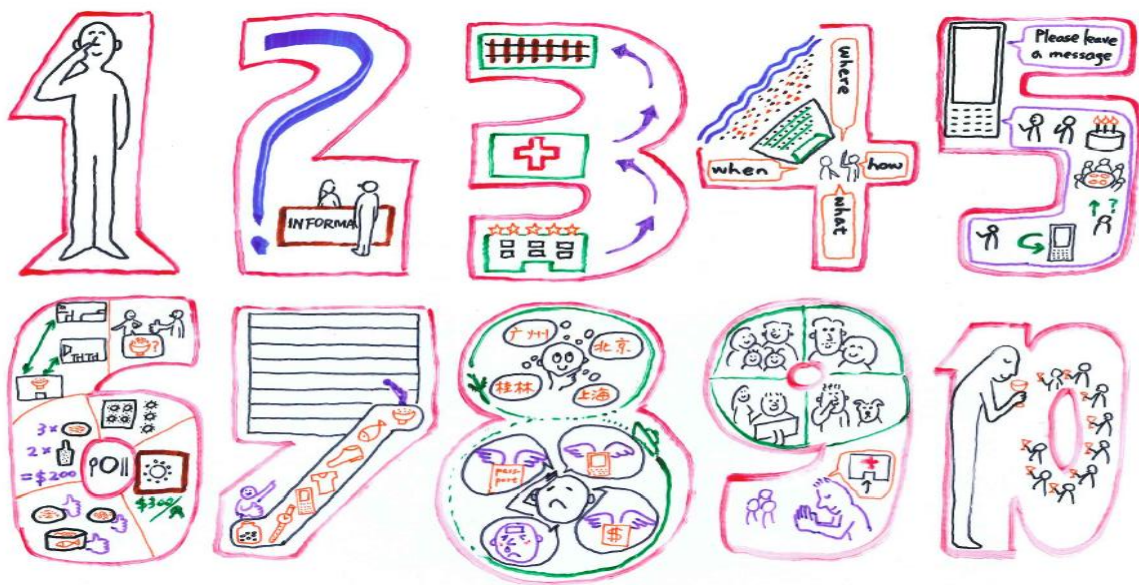
## Morphological Mind Map 在汉语教学中的应用(五) The Use of Morphological Mind Map in CSL Series

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  
进修课程部普通话组组长  
Putonghua Programme Division Head  
Continuing Education Section

Morphological mind map (MMM) 的特点是利用使用者熟悉的图形、数字和文字等符号设计 mind map 的中央图案，其主要内容有组织地嵌入了中央图案，因此各元素的分布不墨守传统 mind map 从中心向四面依重要性渐次扩散的成规<sup>i</sup>。MMM 的整体设计较能扣紧和突出主题，收一目了然、印象深刻之效，有利于理解和记忆，对教与学都有促进的作用。

在过往文章中举过以实物的形象及汉字为原型设计的 MMM 单课实例<sup>ii</sup>，本文则会介绍一个以阿拉伯数字“1”到“10”的字形为原型设计，而且是涵盖整本教材的实例。教材为对外汉语初级教材《边学边用华语听说教材》<sup>iii</sup>全书第一到十课。



以下为该教材各课的概貌（请注意最后一栏细节与课数的配合）：

课数	题目	语言功能	主要内容/话题	图画细节 <sup>iv</sup>
1	认识新朋友	主:非正式自我介绍 副:问好	师生首次见面时自我介绍; 首天上课时师生自我介绍; 同学首次见面时自我介绍。	“1”形似手指鼻尖自我介绍的一个人。

2	见到老师	主:询问 副:交换个人信息	询问是否走对了教室; 询问国籍和简单的地址; 向行政人员说明约了老师。	“2”字含问号及柜台内外两个人。
3	问路和指路	主:指路 副:请假	告诉同学要去哪里; 向老师请假; 指路(医院、图书馆及厕所)。	“3”字含火车站、医院与饭店三个地点及行走的方向。
4	邀约	主:邀约 副:商讨活动时间	谈当天的计划; 约同学看电影; 约同学周末去海边玩儿。	“4”左上角为沙滩与电影院,四个英文字为商议的内容。
5	留言	主:留言 副:叫外卖	留言约同学吃饭; 留言请人代为点菜; 在外卖店点菜。	“5”右下角为邀请朋友一同请过生日的人吃饭的留言信息 <sup>v</sup> ,一桌五人。
6	去饭馆吃饭	主:描述过程 副:查询	询问哪里有好吃的饭馆儿; 进饭馆吃饭(已订座); 详细描述一次吃饭的过程。	“6”含饭馆的远近、价钱、味道、包间、室内或室外等六个信息。
7	购物	主:推介 副:讨价还价	购物时讨价还价; 向同屋推介商店; 详细推介一家商场。	“7”含七层的商场、扶手电梯、服务态度(鞠躬的人)、七种商品等信息。
8	旅行	主:说明 副:计划	谈旅行计划; 说明为何不能去旅行; 说明旅行后缺课的原因。	“8”上半表旅游计划,下半表旅途中丢证件/电话/钱及生病等意外,共八个重点。
9	谈谈家人	主:求助 副:介绍家人	请同屋帮忙接待来访的家人; 详细介绍家人的工作和兴趣。	“9”上半谈父母、兄、姐、自己共九人,下半因看病而拜托朋友照顾家人。
10	告别	主:半正式致谢 副:祝酒	筹备欢送会; 欢送会上致谢词; 欢送会司仪祝酒词。	“10”字左为祝酒者,右为一桌参与者,共有十人。

上图可以在学每一课时都做猜图意、领说、答问、复述、自由发挥、基本掌握后练流利度等练习,也可以在期中、期末复习时用。

如上例所示,与传统 mind map 相比,MMM 整体感及个性较强,能利用使用者已有的资讯(就本文而言,即十个阿拉伯数字的形状)来承载新的信息(即十课书的主要内容),既能突出主题,又便于理解和记忆细节。若设计及运用得宜,能增加趣味性,减轻记忆负担,对教与学多少有些益处。

<sup>i</sup> BUZAN, Tony. 1974. *Use Your Head*. London: BBC Books.

<sup>ii</sup> WONG, Ho-Put. 2022. Morphological mind map 在汉语教学中的应用(四), *Language Matters*. Hong Kong: Yale-China Chinese Language Center, CUHK.

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

<sup>iv</sup> 图中的人或物的数目与课数基本相符,也是为了增进记忆。

<sup>v</sup> 具体信息:你好!我是某某某。某天是某人的生日,我们想请他吃饭,给他过生日。你不想一起来?请你给我回个电话。再见。



## 何教授访谈——香港文学地图：张爱玲

### 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.

所长何杏枫教授早前接受香港公共图书馆【文学 101—香港文学地图】的访问，通过一连六集节目为大家介绍现代作家张爱玲在香港留下的文学印记。谈到张爱玲作品的吸引力，何教授认为那是因为张爱玲的作品非常重视细节和人情，擅长借着人生华丽的一面描写背后的苍凉。她的作品带有一种「文化中介」的观察眼光，讲故事平易近人。

谈到战时生活经历对张爱玲创作的影响，何教授认为香港对张爱玲创作的影响，可以分成两方面。第一是张爱玲把她的经验化为作品的素材，如〈第一炉香〉和〈倾城之恋〉都写到她在香港所见的人和事。第二是张爱玲在香港大学读书，培养了一种世界视野。

谈到张爱玲五十年代再访香港时的作品，何教授说：〈浮花浪蕊〉和〈色戒〉等短篇小说与早期作品的不同，在其晦涩。这几篇并非采用单一线性叙事，里面有各种时空跳接，最初并未得到读者的接受。但也正是这种小说艺术上的突破，令我们敬佩张爱玲的实验精神。

关于张爱玲对文学界的影响，何教授这样评价：张爱玲的作品，启发了后来的作家，形成了所谓的「张派谱系」，令她成为了一个不能够绕过的文学参照。她的作品具有现代性和超前性，吸引了中外学者，是文学中一个重要的学术交汇点。

何教授认为，张爱玲与香港是一种互相成全的关系。香港为张爱玲提供了生活的经验、写作的素材与观察世界的眼光，香港这座城也因为张爱玲的作品得以走入文学史。



## 研习所参与文学院访问委员会评审

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

本所参与文学院的校外评审，所长何杏枫教授、大学课程部联络人及广东话组组长李兆麟博士、大学课程部普通话组组长刘震霞女士于 2023 年 2 月 14 日与访问委员会会面，向委员介绍 CLC 在学院和中大的角色与贡献。

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.



何杏枫教授（左）、刘震霞女士（中）、李兆麟博士（右）摄于预备会议。

*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

汉考国际宣布，从 2023 年 1 月起，汉语水平考试（HSK）在中国地区（含港澳台）笔试与口试合并。具体安排如下：

- 报名 HSK3 级须同时报名 HSK 口试初级；
  - 报名 HSK4 级须同时报名 HSK 口试中级；
  - 报名 HSK5、6 级须同时报名 HSK 口试高级。
- 以上级别，HSK 笔试与口试成绩报告合并发放。

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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