

## The Hong Kong Polytechnic University

### Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	CBS 2153
<b>Subject Title</b>	Intermediate Cantonese (Taught in English) 中級廣東話（以英語授課）
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Successful completion of CBS1153 [Elementary Cantonese (Taught in English)] or CBS 1153P [Elementary Cantonese (Taught in Putonghua)] or meet a certain standard in a pre-course assessment.
<b>Objectives</b>	This subject aims to enhance the ability of students to listen and speak Cantonese for communicative tasks of considerable complexity.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) pronounce accurately by better management of the tones of Cantonese; (b) use more vocabulary and different sentence patterns to conduct communicative tasks including negotiation and giving instructions; (c) comprehend simple messages conveyed in Cantonese; (d) use simple Cantonese idiom/slang; (e) recognize often used Chinese Characters in Cantonese.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Revision of Yue Pin (Jyutping) System;</li> <li>2. Comparing the pronunciation of English and Cantonese in order to have better management of tones of Cantonese;</li> <li>3. Communicative tasks: buying and bargaining, asking for direction, taking public transportation, etc.</li> <li>4. Teaching the meaning, usage and pronunciation of simple Cantonese idioms/slang;</li> <li>5. Using Cantonese to complete an oral presentation of a field -trip experience;</li> <li>6. Dictation</li> </ol>
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	Teaching and learning activities will be in the form of interactive seminars where students will be given a lot of chances to practice. After class consultation forms another major element to maximize communications between students and teachers.

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>Listening practice</td> <td>40%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Oral presentation</td> <td>40%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Class attendance &amp; class performance</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total (Continuous Assessment)</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	Listening practice	40%	✓		✓	✓		Oral presentation	40%	✓		✓	✓	✓	Class attendance & class performance	20%	✓	✓	✓		✓	Total (Continuous Assessment)	100 %					
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<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Bun-Ching Chow (2013) <i>Cantonese for Everyone</i> (Jyutping version), The Commercial Press.</li> <li>2. Yip, Virginia and Stephen Matthews (2001) <i>Intermediate Cantonese: A Grammar and Workbook</i>. Routledge, xiv+200pp, hardback ISBN 0-415-19386-9, Routledge Grammars.</li> <li>3. Yip, Virginia and Stephen Matthews (2000) <i>Basic Cantonese: A Grammar and Workbook</i>. London: Routledge.</li> <li>4. Bauer, Robert S. &amp; Paul K. Benedict (1997) <i>Modern Cantonese Phonology</i>. Berlin: Mouton de Gruyter.</li> <li>5. Kwan Choi Wah (1996) <i>The Right Word in Cantonese (Enlarged Edition)</i>. Hong Kong: The Commercial Press.</li> <li>6. Lo Wood Wai &amp; Tam Fee Yin (1996) <i>Interesting Colloquial Cantonese Expressions</i>. Hong Kong: The Chinese University Press.</li> <li>7. Matthews, Stephen, &amp; Virginia Yip (1994) <i>Cantonese: A Comprehensive Grammar</i>. London: Routledge.</li> <li>8. Tong, Keith S. T., &amp; Gregory James (1994) <i>Colloquial Cantonese: A Complete Language Course</i>. London: Routledge.</li> <li>9. Kwan Choi Wah, et al. (1991) <i>English-Cantonese Dictionary</i>:</li> </ol>																																								

	<p>Cantonese in Yale Romanization_. Hong Kong: New Asia--Yale-in-China Chinese Language Center, The Chinese University of Hong Kong.</p> <p>10. Chik Hon Man &amp; Ng Lam Sim Yuk (1989) _Chinese-English Dictionary: Cantonese in Yale Romanization; Mandarin in Pinyin_. Hong Kong: New Asia--Yale-in-China Chinese Language Center, The Chinese University of Hong Kong.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.