

# LC2120: CHINESE LANGUAGE (PUTONGHUA) 1

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**Effective Term**

Semester A 2025/26

## Part I Course Overview

**Course Title**

Chinese Language (Putonghua) 1

**Subject Code**

LC - CFML CSL Language Centre

**Course Number**

2120

**Academic Unit**

CFML CSL Language Centre (LC)

**College/School**

College of Liberal Arts and Social Sciences (CH)

**Course Duration**

One Semester

**Credit Units**

3

**Level**

B1, B2, B3, B4 - Bachelor's Degree

**Medium of Instruction**

Chinese

**Medium of Assessment**

Chinese

**Prerequisites**

Nil

**Precursors**

Nil

**Equivalent Courses**

CAH2120/CTL2120 Chinese Language (Putonghua) I

**Exclusive Courses**

CTL2961/CAH2961/LC2961 Chinese Communication Skills for Business

## Part II Course Details

**Abstract**

This course aims to acquaint students with the Hanyu Pinyin system, to develop their language skills in Putonghua, and to raise their awareness of Putonghua and its creative usages. In the process of achieving these aims, students will discover various aspects of Chinese culture.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and analyze the phonetic constructions of Putonghua pronunciations	40		x	
2	Apply Putonghua appropriately and creatively in daily life	30		x	
3	Demonstrate proficiency of Putonghua at intermediate beginner level	30		x	

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1 Lecture; and Assignment	Syllables and structure of the Hanyu Pinyin system are explained; Drills and Exercises enable students to discover and analyze the relationship between Chinese characters and Pinyin phonetic symbols; and Words with similar pronunciations are contrasted and compared with exercises and during classroom discussions.	1	1.5 hours

2	Tutorial	Practical Sentences and Conversations designed for different situations enable students to apply Putonghua in daily life creatively; Listening exercises allow students to recognize spontaneously the content of a Putonghua conversation; and Group discussion and role-playing activities enable students to identify context in real life conversation;	2	0.75 hours
3	Group Presentation	Students are trained to become proficient communicators through creative classroom activities such as discussion and role-playing in class; Students are required to give short speeches with a given topic in class; and Topics related to Chinese culture are included in the discussion to broaden students' knowledge in this area.	3	0.75 hours

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Quiz - To assess students' knowledge and ability in analysis and transcribing of Hanyu Pinyin	1	10	-	No
2	Reciting - To assess students' pronunciation and proficiency by reciting the given chapter from the textbook.	1, 2	10	-	No

3	Topic Presentation - Spontaneous speeches for certain purposes or on specific topics, in order to assess students' speaking ability and communication skills (in-class presentation)	2, 3	10	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes
4	Mid-semester comprehensive test - combine listening, writing and reading sections to evaluate students' i) proficiency in application of Pinyin; ii) understanding of lexical and syntactic differences between Cantonese and Putonghua.	1, 2, 3	30	-	No
5	Final comprehensive test - combined listening, writing, transcribing and speaking in overall to evaluate students' i) proficiency in application of Pinyin; ii) understanding and creative application of language knowledge in Putonghua	1, 2, 3	40	-	No

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)**

### Assessment Task

Quiz

#### Criterion

Knowledge and ability of analysis and transcription in Hanyu Pinyin system, in accordance with syllable spelling rules

#### Excellent (A+, A, A-)

Strong evidence of

- Ability to spell and write in Hanyu Pinyin such as the initials, finals and the tones;
- Full master of the spelling rules of syllables

#### Good (B+, B, B-)

Adequate evidence of

- Ability to spell and write in Hanyu Pinyin such as the initials, finals and the tones;
- Full master of the spelling rules of syllables

#### Fair (C+, C, C-)

Moderate evidence of

- Ability to spell and write in Hanyu Pinyin such as the initials, finals and the tones;
- Full master of the spelling rules of syllables

#### Marginal (D)

Marginally satisfies the basic requirements of spelling and writing in Hanyu Pinyin and in limited compliance to syllable spelling rules

#### Failure (F)

Below marginal requirements of spelling and writing in Hanyu Pinyin

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### Assessment Task

Reciting

#### Criterion

Standard pronunciation and proficiency in reading aloud the given material; overall fluency without accent

#### Excellent (A+, A, A-)

Strong evidence of

- Ability to pronounce correctly and reading aloud proficiently
- Fluent oral delivery without a dialect accent

#### Good (B+, B, B-)

Adequate evidence of

- Ability to pronounce correctly and reading aloud proficiently
- Fluent oral delivery without a dialect accent

#### Fair (C+, C, C-)

Moderate evidence of

- Ability to pronounce correctly and reading aloud proficiently
- Fluent oral delivery without a dialect accent

#### Marginal (D)

Weak pronunciation skills with interrupted delivery; serious dialect tone

#### Failure (F)

Poor pronunciation skills with interrupted delivery; serious dialect tone

### **Assessment Task**

Topic Presentation

#### **Criterion**

Spontaneous speeches on specific topics; manifesting speaking ability and communication skills in terms of pronunciation, accent and expression

#### **Excellent (A+, A, A-)**

Strong evidence of

- Standard pronunciation without a dialect accent
- Fluent expression and effective delivery of ideas

#### **Good (B+, B, B-)**

Adequate evidence of

- Standard pronunciation without a dialect accent
- Fluent expression and effective delivery of ideas

#### **Fair (C+, C, C-)**

Moderate evidence of

- Standard pronunciation without a dialect accent
- Fluent expression and effective delivery of ideas

#### **Marginal (D)**

Manifestation of major errors in pronunciation; serious dialect tone and not fluent in expression

#### **Failure (F)**

Serious errors in pronunciation; prominent dialect tone; expression not smooth and ineffective delivery of ideas

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### **Assessment Task**

Mid-semester comprehensive test

#### **Criterion**

Command of the language in various aspects such as listening, writing and reading, in terms of

- i) proficiency in application of Pinyin;
- ii) understanding of lexical and syntactic differences between Cantonese and Putonghua;
- iii) proficiency in speaking with standard pronunciation and fluency expression.

#### **Excellent (A+, A, A-)**

Strong evidence of Competent skills in all aspects of listening, writing and reading

- Proficiency in application of Pinyin
- Ability to distinguish the lexical and syntactic differences and adopt the correct usage of Cantonese and Putonghua
- Ability to pronounce correctly and fluently

#### **Good (B+, B, B-)**

Adequate evidence of Competent skills in all aspects of listening, writing and reading

- Proficiency in application of Pinyin
- Ability to distinguish the lexical and syntactic differences and adopt the correct usage of Cantonese and Putonghua
- Ability to pronounce correctly and fluently

#### **Fair (C+, C, C-)**

Moderate evidence of Competent skills in all aspects of listening, writing and reading

- Proficiency in application of Pinyin
- Ability to distinguish the lexical and syntactic differences and adopt the correct usage of Cantonese and Putonghua
- Ability to pronounce correctly and fluently

**Marginal (D)**

Marginally able to master the language in various aspects without much proper application of Pinyin; lack of understanding of lexical and syntactic differences between Cantonese and Putonghua

**Failure (F)**

Poor command of the language in general; lack of proper application of Pinyin; confusion in lexical and syntactic differences between Cantonese and Putonghua

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**Assessment Task**

Final comprehensive test

**Criterion**

Overall command of the language in listening, writing, transcribing and speaking

- proficiency in application of Pinyin;
- understanding and application of language knowledge in Putonghua
- proficiency in speaking with standard pronunciation, accurate Putonghua vocabulary and grammatical usages.

**Excellent (A+, A, A-)**

Strong evidence of Competent skills in listening, writing, transcribing and speaking as a whole

- Proficient and appropriate application of Pinyin
- Application of language knowledge in diverse perspectives such as the intonation, light tones and “er” vowel-Expressed fluently with accurate pronunciation, vocabulary and grammar

**Good (B+, B, B-)**

Adequate evidence of Competent skills in listening, writing, transcribing and speaking as a whole

- Proficient and appropriate application of Pinyin
- Application of language knowledge in diverse perspectives such as the intonation, light tones and “er” vowel
- Expressed fluently with accurate pronunciation, vocabulary and grammar

**Fair (C+, C, C-)**

Moderate evidence of Competent skills in listening, writing, transcribing and speaking as a whole

- Proficient and appropriate application of Pinyin
- Application of language knowledge in diverse perspectives such as the intonation, light tones and “er” vowel
- Expressed fluently with accurate pronunciation, vocabulary and grammar

**Marginal (D)**

Marginally able to master the language in various aspects without proficient application of Pinyin and in using related language knowledge

- Serious pronunciation problem; serious dialect tone; ineffective communication

**Failure (F)**

Poor command of the language in general; lack of proficiency in application of Pinyin and in using related language knowledge

- Others may fail to understand their conversation

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**Part III Other Information**

Keyword Syllabus

Syllables in Putonghua; Structure of Putonghua syllable -- initials, finals and tones; Hanyu Pinyin transcribing and indexing methods; Rules of consonant, vowel and tone correspondence and exceptions between Putonghua and Cantonese; Situational conversation; Listening to stories and articles; Chinese literature and arts

### Reading List

#### Compulsory Readings

Title	
1	Nil

#### Additional Readings

Title	
1	王培光，王志潔，周秀芬，鄭定歐，《大學普通話》，1997。
2	王培光，王志潔，周秀芬，鄭定歐，《普通話談香港》，2000。
3	Miscellaneous materials selected from contemporary Chinese Literary works
4	《普通話水平測試實施綱要》，北京：商務印書館，2006。
5	曾子凡 編著，《廣州話，普通話口語詞對譯手冊》，香港：三聯書店，2002。
6	曾子凡 著，《有冇搞錯：廣東人講普通話辨誤》，香港：三聯書店，2003。
7	王力 著，《廣東人怎樣學習普通話》，香港：香港萬海語言，1983。
8	王培光，梁仲森，梁燕冰，周秀芬 編著，《唱談普通話》，香港：城市大學進修中心，1994。