



California
Subject
Examinations for
Teachers®

TEST GUIDE

CANTONESE

General Examination Information

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CS-TG-CANTGI-04

Test Structure for CSET: Cantonese

CSET: Cantonese consists of three separate subtests, each composed of both multiple-choice and constructed-response questions. Each subtest is scored separately.

The structure of the examination is shown in the table below.

CSET: Cantonese			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
I	General Linguistics	5	1 short (focused)
	Linguistics of the Target Language	15	3 short (focused)
	Subtest Total	20	4 short (focused)
II	Literary and Cultural Texts and Traditions	10	2 short (focused)
	Cultural Analysis and Comparisons	10	1 short (focused) 1 extended
	Subtest Total	20	3 short (focused) 1 extended
III	Language and Communication: Oral Expression	none	2 short (focused)
	Language and Communication: Listening Comprehension	10	1 short (focused)
	Language and Communication: Reading Comprehension	10	1 short (focused)
	Language and Communication: Written Expression	none	1 short (focused) 1 extended
	Subtest Total	20	5 short (focused) 1 extended

Bilingual Authorization Information

Effective fall 2007, specific CSET: World Languages subtests replaced Tests 4, 5, and 6 of the BCLAD Examinations as the required assessments for individuals who wish to use the exam route to earn a Bilingual Authorization. For more information refer to the Commission on Teacher Credentialing (CTC) website at www.ctc.ca.gov or the California Educator Credentialing Examinations website at www.ctcexams.nesinc.com.

To verify competence in the knowledge and skill areas necessary for effective teaching of English learners for the Bilingual Authorization, candidates must pass CSET: Cantonese Subtests III*, IV, and V. The test structure for CSET: Cantonese (used toward the Bilingual Authorization) is shown in the table below.

CSET: Cantonese (used toward the Bilingual Authorization)			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
III*	Language and Communication: Oral Expression	none	2 short (focused)
	Language and Communication: Listening Comprehension	10	1 short (focused)
	Language and Communication: Reading Comprehension	10	1 short (focused)
	Language and Communication: Written Expression	none	1 short (focused) 1 extended
	Subtest Total	20	5 short (focused) 1 extended
IV	Bilingual Education and Bilingualism	12	none
	Intercultural Communication	13	none
	Instruction and Assessment	25	none
	Subtest Total	50	none
V**	Geographic and Historical Contexts	none	2 short (focused)
	Sociopolitical and Sociocultural Contexts	none	3 short (focused)
	Subtest Total	none	5 short (focused)

*This Cantonese Subtest III is the same Cantonese Subtest III that can be used toward the Single Subject Teaching Credential. Passage of this subtest is not required if (1) you hold a valid, non-emergency Single Subject or Standard Secondary Teaching Credential with a major in Cantonese or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in Cantonese and the institution is equivalent in status to a regionally accredited institution of higher education in the United States.

**This Chinese Subtest V is the same Chinese Subtest V that can be used toward Mandarin certification.

Annotated List of Resources for CSET: Cantonese

This list identifies some resources that may help candidates prepare to take CSET: Cantonese. While not a substitute for coursework or other types of teacher preparation, these resources may enhance a candidate's knowledge of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potential resources. Candidates are not expected to read all of the materials listed below, and passage of the examination will not require familiarity with these specific resources. A brief summary is provided for each reference cited. Resources are organized alphabetically and by content domain order in subtest order.

General Linguistics

Ellis, Rod. (1997). *Second Language Acquisition*. New York, NY: Oxford University Press.

This book covers the essentials of second-language acquisition, including discussions of different theories and models of second-language learning.

Fromkin, Victoria; Rodman, Robert; and Hyams, Nina. (2006). *An Introduction to Language* (8th edition). Boston, MA: Thomson/Heinle.

This book offers a good overview of all of the major aspects of linguistics, including phonetics, phonology, morphology, syntax, semantics, sociolinguistics, language acquisition, and historical linguistics.

Parker, Frank, and Riley, Kathryn. (2004). *Linguistics for Non-Linguists: A Primer with Exercises* (4th edition). Needham Heights, MA: Allyn & Bacon.

This book offers a solid introduction to linguistics, including discussions of speech act theory and first- and second-language acquisition.

Wardhaugh, Ronald. (1993). *Investigating Language: Central Problems in Linguistics*. Cambridge, MA: Blackwell Publishers.

This book offers a discussion of the major ideas and questions explored by the field of linguistics.

Linguistics of the Target Language

Hasimoto, Oi-Kan Yue. (1972). *Phonology of Cantonese*. London: Cambridge University Press.

This book provides an overview of Cantonese phonology.

Matthews, Stephen, and Yip, Virginia. (1994). *Cantonese: A Comprehensive Grammar*. London and New York: Routledge.

This grammar provides a comprehensive treatment of grammatical structures while devoting attention to vocabulary, idiomatic expressions, and speech registers. Examples are drawn from authentic material such as films, advertising, and real conversation in Hong Kong.

Matthews, Stephen, and Yip, Virginia. (2000). *Intermediate Cantonese: A Grammar and Workbook*. London and New York: Routledge.

The 25 lessons in this book include grammar explanations and examples of variations between colloquial and formal speech registers. The book helps learners develop skills in reading and writing as well as grammar. The lessons draw on authentic material from contemporary media such as films, advertising, songs, and soap operas.

Norman, Jerry. (1988). *Chinese*. New York, NY: Cambridge University Press.

This book provides an overview of the phonology, syntax, writing system, and historical development of the Chinese language.

Ramsey, S. Robert. (1987). *Languages in China*. Princeton, NJ: Princeton University Press.

This book covers the cultural, social, and historical contexts of languages in China.

Literary and Cultural Texts and Traditions

Birch, Cyril. (Ed.). (1987). *Anthology of Chinese Literature, Volume I: From Early Times to the Fourteenth Century* and *Anthology of Chinese Literature, Volume II: From the Fourteenth Century to the Present*. New York, NY: Grove Press.

These two volumes present the major works of the Chinese literary canon, situating the works within their historical and cultural contexts.

Chan, P. L., and Chan, K. K. (Eds.). (1993). *Advanced Level Chinese Literature Commentary (2 Volumes)*. Hong Kong: Hong Kong University Press.

These books contextualize and provide a literary commentary for the two texts edited by Ho and Chan (*Advanced Level Chinese Literature Vols. 1 & 2*).

Ho, P. H., and Chan, P. L. (Eds.). (1992). *Advanced Level Chinese Literature, Vols. 1 and 2*. Hong Kong: Hong Kong University Press.

These two volumes are anthologies of readings in Chinese that cover important texts from various periods of the rich history of Chinese literature.

Cultural Analysis and Comparisons

Benson, Linda. (2002). *China since 1949*. New York and London: Longman.

This book examines the cultural and political history of China from 1949 through the present day.

Craig, Albert M. (2007). *The Heritage of Chinese Civilization* (2nd edition). Upper Saddle River, NJ: Prentice Hall.

This book provides an overview of Chinese culture and civilization from the Bronze Age through the present day.

Ho, Yong. (2000). *China: An Illustrated History*. New York, NY: Hippocrene Books.

This book provides an overview of Chinese history. It offers a discussion of the various eras, including periods of disunity and minor dynasties, with a good variety of black and white illustrations of paintings, artifacts, portraits, and landscapes.

Tsang, Steve. (2004). *A Modern History of Hong Kong*. London and New York: I. B. Tauris & Co. Ltd.

This history covers the foundation of modern Hong Kong, its development from a small Chinese fishing community into a cosmopolitan business center during a century and a half of British imperial rule, and its return to Chinese sovereignty in 1997. The book also addresses the evolution of the relations between the local Chinese and the expatriate communities, and the emergence of a local identity.

Language and Communication: Listening Comprehension

Hasimoto, Oi-Kan Yue. (1972). *Phonology of Cantonese*. London: Cambridge University Press.

This book provides an overview of Cantonese phonology.

Matthews, Stephen, and Yip, Virginia. (1994). *Cantonese: A Comprehensive Grammar*. London and New York: Routledge.

This grammar provides a comprehensive treatment of grammatical structures while devoting attention to vocabulary, idiomatic expressions, and speech registers. Examples are drawn from authentic material such as films, advertising, and real conversation in Hong Kong.

Matthews, Stephen, and Yip, Virginia. (2000). *Intermediate Cantonese: A Grammar and Workbook*. London and New York: Routledge.

The 25 lessons in this book include grammar explanations and examples of variations between colloquial and formal speech registers. The book helps learners develop skills in reading and writing as well as grammar. The lessons draw on authentic material from contemporary media such as films, advertising, songs, and soap operas.

Tong, Keith S. T., and James, Gregory. (2003). *Colloquial Chinese: The Complete Course for Beginners*. London and New York: Routledge.

This textbook includes 120 minutes of audio material that provides guidance for pronunciation and listening comprehension.

Language and Communication: Reading Comprehension

Chou, Chin-p'ing, and Chao, Der-lin. (1992). *Intermediate Reader of Modern Chinese* (2 volumes). Princeton, NJ: Princeton University Press.

This textbook covers contemporary subject matters and is designed to progressively accustom students to reading Modern Chinese, including articles in Chinese newspapers. Exercises follow each lesson.

Matthews, Stephen, and Yip, Virginia. (1994). *Cantonese: A Comprehensive Grammar*. London and New York: Routledge.

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Language and Communication: Written Expression

Chou, Chin-p'ing, and Chao, Der-lin. (1992). *Intermediate Reader of Modern Chinese* (2 volumes). Princeton, NJ: Princeton University Press.

This textbook covers contemporary subject matters and is designed to progressively accustom students to reading Modern Chinese, including articles in Chinese newspapers. Exercises follow each lesson.

Matthews, Stephen, and Yip, Virginia. (1994). *Cantonese: A Comprehensive Grammar*. London and New York: Routledge.

This grammar provides a comprehensive treatment of grammatical structures while devoting attention to vocabulary, idiomatic expressions, and speech registers. Examples are drawn from authentic material such as films, advertising, and real conversation in Hong Kong.

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The 25 lessons in this book include grammar explanations and examples of variations between colloquial and formal speech registers. The book helps learners develop skills in reading and writing as well as grammar. The lessons draw on authentic material from contemporary media such as films, advertising, songs, and soap operas.

Language and Communication: Oral Expression

Hasimoto, Oi-Kan Yue. (1972). *Phonology of Cantonese*. London: Cambridge University Press.

This book provides an overview of Cantonese phonology.

Matthews, Stephen, and Yip, Virginia. (1994). *Cantonese: A Comprehensive Grammar*. London and New York: Routledge.

This grammar provides a comprehensive treatment of grammatical structures while devoting attention to vocabulary, idiomatic expressions, and speech registers. Examples are drawn from authentic material such as films, advertising, and real conversation in Hong Kong.

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Craig, Albert M. (2007). *The Heritage of Chinese Civilization* (2nd edition). Upper Saddle River, NJ: Prentice Hall.

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Ho, Yong. (2000). *China: An Illustrated History*. New York, NY: Hippocrene Books.

This book provides an overview of Chinese history. It offers a discussion of the various eras, including periods of disunity and minor dynasties, with a good variety of black and white illustrations of paintings, artifacts, portraits, and landscapes.

Takaki, Ronald. (1998). *A History of Asian Americans: Strangers from a Different Shore*. New York, NY: Little, Brown and Co.

Excellent historical and scholarly accounts of major Asian American groups: Chinese, Filipino, Korean, Indian, and Japanese.

Tsang, Steve. (2004). *A Modern History of Hong Kong*. London and New York: I. B. Tauris & Co. Ltd.

This history covers the foundation of modern Hong Kong, its development from a small Chinese fishing community into a cosmopolitan business center during a century and a half of British imperial rule, and its return to Chinese sovereignty in 1997. The book also addresses the evolution of the relations between the local Chinese and the expatriate communities, and the emergence of a local identity.

Sociopolitical and Sociocultural Contexts

Birch, Cyril. (Ed.). (1987). *Anthology of Chinese Literature, Volume I: From Early Times to the Fourteenth Century* and *Anthology of Chinese Literature, Volume II: From the Fourteenth Century to the Present*. New York, NY: Grove Press.

These two volumes present the major works of the Chinese literary canon, situating the works within their historical and cultural contexts.

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These two volumes are anthologies of readings in Chinese that cover important texts from various periods of the rich history of Chinese literature.

Park, Clara C., and Chi, Marilyn M.-Y. (Eds.). (1999). *Asian-American Education: Prospects and Challenges*. Westport, CT: Bergin & Garvey.

As the first comprehensive survey of seven major Asian American groups for educators, this book provides linguistic and sociocultural aspects of Cambodian, Chinese, Filipino, Japanese, Korean, Hmong, and Vietnamese.