

設私校名冊 維護港教育聲譽

原 文

摘錄自4月15日香港《文匯報》：教育局昨日(4月14日)發出通函，公布加入私立學校名冊條件，並邀請私立學校加入私校名冊。私校名冊的推出兼具務實與前瞻，在尊重私校市場運作的前提下，建立清晰的標準和透明的資訊平台，既可推動私校持續優化治理，又能杜絕「借殼辦學」等亂象，充分保障學生福祉和家長權益，強化社會對香港私校信心，有利鞏固香港國際教育樞紐地位，為香港高質量發展吸引、培養更多優秀人才。

過去由於資訊不對稱，家長在選擇私立學校時往往難以全面掌握學校的管治狀況、財務穩健度及合規情況。設立私校名冊的核心意義之一，在於建立一套官方「白名單」，將符合條件的學校資料上載至教育局專題網頁，供公眾查閱。家長可以一站式了解學校的管治、財務狀況及對《私立學校實務守則》的遵從情況，從而作出有根據的選擇。

譯 文

The Education Bureau (EDB) issued a circular memorandum specifying the conditions of joining the Private School List (the List) and inviting applications from the private schools to join the List yesterday (14 April). The introduction of the List is both pragmatic and forward-looking. While respecting the market-driven nature of private school operation, it establishes clear standards and a transparent information platform. This will not only encourage private schools to continually enhance their governance, but also help prevent irregular practices such as "shell schooling", thereby safeguarding student welfare and parents' rights, strengthening public confidence in Hong Kong's private school sector, and consolidating Hong Kong's position as an international education hub that attracts and nurtures talent for the city's high-quality development.

In the past, information asymmetry often made it difficult for parents to gain a comprehensive understanding of private schools' governance, financial sustainability and regulatory compliance when selecting schools for their children. One of the core purposes of publishing the Private School List is to create an official "white list". Information of schools that meet the relevant conditions will be uploaded to a designated Education Bureau webpage for public access.

這不僅釋除了家長的疑慮，更切實保障了學生福祉和家長權益，讓家長在選校時更有依據、更具信心。同時，教育局充分理解私立學校的市場主導性質，採取了自願列表安排，而非強制性註冊，體現了政策在「規範」與「自主」之間的審慎平衡。

申請加入私校名冊的學校須在三大關鍵項目上達到一定水平：遵守相關法例及規定、具備良好的學校管治，以及保障主要持份者(包括學生與家長)的福祉和權益。具體條件涵蓋校舍穩定性、收生人數、財務狀況及營運透明度等。

其中，學校須提交過去兩個財政年度的審計報告，確保沒有出現負淨值，以及未有收到非無保留意見。這有助於篩選出財務穩健的學校，避免因財困而影響學生學習。

此外，學校須增加營運透明度，例如透過學校網頁、學生手冊等讓持份者查閱校本政策，並讓家長參與制定部分政策。這些措施不僅保障家長

的知情權和參與權，更加強學校的問責性。

過去曾有私校被揭發經營不善、財政困難，甚至有內地機構與本港私校「合作辦學」，聲稱能夠提供香港學籍以考取本港資助大學學位，借機牟取暴利，欺騙家長和學生，損害他們利益，也破壞香港教育形象。

私校名冊將合規學校與不合規者區分開來，只有持續符合條件的學校才能被納入名冊，為家長提供了可靠的參考指標，避免誤信中介或網上不實資訊，有助打擊和杜絕「借殼辦學」、「影子學籍」等亂象，有效維護香港優質教育的聲譽。

私校名冊的設立，不僅是監管工具，更是推動業界提升質素的重要平台。對於合規學校而言，加入名冊彰顯其在管治水平、學生保障及營運透明度等方面的堅持原則，有助在競爭中樹立信譽，獲得家長信任，吸引更多優質學生報讀。

香港正積極建設國際教育樞紐，優質的私立



● 圖為涉「借殼辦學」被教育局取消註冊的崇正中學。資料圖片

教育資源是吸引海內外人才家庭來港的關鍵因素之一。透過私校名冊制度，可以進一步向外界展示香港完善、透明且高水平的私立教育體系，更好發揮香港優質教育的優勢，為香港高質量發展培育多元化人才。

Publishing the Private School List to Safeguard Hong Kong's Reputation for Quality Education

Parents will be able to obtain, through a one-stop platform, information on school governance, financial conditions and compliance with the Code of Practice for Private Schools, enabling them to make informed choices.

The initiative not only addresses parents' concerns, but also effectively safeguards student welfare and parents' rights, providing parents with a sound basis and greater confidence in school selection. At the same time, the Education Bureau fully recognises the market-driven nature of private schools and has devised the List as a voluntary rather than mandatory system, reflecting a prudent balance between regulation and school autonomy.

Schools applying for listing in the List are required to comply with the conditions over three key areas, including compliance with the relevant legislations and requirements, good school governance and safeguarding of the interests and rights of the key stakeholders (including the students and parents). The specific criteria cover aspects such as school premises, enrolment, financial situation and transparency on school operation.

Among these, schools are required to submit auditor's reports of the school over the past two financial years, demonstrating that they have not recorded negative net worth and have received no modified opinions arising from the reports. This requirement helps identify schools with sound financial sustainability and prevents students' learning from being adversely affected by financial instability. Schools are also required to enhance operational transparency, for example by making school-based policies accessible to stakeholders through school websites, student handbooks and other channels, and by enabling parents to participate in the formulation of certain school-based policies. Such arrangements safeguard parents' rights to information and participation, while strengthening school accountability.

In the past, some private schools were found to have encountered governance or financial difficulties. There were also cases involving Mainland organisations entering into so-called "collaborative arrangements" with local private schools, claiming to provide Hong Kong student status for access to publicly funded local universities, thereby deriving improper profits. Such practices misled parents and students, undermined their interests and damaged Hong Kong's education image. The Private School List differentiates compliant schools from non-compliant ones. Only schools that continue to meet the conditions for listing may be included in the List, providing parents with a reliable reference, reducing

the risk of being misled by intermediaries or inaccurate online information, and helping to combat and eradicate malpractices such as "shell schooling" and "shadow student status", thereby safeguarding Hong Kong's reputation for quality education.

The publishing of the Private School List is not merely a regulatory measure, but also an important platform for promoting quality enhancement in the sector. For schools that meet the requirements, getting listed in the List signifies their commitment to good governance, safeguarding student interests and maintaining transparency in school operation, which helps them establish credibility in a competitive environment, gain parents' trust and attract quality student intake.

As Hong Kong continues to advance the development of an international education hub, quality private education resources form an important element in attracting families of talent from both home and abroad to the city. Through the publishing of the Private School List, Hong Kong can further demonstrate a well-regulated, transparent and high-standard private school sector, better leveraging the strengths of its education system and nurturing a diversified pool of talent in support of high-quality development.

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● Tiffany

漢語主謂謂語句如何英譯？

恒 大 譯 站

漢語有不少特殊句型，主謂謂語句是其中一種，這種句型在英語裏是不存在的。

顧名思義，主謂謂語句的謂語由主謂短語構成，也就是說，謂語有完整的句子形式。全句的主語稱為大主語，餘下的稱為大謂語，由小主語和小謂語構成，而根據三者之間的關係，可分為幾種類型。

第一類小主語所代表的事物在意念上從屬於大主語。例如：「他頭很痛」，小主語「頭」從屬於大主語「他」。「他」是陳述的主要對象，突出他在受苦。

如在「他」和「頭」之間加上結構助詞「的」，那便強調了領屬關係，主語是「頭」，「他」只是定語，用來限制「頭」。句子變成形容詞謂語句，重點是頭部痛楚，突出問題所在。這兩個句子如要翻譯為英文，第一句就只能以「他」做主語，意譯為 He has a bad headache, 第二句才是 His head hurts a lot。

第二類大主語是受事，小主語是施事。例如「這個活動他沒有參與」，大主語「這個活動」是小謂語「沒有參與」的對象，而小主語「他」是施事者。

按施受關係重新調配，句子可改為「他沒有參與這個活動」，側重點由對這個活動的評說，轉移到他。第一句翻譯時無法保留原文句式，第二句可直譯為 He did not participate in this activity。

第三類大主語是施事，小主語是受事，把受事放在動詞前面，起強調的作用。例如「他每一道題都會做」，小謂語裏的動詞「做」在意念上支配小主語「每一道題」，因此小主語是受事，而大主語則是施事。

又比如「他什麼都知道」，疑問代詞「什麼」是受事，配合「都」使用，表示任指，沒有例外，在句子裏是小主語。這一類往往無法直接按施受關係重新調配而沒有詞的增減或意義的改變。翻譯到英文，受事對象會放到動詞的後面。

第四類大主語和小主語在意念上可構成主謂關係。例如「他說話很快」，大主語「他」和小主語「說話」(動詞)可形成主謂關係，兩者之間不能加「的」，翻譯到英語裏是普通的主謂句。

第五類大主語是大謂語的相關事物。比如「這問題誰都沒有答案」，大主語「這問題」是大謂語「誰都沒有答案」的相關事物。翻譯到英語，就成了 No one has the answer to this question, 把表示相關事物的大主語用介詞短語的方式引入，使之成為賓語的一部分。主謂謂語句體現了漢語語法的靈活多變以及中英對譯的困難。

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平衡句子長短 名詞比重需恰當

貼 地 英 文

我看過不少學生的文章，有些句子過於冗長，有些則過於簡短，往往未能寫得恰到好處。

在「主語+動詞+賓語」的句式裏，主語和賓語位置上都出現了名詞性成分；句子太長或太短，很多時候就是名詞處理不當所致。

在本文中，為求方便，無論是代名詞(即 he、she、it、they、we 等)、由多個詞組成但不含動詞的名詞短語，還是本身既為完整句子卻擔任名詞角色的名詞子句(noun clause)，一律統稱為「名詞」。

試舉一例：A furious, huge brown bear is charging toward us (一頭憤怒的巨型棕熊正朝我們衝來)。這個句子的主語能夠傳達情況的緊急與可怕，若僅用 "A bear"，便無法達到同樣效果，不僅會使主語和賓語的長度失去平衡，還會使句子重心從棕熊的狀態轉移到棕熊形象本身。

這並不僅是主語或賓語的作用使然，還可再用另一例子加以印證。此句取自大衛擊倒巨人歌利亞的故事：David strikes the giant Goliath's forehead (大衛擊中巨人歌利亞的前額)。歌利亞在故事中只是配角，但在這一句裏他所佔的比例更多，而作為主角的大衛卻只佔了一個詞，讀完後反倒對配角印象更深。

若刻意把句子拉長以完成特定的表達任務也有不同方法。例如要表達幾位久別的人經歷重重起伏後再次重聚，第一種是普通的日常說法：After all these years, we finally come together. 另一種則受電影啟發：A winding road brings us together. "A winding road" (蜿蜒的小路)表面已暗示走過不易的人生，若再深入一層，披頭士(Beatles)樂隊曾有一曲名為 "The Long and Winding Road"，歌詞內容正是傾訴樂隊解散的苦楚。

當需要對某個事件或概念如實無誤地加以評鑑時，句子便沒有多少縮減的空間，近日新聞恰好可作佳例：U.S. President Donald Trump publicly criticized the Pope, which led to international backlash. (美國總統當眾批評教宗，引發國際反響。)

句中的 which 可以省去，寫成 "...criticized the Pope, leading to international backlash." 雖然「批評」可獨立成句，「該行為令全球反感」也可另作一句，但把兩者濃縮結合成一句，既能起到互文效果，也令報道更具「爆炸性」。

短句簡潔高效

也許短句「體形小」，未能取得同學們的信心。就好像一件極為重要的合約交到信差手中，我們要相信他能將文件送達收信人那裏；

同樣，無論句子長短，每個詞都必須恰如其分地履行自己的職責。回說技巧，我們不必為求短而刻意費神，短句子的出現應是自然的結果——若要表達同一樣東西，用字較少往往勝於用字較多。

如果某個角色並不重要，便無須多加形容：The postman has picked up the document (郵差已取走文件)。郵差是胖是瘦，是男是女，在句中都不重要。提及角色的名稱後便可用代名詞來省略。以世衛為例：As a United Nations agency, the World Health Organization (WHO) is responsible for international public health. (作為聯合國機構，世界衛生組織(世衛)負責守護國際公共衛生事務，它是全球衛生領域的權威。)

事實上，用 "WHO" 代替 "it" 也無不可，例如要表達「世衛關心」，一句 "WHO cares" 不僅簡短，還語帶雙關，頗為有趣。

從另一方面來看，不要只因為看起來短就省去必要成分。比如說「為了好結果而去做」，不能只寫 "I do it"，而應寫成 "I do it for good"。也不要因為執行力高便去做無意義的事 (Do the thing right)，更不要只為求好結果而不尋找有效的方法 (Do the right thing)；應該做到 Do the right thing right——把正確的事情做對。

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流行語「南來北往」知其由來免誤會

普 通 話 教 與 學

近年來由於社交軟件大行其道而產生了很多流行語，今天我們聊聊一些經典的例子。

眾所周知，近年來由於互聯網和社交軟件大行其道，把時間和地域都拉近了，人們接觸外來文化多了，再把它融入到本身的語言裏，就變成了流行語。還記得上世紀八十年代以前，我們在飯館聽見最多的一句話就是「服務員，結賬」，時至今日，在內地的餐廳，酒樓取而代之的是「服務員，買單」。「買單」應該是近年來最深入民心的流行語了，連央視、人民日報也能見到它的蹤跡。其實它是由粵語「埋單」演變而來的。

話說上世紀九十年代，香港影視劇風靡大江南北，年輕人都愛去錄像廳看港劇，有配音

的，有字幕的。由於劇裏經常出現「埋單」這個詞，這時候民間高手出馬，他們找了一個最接近粵語發音而看上去意思又差不多的字，就變成買單了。

「搞定」來自「搞掂」

其實埋字在粵語的口語裏經常會出現，它除了掩埋的意思之外，還有靠近點「行埋啲」，等我一起「等埋我」，埋單粵語的意思是把所有的賬單堆在一起算，如果普通話直接翻譯就變成把單子埋起來了，這就是粵普之間的差異了。還有「搞定」是從粵語「搞掂」而來的，「掂」有妥當的意思，由於「掂」字粵普聲調相差很大，高手們就用「定」代替「掂」就變成「搞定了」。

還有「打卡」，是從粵語打咭而來的，咭是

英語「card」的粵語譯音，以前香港上班族上下班都要打咭以作出勤紀錄，按此計算工資。現在的人們走到哪裏就用手機拍照，很像當年上班打咭一樣，普通話就變成打卡「到此一遊」的意思了。

還有像「靚仔」「拍拖」「炒魷魚」「撈」「走心」「加持」等等這些都是從粵語演變來的流行語。

正所謂三十年河東，三十年河西，近年來內地各方面的發展一日千里，令到港人對內地的關注與日俱增，越來越多的人學習普通話，像以前內地的粵語熱潮一樣，香港也出現了好多普通話流行語，像「性價比」「碰瓷」「躺平」「大媽」「小鮮肉」等等。

很多年輕人包括香港本地學生對有些流行語的由來也不太了解，對於我們這些普通話教師來說應該多了解它的來龍去脈，與時並進的同時也避免錯誤解讀而鬧笑話。

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