

**Language VIa: Modern Chinese****2015/2016**Code: 101561  
ECTS Credits: 6

Degree	Type	Year	Semester
2500244 East Asian Studies	OB	3	2

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Principal working language: catalan (cat)

**Prerequisites**

Modern Chinese Course is a continuation of the previous course Language: Modern Chinese V. Together they form the first cycle of intermediate level study of the Chinese language. It is a subject of consolidation, development and improvement, which requires knowledge of all the basics of phonetics, grammar and structure of the characters of writing, with the aim of preparing students because they can meet the challenges of study of a higher level course. Therefore, the basic requirement is to have passed all the subjects of previous Chinese language.

**Objectives and Contextualisation**

Modern Chinese Course aims at consolidating and expanding knowledge of the structures of the Chinese language, in addition to basic knowledge acquired in first and second course, the consolidation and expansion of basic knowledge of Chinese grammar acquired in first and second course, expansion of vocabulary, improve pronunciation and writing skill; the development of reading skills and reading comprehension in intermediate level and improving expressive skills in oral and written language. It is emphasizing work in qualifying and in the synthesis of the structures studied, in order to help students better in the using of Chinese language.

**Skills**

- Applying linguistic, cultural and topic-based knowledge in order to understand the languages of East Asia and in order to communicate orally and in writing in these languages.
- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Knowing and comprehending the phonetic, morphological, lexical, syntactic, semantic and pragmatic structures of the languages of East Asia.
- Students must be able to express themselves orally and in writing in a working language of East Asia.

**Learning outcomes**

1. Applying linguistic, cultural and topic-based knowledge in order to understand the languages of East Asia and in order to communicate orally and in writing in these languages.
2. Developing self-learning strategies.
3. Ensuring the quality of one's own work.
4. Knowing and comprehending the phonetic, morphological, lexical, syntactic, semantic and pragmatic structures of the languages of East Asia.
5. Students must be able to express themselves orally and in writing in a working language of East Asia.

## Content

In the course of modern Chinese the students will study in depth the contents of the last five lessons of the textbook entitled "New Practical Chinese Reader", Volume III, aimed at developing the skills of reading, listening, speaking and writing. Additional supplies such as fairy tales, movies and news to work with real texts will also be used.

According to the type content we can be group as follows:

Phonological and graphics:

- properly read the new words and tones. Correct common errors of pronunciation; consolidate the knowledge acquired in previous courses
- Read texts correct and fluently in Chinese
- Implementation of the pinyin transcription system to learn the new Chinese vocabulary
- Identify the different components of characters (semantic and phonetic parts), improve writing skill

Lexical morfologics:

- Review and expansion of frequently used vocabulary
- Recognition and writing about 250 new Chinese characters
- Comprehension of a vocabulary of about 500 new words
- Recognition of some 100 additional words
- Rules to form words with known characters in Chinese
- Exercises to build the capacity of deducing the meaning of unknown words in reading text
- Understanding and using new words formed by characters known

Grammar:

- Introduction of new elements to form different types of compound sentences
- Learn and use different shades of adverbs and other new and previously learned
- Learn new collocations
- Review of prepositions and introduction of new elements
- Expanding and potential supplements resultatives
- Reduplication of verbs and adjectives
- comparative Prayers

Functional:

- Being able to read and understand the main ideas of the text, to properly translate it to Spanish
- Be able to read and understand supplementary reading materials and answer questions related
- Being able to understand the real listening materials Intermediate
- Understand the social and cultural customs related to the topic of the text
- Being able to express their own views on the subject
- Being able to understand the comments of the partners related to the topic of the text
- Be able to write down what you can say in Chinese on the subject with the right speed.

## Methodology

Directed activities, supervised work, independent study and evaluation activities: Three types of training activities will take place. The details of each of these activities are set, but before I would like to remember that consistency is the most effective in learning a different language as Chinese, which requests regular attendance and dedication to presuppose for achieving the objectives of the course.

At the time of directed activity teachers will explain the most important contents of each teaching unit, clarify the doubts of common interest, will review the matter given before, and on the other hand will make students

perform practical exercises such as grammatical points of each unit and the new vocabulary words, reading aloud, practicing oral and written comprehension, oral expression, etc. In the end he will look to devote a session to overview and clarification of doubts.

The Supervised work is non-attendance and it consists of performing exercises provided by the teacher. It is estimated that students will spend about 3 hours to end the grammatical and lexical exercises designed according to the contents of each unit.

Self study: for each teaching unit, students have to spend about 15 hours in activities such as reading and preparation of texts, vocabulary, grammar of each lesson (pre-face student work) character research practices in monolingual and bilingual dictionaries, supplementary reading texts, listening, etc.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Activities for oral understanding	3	0.12	1
magistral classes	40	1.6	1
Oral production activities	3	0.12	1
Reading comprehension activities	3.5	0.14	1
Written production activities	3	0.12	1
<b>Type: Supervised</b>			
Correction of exercises and resolution of doubts	5	0.2	1
Listening exercises	5	0.2	1
Translation and writing exercises	5	0.2	1
<b>Type: Autonomous</b>			
Preparation for reading comprehension activities	25	1	1
Preparation of activities for oral and writing expression	25	1	1
Study and practice of the new vocabulary	25	1	1

## Evaluation

Evaluation activities (formative and summative) will be as the following types:

Oral and written tests with open and closed questions distributed along the course, the exact date of which previously pact with the students and will be announced at least a week in advance. different skills test is depending on the state of learning in which they are and will constitute the 60% of the final grade. If students can not attend class on the day that a test must inform teachers in advance, and make it a day agreed as soon as possible.

Teaching portfolio. This includes delivery of a selection of works proposed by the teachers. For each teaching unit several deliveries will be made, as appropriate, to include vocabulary exercises, oral or written expression

and grammar. The work papers must be delivered on time so that they could be evaluated. No deliveries will be accepted after the deadline. This part will represent 40% of the final grade. There will be two tests throughout the semester and each test represents 30% of the final grade.

Students who leave the subject will be considered "no show" on the assumption that has been submitted to only one of the two tests and has delivered only tasks of the first teaching unit. It must also inform the teachers then take the decision. If there has been one of the two tests and given tasks in a teaching unit, the note will be that of applying the percentages that appear in this teaching guide. Notes to rise to the middle must have at least 6/10 to the ultimate test. In case of not reaching this minimum, the note will consist al'expediente lade the last test.

This subject has no second call but if there will be a second opportunity to do test if the final grade is between 4.0 to 4.9 according to the regulations of the UAB.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
teaching portfolio	40	3	0.12	1, 4, 5
writing and oral tests	60	4.5	0.18	1, 2, 5, 3

## Bibliography

Textbook (available <http://www.dismarlibros.com> or [www.alibri@alibri.es](mailto:www.alibri@alibri.es))

- New Practical Chinese Reader (Vol. III), Liu Xun, Beijing, Publisher: Beijing Language and Culture University Press
- The rest of the exercises, activities or information relevant to the subject will find them to exercise books of the same author (workbook)
- Complementary materials in oral and written understanding of each unit will be provided.

### Dictionaries

At this level it is mandatory to use dictionaries. The following are recommended:

#### Bilingual:

- New Chinese-Spanish dictionary. Yingshuguan Shangwu, Beijing, 1999. Sun, Yizhen.
- Spanish dictionary of the Chinese language. Espasa Calpe, Madrid, 1999. Mateos, F .; Otegui, M .; Arrizabalaga, I. (Ricci Institute).
- Two Sino-Spanish dictionaries, the first of simplified characters, with key index also simplified. The second character and traditional key index; although given the equivalence in pinyin, which uses transcription is Wade.
- Dictionaries of the Encyclopaedia. Catalan-Chinese Dictionary, Chinese-Catalan. Encyclopaedia Catalana, 1999, Zhou, Minkang

Useful to be one of the few dictionaries that gives the pronunciation of Chinese words also in the examples.

- Manual Spanish-Chinese dictionary. Yiwon chubanshe Shanghai, Shanghai, 2001. Sun Yizhen
- New Spanish-Chinese dictionary pocket, Shanghai, Waiyu jiaoyu chubanshe, Shanghai, 2001. Gao Lingling, Huang Jinyan

Two more thoughtful for Chinese readers. The first has several appendices, with names of person, abbreviations, geographic names, chemical elements, weights and measures, currencies, etc.

- Spanish-Chinese-Spanish Diccionario, ed. Herder, Barcelona, 1999, Zhou, Minkang more thoughtful for Spanish students.

#### Monolanguages:

- Xinhua zidian, Shangwu yinshuguan, Beijing, 2002
- Xiandai Hanyu cidian, Shangwu yinshuguan, Bijing, 1984

The first is small, very manageable and practical. It is the quintessential popular dictionary.

The definitions are very simple and easy to understand. Despite being so small, it contains many characters (1000), even unusual. The second, more voluminous, is also the most common. In both there are numerous updated editions.

#### Grammars and other materials

- The character to the context: Theory and practice of translation of modern Chinese. Autonomous University of Barcelona, Bellaterra, 1999. Materials, 74. Ramirez, L.

Manual helpful throughout the whole race because it reaches all matters concerning the Chinese language and translation.

- Chinese Language Grammar. Autonomous University of Barcelona, Bellaterra, 1997. Materials, 30. Xu & Zhou.

Manual helpful throughout the whole race because it reaches all matters concerning the Chinese language.

#### Internet Resources

- [Http://www.zhongwen.com/](http://www.zhongwen.com/) (Web with much information about the Chinese language)

- [Http://www.language.berkeley.edu/fanjian/toc.html](http://www.language.berkeley.edu/fanjian/toc.html) (Web to practice Chinese writing)

- [Http://pinyin.info/readings/index.html](http://pinyin.info/readings/index.html) (Web with information and Pinyin phonetic)

#### Interactive games

- [Http://edu.ocac.gov.tw/lang/chineselearn/](http://edu.ocac.gov.tw/lang/chineselearn/) (An attractive tool for review and study Chinese vocabulary)

- [Http://eastasia.hawaii.edu/yao/icfc/index.html](http://eastasia.hawaii.edu/yao/icfc/index.html) (Vocabulary Trainer)

- <http://enterzon.com/> (online game, in which the knowledge acquired in a pleasant consolidated)

#### Audiovisual support:

Audiovisual issues related to the teaching units because students can get a sense of learned knowledge.