Language IV: Modern Chinese

2015/2016

Code: 101569 ECTS Credits: 12

Degree	Туре	Year	Semester
2500244 East Asian Studies	ОВ	2	2
2500244 East Asian Studies	ОТ	4	0

Contact

Use of languages

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Prerequisites

To have passed the modern Chinese level I, II and III.

Objectives and Contextualisation

The aim of this subject is to consolidate the learning of the basic linguistic knowledges of Chinese Language and to prepare it for the correct understanding in the Chinese society and the verbal communication with native Chinese people and and the written skill.

In finishing the subject the student will have to be able of:

- Understand the information of short and simple written texts relatives to the concrete context.
- Produce a short and simple written text relatives to the concrete context.
- Recognise the phonological system and basic lexicon and understand the basic oral comunication relative to the concrete context.
- Use the phonological and lexical system and produce basic oral expressions relative to the concrete context and have the basic capacity to write a short text of 500 Chinese characters.
- Have a good linguistic and cultural knowledge on the modern Chinese language, basic level.

Skills

East Asian Studies

- 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

The semester course is composited by three thematic lessons. In accordance with his typology, the contents can divided as follows:

1. Phonological and graphic level:

Useing the pinyin transcription system to the learning of new Chinese vocabularies

Basic Principles of the Chinese writing: identification of the structure of the characters, decomposition in his different parts (semantic keys, parts phonetics), order, number and type of strokes

2. Lexical level:

learnning about 100 terms of frequent use;

writing and recognition of about 250 new Chinese characters;

useing and understanding of a vocabulary approximated of 600 new words

in finalising this subject th student will have studied around 500 characters that form a total of 1.100 words of the most frequent use.

3. words (morphological level):

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1. [ (1), (1), (1), (1, 5, V, 6), (2), (2, 3, 8), (3), (4), (6), (6), (6), (8)]
Use of the words with indefinite reference (V, 6)
2. [ (2), (2), (2), (2), (6, 9), (6), (6), (7), (II, 4), (II)]
3. [ (II), (2, GOES OUT), (3), (6), (7), (9), (GO OUT), (GO OUT), (GO OUT)]
4. approximate Numbers [ (8), (8), (8)]
5. a considerable number of nominal and verbal measurers
6. verbs of double object (4, 7)
7. auxiliary Verbs [ (4, 5), (4), (4), (*V), (6, 7), (7), (8), (9)]
8. verbal Aspect [perfectiu (4, 7), progressive (IV, 7), duratiu (7), incoatiu (9)]
9. [ (1), (2), (7, V)]
10. [ (3), (1, 4, 5), (3), (4), (3), (4), (IV), (5), (5), (7), (7), (7, 8), (7, 8), (8), (VIII), (VIII), (8), (VII), (8)]
11. [ (1), (3), (5), (9), (GO OUT), (III)]
12. [ (1), (II), (3, 4, 6), (5), (4), (5), (*V), (6), (7, 9), (6)]
13. [ (5), (VIII), ]
14. [ (3, 8), (4, 6, 8), , 6), (8), (8, 9)]
15. [ (2), (3), (3, 4), (4), (6), (6), (6)]
16. [ (6)]
17. [ (3, 5), (5), (7)]
18. [ (4), (4, 9), (7)]
19. [ (1, *V), (1), (3), (3, 4), (5), (4), (5)]
20. [ (2), (5), (5), (6)]
21. [ (3), (4), (5, 8), (5), (V), (6), (6), (9), (9), () (VIII), (5), () (2, 4), (VIII)]
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4. Grammatical (syntactic level):

adjectival Predicate (1)

nominal Predicate (2)

nominal Modification (2, 3, 4, 5)

verbal Modification (4, 7, 8)

Complements verbal: complement directionalsimple (1, 4, 9) and composed (9), complement of quantity (4, 7, 8), complement of degree (5, V, 9), complement resultative (5, 7, 8), complement potential (7).

5. Grammatical (sentential level):

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Subject-terms:
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(1), , , , (3), (5)]
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(2) [/..... (II, 3, 6, 8), / (II, 8), / (3, 5, 6), ///]

(4) ()..... (3, 6), (*V); *adversatives:() (5), ()..... /..... (6, 9),/..... (9); conditional:() (4, 7, VIII, 9), (VIII); *concessives: /..... (9); (6) (6), ()..... (VIII),//..... (9)]

(5) [..... (7), (7), + M + (N) + / + adv. Negation (8), (9), (XI)]

Communicative and socioculturals skill:

greeting

present (name, nationality, age)

talk about the family

talk about the studies and of the hobby

ask on the one who, how, when and why

suggest that somebody do something

invite to somebody to do something

ask or order that somebody do something

go to the doctor

ask dishes in a restaurant

go to purchases

count

ask and explain like going to any place

ask and explain where finds determinate thing

give the opinion and arguments in favour of a point of view

express actions in an aspect

express actions in present and future time

express a past experience

express the duration or moment in which takes place the action

express the sense in which moves the action

express the possibility or no to do something

express passed actions

express tastes or preferences

express relations of cause - consequence

express a comparison

6. Writing: 300 characters for unit.

7. Encyclopaedic and instrumental skill:

basic general knowledges of how is and works the Chinese language

introductory knowledges of some aspects of the Chinese culture direct or indirectly related with the language know look for characters and word in a dictionary dominate the transcription in pinyin to write with The computer

Methodology

The formative activities divide in activities directed, activities supervised, autonomous work and activities of evaluation. In the time of activity directed the professor will explain the most important contents of each unit, will devote also to realise readings in high voice and exercises of oral understanding and written, exercises of oral expression, practical of the grammatical points and the new lexicon, translation in sight, review of the matter given, etc. Finally, this will be the excelent space to clear doubts of common interest. The activities of class, then, will be varied, of different type (oral and written, individual and in group) and, in some cases, are avaluables (f.e. will evaluate if the students prepare regularly the work that has been given to them by the professor and his grade of follow-up of the work of the subject and the writing work/exercise.

In the space of activity supervised (such as presencial and virtual) will realise the practice of understanding and oral expression, as well as the resolution of exercises.

The autonomous work will consist in the practicce of the calligraphy, the study of the characters and of the vocabulary, the preparation and/or review of the texts and the new grammatical points, the resolution and auto avaluation of exercises (through the web docent).

For each unit docent the student has to devote around 50hs of study,including the activities supervised and of autonomous work (preparation, practice by means of exercises and review). Given the contents and the structuring of the subject it is important that the student attend class with regularity and is indispensable that devote regularly weekly time to prepare the new matter, do the exercises and re-work the material given. It presupposes this dedication of the students for the good follow-up of the subject.

The activity of evaluation will divide in presencial and directed.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Supervised			
work book	287.5	11.5	1

Evaluation

The evaluation fo the activities will be the following types:

formative Evaluation (and sumativa), the aim is to do a follow-up of the process of the student learning of the Chiense language and culture, and it will divide in 2 partial tests (the percentage of which will be of 30% and 30%, respectively), distributed along the semester and that they will do coincide with the end of each unit docent. The exact date the professor will talk previously with the students and will announce with sufficient time. They will evaluate different competitions in function of the learning and will constitute a totoal 60% of the final note. If any student can not attend class the day that there is a test, has to inform to the teacher with time,

and do it the other day which will be as soon as possible.

Sumativa evaluation, the aim is to describe, and it will base on the delivery of the work pepers that propose the professor. For each unit docent the sutdent will do one or two deliveries. The work paper has to give the professor on time in order that they can be evaluated. They will not be accepted the deliveries out of time. The sumativa evaluation will count a 40% of the final note. And the assistance to class is obligatory as per the process of Bolonya.

This subject has NO second announcement, but gives second opportunity if the final note is between 4.0 to 4,9 as per the normative of the UAB.

The student that abandon the subject will consider "no presented" in the case that have presented only to a test and have deliveried the works only of the first unit docent. In addition, th sutdent has to communicate it to the professor to take the decision. If the student has presented in addition a test and has rid the works of a docent unit, the note will correspond to the percentages that feature in this guide docent. In order that the notes go up to the average, the student has to present all the works and do all tests and obtain the 6/10.

Once finished all the formative activities presencials and of evaluation, the professor will indicate to the students that have not passed the work and the test an additional tests which can to do in order to recover the note in the official period of the 15 weeks of academic activities of the semester.

EVALUATION PEI	RSENTAGE	HOURS	RESUL'
		11,25	
		(5%)	
2 TESTS WITH OPEN & CLOSED QUESTIONS. *Hours already counted the the autonomous and supervisated activities. (1° TEST = 30%, 2° TEST 30%)	60%	11,25	(

Evaluation activities

DELIVERY OF WORKS, Title EVALUATION)	ASISTENCE TO THE O	CLASS (SUMAT Hours	TIVA ECTS	40% * Learning outcomes	C
Unit exercise	40%	12.5	0.5	1, 4, 2, 5, 3	_

Bibliography

Boosk and texts:

New Practical Chinese III, Liu Xun, Beijing, ed. Huayu

. The rest of exercises, activities or informations of interest for the subject will be finded in the exercise books of the same author (work book)

- . Resources to the network of support to the study:
- 1. To learn in subjects of phonetics and transcription in pinyin:
 - http://pinyin.info/readings/index.html
 - http://www.letsspeakchinese.com/cp_contents.html
- 2. To practise by yourself the pronunciation (tones, phonemes, etc.):
 - http://www.shufawest.us/language/tonedrill.html
 - http://shufawes.ipower.com/language/dual-tonedrill.html
 - http://courses.fas.harvard.edu/~pinyin/
 - http://www.hello-han.com/ch-education/yinjieku/hanziyinjieku-en.php
 - http://www.instantspeakchinese.com/pinyin/index.cfm
 - http://pinyinpractice.com/wangzhi/
 - http://www.standardmandarin.com/
 - http://pinyin.quickmandarin.com/learn_chinese_quiz/tones_drill/
 - http://www.guickmandarin.com/chinesepinyintable/pinyintable_vertical.php
 - http://pinvin.guickmandarin.com/learn_chinese_guiz/blue/
 - http://pinyin.guickmandarin.com/learn_chinese_guiz/tic_tac_toe_l2/
- 3. To practise by yourself the writing of the characters (simplified and Traditional):
 - http://www.language.berkeley.edu/fanjian/toc.html
 - http://www.usc.edu/dept/ealc/chinese/character/
 - http://shufawes.ipower.com/language/flashcard.html
 - http://lost-theory.org/ocrat/chargif/
 - http://shufawes.ipower.com/language/con_flash.html
 - http://liwin.com/annotated/generate_list.php?cat=5
 - http://www.quickmandarin.com/chinesecharacter/
 - http://www.csulb.edu/~txie/azi/page1.htm
- 4. Other resources to the network of support to The study:
 - Web amb un munt d'enllaços interessants: http://www.zhongwen.com/
 - Web amb un munt d'enllaços interessants: http://www.csulb.edu/~txie/online.htm
 - Web amb informació de tipus gramatical: http://liwin.com/annotated/generate_list.php?cat=6
 - Web amb exercicis de comprensió oral: http://liwin.com/annotated/generate_list.php?cat=8
 - Web amb informació lingüística i cultural: http://www.yellowbridge.com/chinese/
 - Radio Internacional de China (CRI) en espanyol: http://espanol.cri.cn/newes/xhy.htm
 - Curs de xinès oral a xarxa (caràcters tradicionals):
 http://edu.ocac.gov.tw/interact/ebook/digitalPublish2/cn500/index.htm
 - Chinese wikibook: http://en.wikibooks.org/wiki/Chinese
 - CCTV español: http://www.cctv.com/espanol/01/index.shtml
 - Kuai dian wang: http://py.kdd.cc/index.asp (només funciona amb l'Explorer)
 - Popup Chinese: http://www.popupchinese.com/tools/adso
 - Majorie Chan's China links: http://chinalinks.osu.edu/
 - Medi de comunicació al xinès: www.omniltak.com
 - Text de xinès: www.greatwall.cn

Dictionaries in paper:

it's necessary to begin to familiarise the following dictionaries most useful for Beginners:

¤ Zhou, Minkang. 1999. *Diccionari Català-Xinès, Xinès-Català*. Barcelona: Enciclopèdia Catalana. (Diccionaris de l'Enciclopèdia).

Very useful because it is one of the few dictionaries that gives the pinyin of the Chinese, so much in words and in examples. Has two languages prepared for Catalan students.

¤ Zhou, Minkang. 2006. Diccionari Castellà-Xinès, Xinès-Castellà. Barcelona: Editorial Herder,

Very useful because it is one of the few dictionaries that gives the pinyin of the Chinese, so much in words and in examples. Has two languages prepared for Spanish students.

Electronical dictionaries:

- Chinese English dictionary: http://www.chinese-tools.com/tools/dictionary.html
- Chinese English dictionary: http://www.mdbg.net/chindict/chindict.php
- Chinese character dictionary: http://www.chineselanguage.org/dictionaries/ccdict/
- Chinese dictionaries: http:// www.yourdictionary.com/languages/sinotibe.html#chinese
- Ciku: http://www.nciku.com/
- Diccionari xinès-català: http://www.edu365.cat/agora/dic/catala_xines/index.htm
- Diccionari xinès-català: http://www.xina.cat/diccionari
- Guoyu cidian (en caràcters tradicionals): http://140.111.34.46/newDict/dict/index.html
- Handian: http://www.zdic.net/
- Jinshan ciba: http://www.iciba.com/
- Picture dictionary: http://classes.yale.edu/chns130/Dictionary/index.html
- Shuifeng: http://www.shuifeng.net/Chengyu.Asp
- Xiao Ma cidian: http://hmarty.free.fr/hanzi/
- Xinhua zidian: http://www.poptool.net/chinese/zidian/
- Yellow bridge: http://www.yellowbridge.com/chinese/chinese-dictionary.php