

Chinese IV: Foundations for Communication in Chinese

2026/2027

Code: 105864

Credits: 12

Degree programme	Type	Course
Spanish and Chinese Studies: Language, Literature and Culture	OB	2

Contact lecturer

Name : Minkang Zhou Gu

Email : minkang.zhou@uab.cat

Teaching staff

Xuehang Jin Wang

Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

It is advisable to have passed the subjects Chinese I & II (Introduction to Chinese language and writing) and Chinese III (Foundations for communication in Chinese).

Objectives

The purpose of this subject is to consolidate students' basic linguistic knowledge of Chinese in order for them to correctly understand Chinese society and be able to communicate orally and in writing in Chinese.

On successfully completing this subject, students will be able to:

- Understand information in short, simple written texts on topics related to their specific, immediate environment.
- Write short, simple texts on topics related to their specific, immediate environment.
- Recognise the basic phonological and lexical system and understand basic oral expressions related to their specific, immediate environment, and be able to write a short text of 500 Chinese characters.
- Use the phonological and lexical system correctly to produce basic oral expressions related to their specific, immediate environment.
- Have developed good linguistic and cultural knowledge about modern Chinese.

Learning outcomes

1. Communicate using language that is not sexist or discriminatory.
2. Describe linguistic aspects of Chinese using specialised terminology.
3. Describe linguistic aspects of Chinese using a non-specialist informative tone.
4. Identify tools and instruments for autonomous learning of the Chinese language and to solve linguistic problems.
5. Recognise basic structures in Chinese and describe them using adequate terminology.
6. Describe Chinese writing according to the different types of characters.
7. Apply strategies to understand written texts in different fields at a basic level (A1, A2).
8. Recognise the communicative intention and meaning of written texts in different field at a basic level (A1, A2).
9. Recognise the communicative intention and meaning of spoken texts in different field at a basic level (A1, A2).
10. Apply strategies to produce spoken texts in different fields and for different specific communicative purposes.
11. Produce spoken texts at a basic level (A1, A2) that are linguistically correct and appropriate to the context.
12. Produce spoken texts at a basic level (A1, A2) (A1, A2) in different fields and for different specific communicative purposes.
13. Apply lexical, morphosyntactic, textual and rhetorical knowledge and knowledge of linguistic variation.
14. Resolve interferences between working languages.
15. Apply strategies for producing written texts at a basic level (A1, A2) in different fields and with different specific communicative purposes.
16. Consider how gender stereotypes and roles impinge on the exercise of the profession.
17. Solve problems of intercultural communication.
18. Ensure quality standards for your own work.

Contents

The subject's content can be divided into the following types:

Phonological and graphic:

-
- application of the Pinyin transcription system in learning new vocabulary by writing
-
- consolidation of the basic principles of writing: character structure identification; decomposition into different components (semantic parts, phonetic parts); stroke order, number and type
-
- recognition of traditional Chinese characters
-
- typing Chinese into electronic devices
-

Lexical and morphological:

-
- learning frequently used radicals
-
- use and understanding of basic everyday vocabulary (around 300 new words)
-

Grammar (morphosyntactic level):

-
- Imperative mode
-
- sentences with 把
-
- duplication of verbs
-
- special constructions:
-
-
- 越 ... 越 ...
-
- 除了 ... 以 , 还 ...
-
-
- result complement with 到
-
- percentages
-
- serial verbs construction
-
- immediate future
-
- adverbs with 地
-
- time complement (length)
-
- open-ended questions
-
- difference between 地 , 的 and 得
-

Communicative and sociocultural skills:

-
- talking about flavours, food, drinks, ingredients and recipes
-
- buying gifts, asking for prices, bargaining
-
- talking about travel
-
- describing landscapes
-
- describing the physical appearance of people
-
- talking about diseases
-
- giving reasons

-
- giving advice
-
- talking about hobbies
-
- describing someone's personality
-

Encyclopaedic and instrumental knowledge:

-
- basic general knowledge about the Chinese language
-
- introduction to certain aspects of Chinese culture directly or indirectly related to the language mastering, such as tea houses, famous mountains in China, traditional Chinese medicine, etc.
-

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lecture	20	0.8	1, 2, 3, 5, 6, 16, 17
Listening comprehension	10	0.4	9, 13
Listening comprehension	15	0.6	5, 9
Preparation of activities of reading and listening comprehension	30	1.2	4, 5, 6, 7, 8, 9, 13, 14, 17
Writing exercises	20	0.8	1, 14, 15
Writing exercises	50	2	1, 4, 6, 15, 17, 18
Reading comprehension	20	0.8	2, 3, 6, 7, 8
Correction of exercises and troubleshooting	30	1.2	2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16
Reading comprehension	10	0.4	2, 3, 5, 7, 8, 14
Speaking exercises	15	0.6	1, 10
Study and practice of new words	50	2	2, 3, 4, 5, 6, 18

Training activities are divided into directed, supervised, autonomous and assessment activities.

Directed activities (90 hours): explanations of each unit's most important content, written and oral comprehension exercises, writing and oral expression exercises, practice of grammar points and new vocabulary, sight translation, dictation, review of previous content, clarifying general doubts, etc. Approximately 15 hours will be spent on each teaching unit. Classroom activities will be varied and of different types (oral and written, individual and group).

Supervised activities (50 hours): writing and oral expression and comprehension exercises.

Autonomous activities (around 150 hours): writing of characters, study of characters and vocabulary, preparation and revision of texts and new grammar points, exercises and self-assessment thereof (via the teaching web).

It is important that students attend class regularly, and essential that they consistently study new content in advance, carry out exercises and review previous content. It is assumed that they will do so in order to keep up with the pace of the subject.

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Tests	70% (2 x 35%)	10	0.4	1, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18
Tasks (reading, writing, speaking or listening activities)	30%	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18

Continuous assessment

Students must demonstrate their progress by completing various assessment activities, as shown in the table above. The activities corresponding to the learning portfolio will be indicated on the virtual campus at the beginning of the semester.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

Classification as \"not assessable\"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as \"not assessable\" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of \"0\" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final mark of \"0\" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

Single assessment will include a minimum of three assessment activities of different typology, as stated in the evaluation guidelines.

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

-Plagiarism and use of AI:

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the assignment, provided that the final result reflects a significant contribution by the student in terms of analysis and personal reflection. Students must clearly identify which parts were generated using AI technologies, specify the tools used, and include a critical reflection on how their use influenced the process and the final result of each activity.

Bibliography

Textbook:

Qi Shaoyan, Zhang Jie (2011) *Discover China*: Student's book Two + workbook. Oxford: Macmillan Education; Beijing: Foreign Language Teaching and Research Press.

Reference material:

Álvarez, José Ramón. 2000. *La pronunciación del chino hablado (putonghua) para hispanohablantes*. Taipei: Lanbridge Press cop.

Casas-Tost, Helena; Rovira-Esteva, Sara (Eds.). 2015/2021. *Guia d'estil per al tractament de mots xinesos en català*. Generalitat de Catalunya. Departament de Cultura. Biblioteca tècnica de política lingüística, 2. ISBN: 978-84-393-9241-5. DOI: 10.2436/15.8040.02.1. URL: <https://ddd.uab.cat/record/133473>

Casas-Tost, Helena; Rovira-Esteva, Sara (Eds.). 2015. *Guía de estilo para el uso de palabras de origen chino*. Madrid: Adeli. URL: <https://ddd.uab.cat/record/180644>

López Calvo, F.; Zhao, Baoyan. 2013. *Guía esencial de la lengua china*. Madrid: Adeli Ediciones.

Ross, Claudia; Sheng, Jing-Heng. 2006. *Modern Chinese grammar: a practical guide*. New York: Routledge.

Yip, Po-ching; Rimmington, Don. 2014. *Gramática básica del chino*. Madrid: Adeli Ediciones.

Yip, Po-ching; Rimmington, Don. 2015. *Gramática intermedia del chino*. Madrid: Adeli Ediciones.

Zhu, Yongping; Huang, Chu-Ren. 2023. *A Student Grammar of Chinese*. Cambridge University Press.

Other books:

Rovira-Esteva, Sara. 2010. *Lengua y escritura chinas. Mitos y realidades*. Barcelona: Edicions Bellaterra.

Vicente, Sergi. 2018. *Xina Fast Forward*. Barcelona: AraLlibres. (también en castellano)

Software

Online resources:

eChinese Tools: Mil y una herramientas para aprender chino: <https://dtieao.uab.cat/txicc/echinese/>

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(PAUL) Classroom practices	1	Catalan/Spanish	second semester	morning-mixed