

SUBJECT: Introduction to Chinese Language (First term) 5 ECTS

Teacher: Chun-Chun Chin

Office: 20.271

Specific competences of the subject

- Ability to hold a conversation in Chinese.
- Ability to achieve a level of oral and written Chinese.
- Ability to understand oral and written messages at an elementary level.
- Ability to use information technology to communicate through Chinese.
- Ability to interact with elementary Chinese uses and texts.
- Ability to correctly and fluently pronounce communicative messages in Chinese.
- Ability to recognise, use, write and pronounce the characters of basic Chinese.
- Ability to express oneself and communicate at an elementary level of Chinese.
- Use of basic tools and knowledge offered by the information technologies to convey information through the Chinese language, as well as a command of the most common and standardized forms of transliteration.

Results of learning

- To communicatively use the basic structures of the Chinese language.
- To learn and use basic Chinese vocabulary
- To begin to understand and express yourself via the writing system of the Chinese language.
- To learn and use, actively and passively, the phonological system of the Chinese language.
- To learn the patterns of communication and culture related to the oral use of the Chinese language.

Agenda

1. Pronunciation of Mandarin Chinese, the writing system.
2. Greetings: asking for information about a person: job, citizenship...
3. Family. Kinship structure...
4. Time expression. Suggest an appointment. Date, week, day, time, age...
5. Leisure. Expressing likes and habits. Sports, entertainment...

Methodology

- Learning Chinese through tasks and contents, focusing on competences and a communicative approach within the Common European Framework of Reference for Languages.
- Encouraging students' autonomy and learning capacity.
- Appropriate use of IT (Information Technologies) as an auxiliary learning tool.

- The subjects that deal with written or oral competences (Oral Chinese 1-2, Written Chinese 1-2) will concentrate on the effective command of students' passive abilities and the solid base of their active abilities.

Information Technologies (IT)

- Use of moodle.
- E-mail.
- Audiovisual resources from the library.

Evaluating the acquisition of competences

Attendance is essential for the assessment of the programme.

- 50% of the mark corresponds to the final exam.
- 50% is the result of the following:
 - Active participation and personal contribution to the required class activities.
 - Tests on the contents and competences of the subject.
 - Writing individual projects: essays, homework and written compositions.
 - In-class oral class presentations.

Basic bibliography

TAO-CHUNG, Yao & YUEHUA, Liu. *Integrated Chinese*. Simplified Character Edition. Level 1.

Part 1. Textbook. Cheng & Tsui Company, 2009, 3rd Edition.

TAO-CHUNG, Yao & YUEHUA, Liu. *Integrated Chinese*. Simplified Character Edition. Level 1.

Part 1. Workbook. Cheng & Tsui Company, 2009, 3rd Edition.

Bookshops where you can find the text book

- DISMAR: Ronda Sant Pau, 25. Tel: 93 329 89 52
- ALIBRI: Balmes, 26. Tel: 93 317 05 78

Complementary multimedia resources

Integrated Chinese Level 1 Part 1

-IC writing the characters step by step

<http://www.usc.edu/dept/ealc/chinese/character/>

-IC1 Vocabulary Lists: PowerPoints Units 1-7

<http://eastasia.hawaii.edu/yao/icVocPP/default.htm>

Go to "Class Materials". Integrated Chinese Level 1, Part 1: E-text and translations

<http://www-rohan.sdsu.edu/dept/chinese/>

-IC Multimedia exercises: sound exercises
<http://www.language.berkeley.edu/ic/>

-IC Word documents with the vocabulary in "card" size
<http://eall.hawaii.edu/yao/ic1flashcards/>

-Sentence Patterns and Exercises
<http://www2.ups.edu/faculty/perry/chin101/ic/home.htm>
<http://eastasia.hawaii.edu/yao/icfc/index.html>

-Major Sentence Patterns (grammar) (traditional characters)
<http://eastasia.hawaii.edu/yao/icusers/Default.htm>

-Tone sandhi
http://en.wikipedia.org/wiki/Tone_sandhi
<http://www.cambridge.org/uk/catalogue/catalogue.asp?isbn=0521652723>
<http://www.answers.com/topic/tone-sandhi>

1. Instructions for submitting the recorded projects (mp3, etc.)

1.1. Once a subject has been studied each student will hand in a voice recording (mp3...) with a recording of the studied topic.

1.2. The sound file must be handed in with the student's name and surname clearly visible (name, surname, subject, content, etc.).

For each subject students shall practise and record with his/her own voice the main dialogues (I and II) or the text in the text book (Textbook, Integrated Chinese Level 1 Part 1, 3rd edition). The audio files (mp3...) with the recordings will be sent by e-mail to the following address:

chunchun.chin@gmail.com

In the subject of the e-mail, students will write:

Subject: 31400_name and surname_subject_0/1/2 ... / X

The audio files must be clearly entitled:
31400_name and surname_subject_x ...

1.3. Before starting the recording students must introduce themselves in Chinese:

They must say their name, surname, and identify the recording, etc.

Example:

秦老师, 您好! [Qín L_oshi, Nin h_o!] (Greeting the teacher)

我是 XXX. (the student's name)

今天是 (2010年) 9月26号, 星期日. (date) *

现在是晚上十点一刻. (time) *

(* From subject 3 onwards)

1.4. Before starting the recording of the specified text students will introduce the subject, the content and the section recorded so the teacher has a clear understanding of what she is about to hear.

Example: (explain the content of the new recording)

- 发音练习 [fayin liànxí] (pronunciation exercises) ...

- 第二课 [dì Èr kè] (unit two), 家庭 [jiāting] (Family), 对话一 [duìhuà yī] (dialogue 1) ..., 对话二 [duìhuà Èr] (dialogue 2) ...

1.5. The exercises must be well done so they can be assessed.

1.6. No recordings will be accepted in advance and no recordings handed in late will be assessed.

1.7. In some units there are sections that do not have to be recorded. However, it is necessary and advisable to work on them too.

2. Advice about individual oral work

2.1. It is often better to engage in short periods of attention and focus when studying and then take a break, rather than try to manage through long periods of study. Very often our focus is lost if we stay too long at something without a break.

2.2. It is often better to change the focus often in study sessions in order to keep your brain alert and working on new information. This increases the ability to learn and retain information.

2.3. It is better to work on short parts of texts rather than long ones, listening to them over and over, repeating and pronouncing several times. A large amount of new content is easily forgotten.

3. Work on different abilities with the audio CD

3.1. COMPREHENSION: listen to the recording (CD) without looking at the text (Chinese characters) trying to understand.

3.2. PRONUNCIATION: listen and repeat each sentence without looking at the text trying to imitate the pronunciation.

3.3. READING: listen and repeat each sentence looking at the text. When in doubt, use the pinyin.

3.4. It is advisable for students to transcribe the dialogue into pinyin (from listening to the CD and using the dialogue from the book in Chinese characters).

3.5. The CD will be also useful individually for homework to practise reading characters fluently, memorizing them in relation to their pronunciation and oral comprehension.

- Pronounce at the same time as the recording (CD).
- Stop the recording after each part and repeat.
- Take dictation with the character or the pinyin transliteration of the vocabulary.
- Read the text at the same time as listening to it.

4. Instructions for the definitive voice recording

4.1. Before recording you must practise each sentence or paragraph several times, comparing your pronunciation with that on the CD.

4.2. After recording you must listen and compare your voice to that on the CD. Later the same day or some other day you shall try to record it several times. You must not hand in the first attempt of your recording but the third or fourth one. Each recording must be preceded by a time study and preparation time and comparing with the CD.

4.3. If you make a mistake during the recording you should correct it and carry on. There is no need to redo it from the beginning.

4.4. Recordings with the student's voice repeating just after the voice over will not be accepted.

4.5. No recordings will be assessed if handed in late or in advance.

5. Instructions concerning submitting the hand-drawn and/or typed calligraphy exercises and grammar

- 5.1. A pencil must be used when practising the writing of Chinese characters, vocabulary exercises or calligraphy.
- 5.2. Do not hand in all exercises all stapled together but separately for the purpose of telling them apart. Each exercise must be complete with the date and name on the front page (followed by the copy). The deadline for handing in the exercises is stated below and in the academic year calendar. Delayed exercises will not be assessed.

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31400 Syllabus 初级班 学习进度表

Timetable: Wednesdays and Fridays: 18:00-19:00

Room: 20.137

Sessions:

September: 21, 26, 28

October: 3, 5, 10, 17, 19, 24, 26

November: 2, 7, 9, 14, 16, 21, 23, 30

December: 12

Exam dates: written, 14; oral, 19

课数	日期	Integrated Chinese	FEED Task-Based	Work submitted	
				Group A	Group B
一	21/09/2011 (Wednesday 周三)	介绍课程及上课方式... (O) 汉字 发音 (练习)	-p. 3 (D), -p. 5 (II), -p. 8 (D), -p. 14 (D), -p. 115 (C)		
二	26/09/11 (周一)	(O) 汉字 发音 (练习)		- Text: Chinese language and writing	- Text: Chinese language and writing
三	28/09/11 (周三)	(O) 汉字 发音 (练习) (一)打招呼 姓名			
四	03/10/11 (周一)	(O) 汉字 发音 (一) 打招呼 姓名		- Voice recordings: Textbook "Practice": pp. 8 -11 (both included)	Task-Based Tingli & Kouyu (1) - p. 5 (1-2-II) + transcribe the dialogue to

					<p>Chinese characters</p> <p>- p. 8 (1-2-C), answer the questions</p> <p>- p. 142 (D)</p> <p>-make a personalized vocabulary list</p> <p>- Voice recordings: Textbook "Practice": pp. 8-11 (both included)</p>
五	05/10/11 二〇一一年 十月五日 (周三)	(一) 打招呼 姓名 (二)家庭	-p. 115 (C) -p. 139 (I) -p. 142 post listening -p. 145 (C)		<p>Summary of the novel: 我一定要找到她: Chapters 1 and 2 and a personalized vocabulary list of the corresponding chapters</p>
六	二〇一一年 十月十日	(二)家庭 (三) 数字 时间 日期			

	十月十日十 月十日 十月十日 (周一)				
十月十二日 大学放假 fàngjià					
七	十月 十七日 (周一)	(三) 数字 时间 日期	- p. 1 (I), (II) - p. 2-3 (A), (B) + post listening -p. 55 (I), (II) -p. 56-57 (III), (A), (B), (C) -p. 59 (E) -p. 60 post listening	- Voice recordings: The dialogues and the “Language practice” Unit 1. - Written exercises (calligraphy , grammar, etc.)	Task-Based Tingli & Kouyu (2+3): - p. 2 (C) - p. 55 (4-1-II), transcribe the dialogue to Chinese characters - p. 58 (C), (D), (H)+ Transcribe the questions and answers to Chinese characters - p. 116 (C) - p. 140-141 (A), (B) - p. 147 (9-3-I) - make a personalized vocabulary list.

					<p>- Summary of the novel: 我一定要找到她: Chapter 3 and a list of personalized vocabulary of the chapter.</p> <p>- Voice recordings of the dialogues and exercises in Unit 1.</p>
八	十月十九日 (周三)	(三) 数字 时间 日期			
九	十月二十四日 (周一)	(三) 数字 时间 日期			
十	十月二十六日 (周三)	(三) 数字 时间 日期 (四) 爱好			
十月 三十一日 UPF 没课					
十一	十一月二日(周三)	(四) 爱好	-p. 144 (A), (B)		

			-p. 147(I) 2 nd		
十 二	十一月 七日 (周一)	(四) 爱好	part -p. 148 (II) 2 nd part pp.149-150 (A), (B), (C)	- Voice recordings: the dialogues and the “Language Practice” Units 2 and 3. - Written exercises.	Task-Based Tingli & Kouyu (4): - p. 144 (A), (B) - p. 146 post listening - p. 147 (9-3-I) - p. 149 (A) - p. 151 (D) - make a personalized vocabulary list - Summary of the novel: 我一定要找到她: Chapters 4 and 5 and the personalized vocabulary list of these chapters - Voice recordings of the dialogues and the grammar exercises of

					Units 2 and 3.
十三	十一月 九日 (周三)	(四) 爱好			
十四	十一月 十四日 (周一)	(五) 看朋友	-p. 5 (II) 2 nd part (group) p. 6 (A) +post listening		
十五	十一月 十六日 (周三)	(五) 看朋友	-p. 11 (II) (group) -p. 12 (II) -p. 14 post listening	- Voice recordings: the dialogues and “Language Practice” Unit 4. - Chinese text of the oral presentatio n.	- Voice recording of the dialogs and the grammar exercises of Unit 4.
十六	十一月 二十一日 (周一)	(五) 看朋友			
十七	十一月 二十三日 (周三)	(五) 看朋友			
十二月二十八日 没课					
十八	十一月	(五) 看朋友			

八	三十日 (周三)				
十二月六-七-八日 大学放假 · 十二月五日 和 十二日没课					
十 九				<p>- Voice recording: the dialogues and “Language Practice” of Unit 5.</p> <p>- Chinese text of the oral presentation.</p>	<p>Task-Based Tingli & Kouyu (5)</p> <p>- p. 4 (1-2-I) - p. 6 (A) - p. 7 (B) + transcribing - p. 8 (C) - p. 10 (1-3-I), listen and repeat. - p. 11 (1-3-II) (optional) - p. 12 (A)</p> <p>- Summary of the novel: 我一定要找到她:</p> <p>Chapter 6 + personalized vocabulary list.</p> <p>- Voice recordings of the dialogues and grammar</p>

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					exercises of Unit 5.
二 十	十二月 十九日 十九日十九日 十九日 (周一) (周一)	Final listening and speaking exam			- Summary of the novel: 我一定要找到 她: Chapters 7 and 8 + personalized vocabulary list.

The pages and numbers of the exercises of **Unit 0** of the **Integrated Chinese Textbook** for the voice recordings are:

p. 8	D.1 Practice I
p. 9	D.1 Practice II
p. 10	D.1 Practice III, D.2: Tone Sandhi, D.2: Practice, D.3: Neutral Tone, D.3: Practice
p. 11	E. Combination Exercises, I. and II.

Apart from the phonetics exercises of Unit 0, when a Unit is finished each student will submit a voice recording (mp3) of the topic worked on. (See instructions concerning submitting the recorded files).

Group A (beginners)

The grammar exercises of the **Integrated Chinese Workbook** to be worked on class are:

	Part 1		Part 2	
Unit	III. Reading Comprehension	IV. Writing and Grammar Exercises	III. Reading Comprehension	III. Reading Comprehension
1	D	A, B, C,	A, B, D	C, D, E, H
2	A, B, C,	A, E, F	A, B	A, C, D, E
3	C, D, E	B, D, F	B, C	B, D, G, H
4	B, C, D	B, D,	A, B, C, D, E	B, C, E
5	A, B, C	C, D, F	A, B, C	E
6	A, C	D	A, B, C, D	B, C, E, F

Group B (beginner-intermediate)

The grammar exercises of the **Integrated Chinese Workbook** to be worked on class are:

Unit	Part 1		Part 2	
	III. Reading Comprehension	IV. Writing and Grammar Exercises	III. Reading Comprehension	III. Reading Comprehension
1	D	A, B, C,	A, B, D	C, H
2	C,	A, E, F	A,B	C, E
3	D	B, D	C	B, G, H
4	B, C, D	D	A, B, C, D, E	C, E
5	A, B, C	C, D, F	A, B	E
6	A, C	D	A, B, C, D	B, C, E, F

Group B:

The grammar exercises of the **Task-Based Tingli yu Kouyu** to be worked on class are:

Topics	Task-Based	
	Home work	Class work
0. Phonetics	<ul style="list-style-type: none"> - p. 5 (II) – translate the dialogue to Chinese characters. - p. 8 (C) – “Circle the words you hear...” - Make a personalized vocabulary list 	<ul style="list-style-type: none"> p. 3-D, p. 5-II, p. 8-D, p. 14-D, p. 115-C
1. Greeting	Task-Based Tingli &	
2. Family	Kouyu (1) - p. 5 (1-2-II) + transcribe	<ul style="list-style-type: none"> -p. 115 (C) -p. 139 (I)

	<p>the dialogue to Chinese characters</p> <ul style="list-style-type: none"> - p. 8 (1-2-C), answer the questions - p. 142 (D) - Make a personalized vocabulary list 	<ul style="list-style-type: none"> -p. 142 post listening -p. 145 (C) p. 139 (I)
3. Dates and times	<p>Task-Based Tingli & Kouyu (2+3):</p> <ul style="list-style-type: none"> - p. 2 (C) - p. 55 (4-1-II), transcribe the dialogue to Chinese characters. - p. 58 (C), (D), (H) + Transcribe questions and answers to Chinese characters. - p. 116 (C) - pp. 140-141 (A), (B) - p. 147 (9-3-I) - Make a personalized vocabulary list 	<ul style="list-style-type: none"> - p. 1 (I), (II) - pp. 2-3 (A), (B) + post listening -p. 55 (I), (II) -p. 56-57 (III), (A), (B), (C) -p. 59 (E) -p. 60 post listening
4. Hobbies	<p>Task-Based Tingli & Kouyu (4):</p> <ul style="list-style-type: none"> - p. 144 (A), (B) - p. 146 post listening - p. 147 (9-3-I) - p. 149 (A) - p. 151 (D) - Make a personalized vocabulary list 	<ul style="list-style-type: none"> -p. 144 (A), (B) -p. 147 (I) 2nd part -p. 148 (II) 2nd part -p. 149-150 (A), (B), (C)
5. Visit a friend	<p>Task-Based Tingli &</p>	<ul style="list-style-type: none"> -p. 5 (II) 2nd part (group)

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	Kouyu (5) <ul style="list-style-type: none">- p. 4 (1-2-I)- p. 6 (A)- p. 7 (B) + transcription- p. 8 (C)- p. 10 (1-3-I), listen and repeat- p. 11 (1-3-II) (optional)- p. 12 (A)	<ul style="list-style-type: none">-p. 6 (A) + post-listening-p. 11 (II) (group)-p. 12 (II)-p. 14 post listening
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