Universidad Rey Juan Carlos

TEACHING GUIDE

SECOND LANGUAGE (CHINESE). BASIC LEVEL

GRADO EN RELACIONES INTERNACIONALES (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	3 course, annual
Nº of credits	9
Language in wich the subject is taught	English

II.-Presentation

Chinese Language Basic Level is a year 3 subject designed as an introduction to learning, with the objective to teach students elementary knowledge on phonology, morphology, lexicon, syntax and semantics of the Chinese language. One of the essential components of the course is phonetics based on the “pinyin” transcription system, as well as simplified orthography writing. Students will develop the four language skills: listening, reading, speaking and writing. The course will also approach cultural aspects of China in a simple and interactive way, allowing students to interpret and understand the language in context. At the end of the course, students will be able to maintain conversations in everyday situations (greetings, introducing oneself and other people, explaining circumstances of life, asking for and giving information, buying, congratulating, etc.) and will also know the basic Chinese characters. They will be ready for the more in-depth study of the Advanced Level course, and they will be able to recognize 200-250 Chinese characters.

After completing the course, the students will acquire:

-Basic knowledge of the four language skills: listening, reading, speaking and writing. Some ability to work individually. Autonomous learning.

-Knowledge of *pinyin* Chinese phonetics, the phonetic alphabets. Ability to recognise and reproduce consonants, vowels and tones with ease.

-Understanding brief conversations and ability to express likes, preferences and interests in usual, everyday situations.

-Knowledge of Chinese writing rules, including the basic strokes and order of characters. Writing about 150 characters in their simplified form as well as their radicals.

-Knowledge of the main grammatical structures in order to make sentences in the correct order.

-Knowledge of Chinese customs and different levels of formality reflected in the language to interact correctly in social environments.

-Knowledge of information technology and computer tools specifically applied to the Chinese language.

III.-Learning outcomes

CG04. Students must be able to transmit information, ideas, problems and solutions to others, be they specialised or not.

CG05. Students must be able to work in groups, transmitting, sharing and processing information.

CG06. Students must have developed the learning skills required to deal with further study with a high degree of independence.

CE05. Students must acquire sufficient skills in a foreign language to enable them to acquire further knowledge, transmit information, ideas, problems and solutions for improved professional performance.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

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IV.-Contents

IV.A.-Syllabus

Unit 1: Hello (Lessons 1-4)

1.1 Phonetical content:

Introduction to the Chinese phonetical system *pinyin*: initials, finals and tones

1.2 Grammatical content:

Questions with interrogative pronouns ¿¿¿¿¿¿ and particles ¿¿¿

Sentences with ¿

The structural particle ¿

1.3 Communicative content:

Greetings

Saying thank you

Asking for personal information such as name, nationality

Unit 2: Her daughter is 20 years old this year (lessons 5 and 6)

2.1 Phonetical content:

Differences between sounds and tones

2.2 Grammatical content:

Questions with ¿¿¿¿

Particle ¿

Numbers

2.3 Communicative content:

Asking and talking about age and languages spoken

Unit 3: What´s the date today (lessons 7 and 8)

3.1 Phonetical content:

Tone combinations

3.2 Grammatical content:

Questions with the interrogative pronoun ¿¿

Sentences with predicate nominative

Modal verbs ¿

Classifiers ¿¿¿

3.3 Communicative content:

Asking for and giving information about date and plans

Asking for and giving information about prices

Unit 4: Where does your son work (lessons 9 and 10)

4.1 Phonetical content:

Tone combinations

Pronunciation of the neutral tone

4.2 Grammatical content:

Questions with the interrogative pronoun ¿¿

Interrogative particle ¿ (II)

Sentences with ¿¿¿

Modal verbs ¿

Imperative sentences with ¿

4.3 Communicative content:

Asking for and giving information on where one works

Asking for and giving information regarding the position of an object

Unit 5: What´s the time now (lesson 11)

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5.1 Phonetical content:
Functions of the neutral tone
5.2 Grammatical content:
Position of the words that express dates or time
Position of ¿ in syntagmas that express dates or time
5.3 Communicative content:
Asking for and giving information regarding the time
Asking for and giving information regarding the duration of an event

Unit 6: What will the weather be like tomorrow (lesson 12)
6.1 Grammatical content:
Questions with the interrogative pronoun ¿¿¿
Sentences with subject-predicate + predicate
Modal verbs ¿
The adverb ¿
6.2 Communicative content:
Asking for and giving information regarding the weather
Asking after someone´s health and offering advice

Unit 7: He is learning to cook Chinese food (lesson 13)
7.1 Grammatical content:
The structure ¿……¿
Particle: ¿
7.2 Communicative content:
Talking on the phone
Asking for and giving information about a telephone number
Talking about what you are doing

Unit 8: She has bought quite a few clothes (lesson 14)
8.1 Grammatical content:
Particle: ¿
Position of ¿ in syntagmas that express dates or time
The modal particle ¿
The adverb ¿
8.2 Communicative content:
Talking about an experience

Unit 9: I came here by air (lesson 15)
9.1 Grammatical content:
The structure ¿……¿
The order of expressions for year, month, day and week
9.2 Communicative content:
Asking for and giving information regarding how and when something was done

Unit 10: September is the best time to visit Beijing (Standard Course HSK 2 lesson 1)
10.1 Grammatical content:
Modal verbs ¿
The adverb ¿
Approximation in number with ¿¿¿
10.2 Communicative content:
Explaining and asking about when it is the best moment to carry out an activity
Talking about sports

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Unit 11: I get up at six every day (Standard Course HSK 2 lesson 2)

11.1 Grammatical content:

Sentences with ¿¿¿

The pronoun ¿

Questions with ¿

11.2 Communicative content:

Asking about or explaining the time or date of an activity

Asking for and giving information on the age, height of a person

Unit 12: The red one on the left is mine (Standard Course HSK 2 lesson 3)

12.1 Grammatical content:

Syntagmas with ¿

Vb + ¿¿

The adverb ¿

12.2 Communicative content:

Talking about possession

Unit 13: He recommended me for this job (Standard Course HSK 2 lesson 4)

13.1 Grammatical content:

The emphatic structure ¿…… ¿

The expression of time with ……¿¿¿

The adverb ¿¿

13.2 Communicative content:

Talking about actions in the past, emphasising time, place, etc.

Unit 14: Take this one (Standard Course HSK 2 lesson 5)

14.1 Grammatical content:

Adverbs ¿¿¿¿¿¿¿

14.2 Communicative content:

Asking for and giving your opinion on food, clothes, etc.

IV.B.-Training activities

Type	**Title**
Lectures	Reading of texts provided by the teacher
Practical sessions	Practical sessions related with the topics studied.preparation of tests and final exams.
Other activities	Oral presentation
Other activities	Written tests on the theoretical and practical content established in the teaching guide

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V.-Student workload	
Theoretical sessions	42
Resolution of exercises, problems, case studies, etc.	40
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	8
Academic tutorials	62
Related activities: conferences, seminars, etc.	10
Preparation of theoretical sessions and self-study	45
Preparation of practical tasks, exercises, case studies, projects, etc.	45
Preparation for tests and/or exams	18
Total student workload	270

VI.-Methodology and academic programme		
Type	**Period**	**Content**
Theoretical sessions	Week 1 to Week 34	Classes will have a theoretical-practical approach to encourage active student participation. The professor will explain the main contents of each topic, present practical activities, answer questions and give indications on how to find additional information.
Practical sessions	Week 1 to Week 34	Texts, audiovisual support contents and other resources will be provided to work on the contents of each topic. The active participation of the student will be positively valued through the resolution of questions posed and exposition of doubts.
Group work	Week 1 to Week 34	Students will perform dialogues or theatrical presentations using vocabulary, grammatical structures and idioms learned throughout the course.
Tests and/or exams	Week 1 to Week 34	Written test.

Academic tutorials	Week 1 to Week 34	Students may ask questions that have not been resolved in the classroom classes, as well as request additional bibliography and/or any type of information related to the subject.

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VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

The evaluation consists of the following:
1. CLASS ATTENDANCE: 10%. Cannot be reassessed in extraordinary period.
2. SUBMISSION OF WRITING EXERCISES (CHINESE CHARACTERS). Minimum grade: no. Weighting: 5%. Period: after finalizing each topic. Can be reassessed.
3. PARTIAL TESTS. Minimum grade: no. Weighting: 20%. The tests will be carried out in person. Cannot be reassessed in extraordinary period.
4. ORAL EXHIBITION (script + oral presentation). Minimum grade: no. Weighting: 15%. The submission of the script and the presentation will be done in person. Can be reassessed in the extraordinary period.
5. FINAL EXAM. Minimum grade: yes (5). Weighting: 50%. The exam will be held in person on the date established by the university in the ordinary exam period. Can be reassessed in the extraordinary period.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty
Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials

Basic bibliography

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Fisac, T. (2023). Claves de la gramática china. Bellaterra Edicions.
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Yan, L. y Fu, XQ. (2024). Fundamentos y guía práctica para la traducción chino-castellano. Zaragoza, España: Prensa de la Universidad de Zaragoza.

Consultation bibliography

Ceinos Arcones, P. (2021). Todos los caracteres chinos HSK1-3. Chinese Proficiency Test Spain Committee Zhu, S. (2016). Trescientos poemas de la dinastía Tang. Catedra Letras Universales
VV.AA.(2006). Conocimientos comunes de la historia China. Sinolingua.
VV.AA.(2006). Conocimientos comunes de la cultura China. Sinolingua.
VV.AA. (2015), La gramática básica del chino-Teoría y Práctica. Adeli Ediciones.
Yip P-Ch. y Rimmington D. (2015). Gramática de la lengua china. Cátedra Lingüística.
Aprende chino con Xiaoqing: https://www.youtube.com/channel/UCMApeNbKHzKZn8eXj-x-mwA
Learn Chinese for Beginners: HSK 1 Vocabulary &Sentences - Full HSK 1 Word List &Lessons: https://www.youtube.com/watch?v=In40scSjqco&t=110s
Chinese HSK 2 Vocabulary &Sentences - Full HSK 2 Word List &Lessons | Beginner Chinese: https://www.youtube.com/watch?v=ttmqMaoMdVw
Chinese Plus: https://www.chineseplus.net/?lang=es

IX.-Professors

Name and surname	YUE MA
E-mail address	yue.ma@urjc.es
Department	Filología Extranjera, Traducción e Interpretación
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0

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