



TEACHING GUIDE - 2026-2027

Mandarin III

UGRA_006306

Departments	ELC - Chinese Section
Teaching Languages	Chinese
ECTS	3
Teacher responsible	Lise Brunel - lise.brunel@esade.edu

Course Goals

By the end of the course, students will be able to speak Chinese, read and understand messages containing compound sentences, and grasp the main ideas of clear written texts.

Derived from these general objectives, the course will address a series of specific goals linked to the development of the following competencies:

A. Listening Comprehension:

1. Understand conversations about everyday topics.
2. Understand both the overall meaning and specific details of spoken texts related to daily life (workplace information, family activities, travel, etc.).

To achieve this, learners must develop the skills necessary to grasp the general sense of an audio text and/or locate specific information.

B. Speaking:

1. Ask for and provide information related to daily life and common situations using standard expressions.
2. Participate in conversations on familiar topics and in familiar settings. This requires learners to develop basic compensation strategies (to make up for linguistic gaps) and communication strategies such as signaling comprehension problems or asking for repetition.

C. Reading Comprehension:

1. Understand simple written texts in Chinese characters
2. Understand authentic texts from daily life, such as newspaper articles (with pinyin). To do so, learners must develop skills to identify the overall meaning of a text and to locate specific information.

D. Writing:

1. Write simple, structured texts on familiar topics use both Chinese characters and Pinyin (e.g. about activities, people, places, etc.).

To achieve these objectives, participants must acquire the corresponding linguistic competencies for this level:

Lexical Competence: Command a limited range of vocabulary to manage common everyday situations.

Grammatical Competence: Correctly use basic grammatical structures.

Semantic Competence: Interpret the meaning of words and organize ideas, even with limited linguistic resources.

Phonological Competence: Pronounce words clearly enough to be understood.

Orthographic Competence: Use correct spelling for basic vocabulary.

Additional Competencies Developed

Acquire, understand, and organize knowledge: Learn linguistic structures in order to apply them in one's own language production; search for and organize information in the foreign language from authentic sources.

Develop perseverance, persistence, and consistency: Regularly review structures and vocabulary, and overcome challenges encountered when trying to understand or express oneself in the foreign language

Previous knowledge

Mandarin Chinese 3 is a course for students who have already completed the course Mandarin 2.

Prerequisites

Once students are admitted to our undergraduate degree program, there are no specific prerequisites or incompatible elements.

Teaching methodology

Participatory sessions:

- Small-group classes with active student participation
- Practice with written, audio, and audiovisual texts
- Exercises to develop specific skills and assimilate structures and vocabulary
- Communication simulations, information exchange, debates, and individual/group tasks
- Explanation of new structures and clarification of difficulties by the instructor

Independent work:

- Exercises in print and online formats
- Phonetics practice
- Regular writing assignments organized in a portfolio
- Preparation of short presentations
- Independent study of vocabulary and grammar
- Exam preparation

Tutoring/Feedback:

- Continuous feedback throughout the course regarding learning progress

Description

Course contribution to program

The growing influence of China in an increasingly globalized world has led to a rise in the number of people who need to speak the language and understand the country's ancient culture. As a result of the increase in commercial relations with China, many business professionals and young entrepreneurs see learning the language as an opportunity to enhance their career prospects.

Mandarin Chinese 3 is designed as a continuation of the Mandarin 2 course. Its main objective is to help students learn to communicate and speak Chinese with relative ease. The course is also aimed at preparing students for study exchanges in China, enabling them to communicate effectively during their stay.

Short description

WORKLOAD DISTRIBUTION

Participatory sessions + independent study.

Attendance is mandatory. Students attending less than 80% of classes may not take the final examinations and will be recorded as "Not Present."

Bibliography

Jiang Liping (, Standard Course HSK 2 Textbook, Beijing Language and Culture University (Authorized by Hanban), ISBN: 978-7561937266 (Book)

Jiang Liping, Standard Course HSK 2 Workbook, Beijing Language and Culture University (Authorized by Hanban), ISBN: 978-7561937808 (Book)

Content

#	Topic
1	Lesson 5: Take this one Content: -Denominate: leisure activities -Adverb -Expresar "no está mal" -Adverbial modifier: + adj. -Phonics: syntactic accent in a sentence 2. - Calligraphy: basic characters - / Practice calligraphy structure and stroke order. Know the radicals: relate to child) / relate to building). - Homework: research in a group -- ask and express opinion about an article. Language competencies: - Expressing: performing an activity in a place. - Express: tone of complaint with adverbial modifier + adj. - Phrase with to initiate a conclusion or decision about the previous conversation. Cultural competencies: - Table manners.
2	Lesson 6 Why don't you eat more Content: • Activities of corditimized life • Naming: meals • Asking the reason with "zenme". • Duplication of classifier • The unit of weight: gongjin (kilogram) • Connectors: because / that's why / • Expressing: daily activities • Phonetics: logical accent in a sentence • Calligraphy: basic characters - / • Practicing the structure of calligraphy and stroke order /// Know radicals: relate to animal) / relate to mentality activity). • Task: Use "¿why..." and the connector "so..." to ask and express the reason and the result of an activity. Language competencies: • The same sentence can have different semantic focus when the position of the logical accent differs. • Asking if someone is ready (to do something). • Asking and explaining the reason. Cultural competencies: • Comparison: the different way to express being successful or unsuccessful (Chinese and Spanish).
3	Lesson 7 Do you live far from your company Content: • Expressing and asking for direction • Expressing and asking for distance • Modal adverbial: still and its negation. • Adverbial tense: • Preposition: with respect to • Modal particle: ne • Phonetics: Basic sentence intonations. • Calligraphy: basic radical (related to walking or movement)(related to whipping or striking). • Practicing calligraphy structure and stroke order/// • Task:

#	Topic
3	Plan a birthday party(includes describing schedule, address, describing distance, etc). Language competencies: • Ordinal expression. • Position expression • Phrase: A+lí+B yun/jìn (A is lejo/nearer than B). • Adverbial tense: to emphasize the time is soon. • Express continuation with Cultural competencies: • Major cities: Beijing, Shanghai, Shenzhen, Chengdu.
4	Lesson 8 Let me think about it and I'll tell you later Content: • Learning to ask and express an opinion about a subject or a person • Verb duplication • Lexicon: separable verbs • Phonetics: intonations of the declarative sentence. • Calligraphy: basic radical (has varied meanings)(related to cotton or silk product.) • Practicing calligraphy structure and stroke order/// Language competencies: • Grammar: Complement to expres" succeed". • Use of verb doubling. • Asking and expressing opinion with "hao". • Expressing renunciation of an idea: • Double subject sentence REVIEW FOR MIDTERM EXAMS • Attention to sentence order • Expressing opinions and ideas with the words and language points we learned. • Review of Chinese characters. • Practice oral expression
5	Lesson 9 There were too many questions; I didn't finish all of them Content: • Applicability of verb . • Complement of result in negative • Asking with complement of result • Preposition: cóng • Phonetics: Intonations of "si or no" question. • Calligraphy: Basic radical (related to earth) (related to fire.) • Practice calligraphy structure and stroke order// /. • Task: talk about hobby with classmates and take advantage of result complement to explain last week's test or last week's homework. Language competencies: • Use of result complement. • Use of ordered number • Expressing success of an action • Identifies: ideals
6	Lesson 10 Stop looking for your cell phone; it's on the desk Content: • Expressing negation in the imperative • Punctuation in Chinese • Asking and expressing: ... is good for ...? • Use of preposition "duì" to express para • Phonetics: Intonations of the specific question. • Calligraphy: basic radical (represents: walking, walking) (related to holes, caves or house) • Practicing calligraphy structure and stroke order// • Task: healthy living suggestion. Language competencies: • Grammar: the negation of imperative. • Grammar: "duì ... "for some topic • Task: give suggestion Cultural competences: • Presentation: Chinese tea
7	Lesson 11 He is three years older than me Content: • Orientation terms • Ask and express: ... is more ... than ...? • Present with verb sentence as an attribute • Expressing comparison • Asking and expressing: price and how to negotiate price • Phonetics: Intonations of the affirmative - negative sentences • Calligraphy: basic radical (is related to weather phenomena such as clouds and rain) (related ice or cold). • Practicing the structure of calligraphy and stroke order /// Language competencies: • Lexicon: How to express comparison. • Verb and sentence with verb as atribute. • Grammar: use of probably in a verb sentence. • Express " is about to..." • Task: mini theater: in the store Final Exam review • Oral: attention to tones. • Oral expression and colloquial communication. • Describing articles and expressing ideas using the words and language points learned • Review of Chinese characters.

Assessment

Tool	Assessment tool	Category	Weight %
Written and/or oral	Oral final exam	Ordinary round	20.00%

Tool	Assessment tool	Category	Weight %
exams			
Written and/or oral exams	Written final exam	Ordinary round	25.00%
Written and/or oral exams	Retake Exam	Retake	100.00%
Participation in program activities	Oral participation	Ordinary round	10.00%
Written and/or oral exams	Oral midterm exam	Ordinary round	10.00%
Quizzes/tests	Listening comprehension exam	Ordinary round	10.00%
Participation in program activities	Written participation	Ordinary round	15.00%
Written and/or oral exams	Midterm written exam	Ordinary round	10.00%

PROGRAMS

GDL23-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)

GDL23 Year 3 (Optative)

GDL23 Year 1 (Optative)

GDL23 Year 4 (Optative)

GDL23 Year 2 (Optative)

GDL23 Year 5 (Optative)