

Level A1: Starting Catalan

I. COURSE DESCRIPTION

Duration: 45 hours

Schedule: from 10 am to 1 pm

Location: UPF Ciutadella Campus

Teaching staff: Idiomes UPF

Course language: English

A Beginners' course corresponding to Level A1 of the Common European Framework of Reference (CEFR) divided into an initial 15-hour reception module (*Catalan Language Survival Kit*) and a second 30-hour consolidation module (*Going Further in Catalan*).

Catalan Language Survival Kit module provides the student with the essential linguistic structures to communicate in Catalan in the typical situations of day-to-day life. This module is primarily developed outside the classroom: on the university campus, in the street, at the market, etc., places where the student has the opportunity to put into practice the grammar structures and vocabulary acquired previously.

Going Further in Catalan module allows the fundamental linguistic skills (speaking, listening, reading and writing) to be studied in-depth, but always from a communicative perspective and in an integrated way. Furthermore, the teaching of lexical and grammatical content will be emphasised in order to respond to the communicative and academic needs of the student.

This level A1 course (45h) is required for those students that wish to continue studying an A2 level course during the first term.

II. EVALUATION SYSTEM

The final mark for the course is made up of the following elements:

Continuous Assessment	60%
Exercises via Moodle or dossier (10%) Participation (10%) 2 writing tasks (20%) 1 presentation (20%)	
Final Exam	40%

III. ATTENDANCE POLICY

As language learning is an evolving process that requires continuous practice in order to acquire new knowledge and skills, class attendance is obligatory. Students must attend a minimum of 80% of classes to qualify for a final mark. In exceptional cases, students may

attend less than the required 80% of classes; however, absences must be justified and permission granted by a commission responsible for such policies. In these cases,

- a) absences must not exceed 40% of the course and
- b) students must establish a plan of study with their professor to follow the course and prepare for exams.

The justification of absences is the responsibility of the student, who should present an acceptable justification at the Idiomes UPF main office and fill out the corresponding form.

IV. MARKING AND CLASSIFICATION SCHEME

Final mark of the course (60% continuous assessment + 40% final exam)	
Mark	Classification
Student will fail in any of the following cases: a) If they obtain a <u>final mark</u> for the course of less than 5.0. b) If they obtain a mark of less than 5.0 in the <u>final exam</u> . c) If they do not comply with Idiomes UPF's attendance policy.	Fail (<i>Suspès</i>)
5,0 - 6,9	Pass (<i>Aprovat</i>)
7,0 – 8,9	Merit (<i>Notable</i>)
9,0 – 10	Distinction (<i>Excel·lent</i>)

V. COURSE MATERIAL

As well as handouts, which will be given to the student in class by the teacher, and which need to be filed on a daily basis, students will use a course pack containing both communicative activities and grammar theory with exercises.

VI. COURSE OBJECTIVES

- To be able to interact in basic and frequent daily life situations.
- To be able to express opinions or simple requests in an everyday context.
- To be able to understand clear information on familiar subjects, such as labels on products and signs, and simple literary texts or narratives on familiar topics.
- To be able to fill out forms and write brief letters or messages and notes about personal information.

VII. COURSE CONTENT

FUNCTIONAL CONTENT

- Social function
 - Greeting and taking leave
 - Introducing oneself and others
 - Expressing and responding to thanks
 - Asking permission and giving or refusing permission
 - Congratulating and responding to congratulations
 - Maintaining short conversations by telephone

- Informative function:
 - Describing persons, places and things
 - Requesting and providing information about people, places and things
 - Expressing knowledge or ignorance about an event or fact
 - Expressing wishes and desires
 - Refusing to do something
- Expressive and evaluative function
 - Requesting and giving agreement and consent
 - Expressing facts
- Inductive function
 - Requesting assistance
 - Proposing, suggesting, offering advice or recommending an action
 - Asking for or giving instructions
 - Arranging a meeting
- Metalinguistic function
 - Turn taking
 - Asking how to pronounce a word or phrase
 - Asking for repetition or clarification
 - Paraphrasing
 - Self-correcting
 - Asking for clarification regarding a statement

GRAMMATICAL CONTENT

- Determiners
 - definite and indefinite article
 - demonstrative, possessive and interrogative
 - numerals: cardinals, ordinals and partitives
- Pronouns
 - demonstrative, possessive and interrogative
 - personal: tonic forms and atonic forms of DO and IO
 - relative: *que*
- Verb tenses
 - present Indicative
 - periphrastic past
 - past imperfect
 - imperative
- Periphrastic form for obligation: *haver de*
- Adverbs of time, place, direction, quantity and manner
- Prepositions of location, direction and possession
- Conjunctions
 - correlative: *i* and *ni*
 - causal: *perquè*
 - disjunctive: *o* and *si no*
 - contrastive: *però*

- Syntax:
 - sentence constituents: subject, verb and complements
 - simple sentences: declaratives, interrogatives, imperatives and exclamations
 - compound sentences
- Phonetics and orthography
 - alphabet
 - the vowel and consonant system
 - reduced vowels

LEXICAL CONTENT

- Personal information
- Home and address
- Professions and professional life
- Hobbies and free time
- The university
- City and transport
- Shopping and cuisine

VIII. ADDITIONAL LANGUAGE AND CULTURAL ACTIVITIES

As indicated in the course syllabus, the course will include a variety of language activities: sessions dedicated to oral fluency, role-plays, Catalan cultural activities, a reading workshop or a tour of Barcelona.

IX. REFERENCES

- Dictionaries:
 - Bilingual dictionaries of the Enciclopèdia Catalana
 - Multilingual dictionary online: <http://www.multilingue.cat/>
 - Monolingual dictionary online: <http://www.diccionari.cat/>
 - Illustrated dictionary: <http://www.dicdidac.cat/>
- Manuals:
 - Badia, Dolors. *Llengua catalana. Nivell llindar 1*. Barcelona: Editorial L'Àlber, 1997.
 - Mas, Marta et al. *Veus 1. Curs de català*. Barcelona: L'Abadia de Montserrat, 2009.
 - Roig, N. et al. *Passos 1*. Barcelona: Editorial Octaedro, 2006.
- Grammar:
 - Alegre, M. *Gramaticard. Totes les regles de la gramàtica catalana*. Barcelona: Castellnou, 1995.
 - Bastons, Núria et al. *Gramàtica pràctica del català*. Barcelona: Teide, 2011.
 - Xuriguera, J. *Els verbs catalans conjugats*. Barcelona: Claret, 1998.
- Basic vocabulary exercises:
 - http://llengua.gencat.cat/ca/serveis/informacio_i_difusio/publicacions_en_linia/viure_a_catalunya_a_col/viure_a_catalunya_lamines/

➤ Additional exercises:

- www.parla.cat
- www.edu365.cat/eso/muds/catala/vincles/vincles1/index.htm
- www.intercat.cat/speakcat

X. CERTIFICATE:

At the end of the course, those students that pass will receive a certificate stating both their final mark and classification. Certificates will be emailed to each student by the Idiomes UPF administrative office.

COURSE SYLLABUS – CATALAN LANGUAGE COURSE	
CATALAN LANDING PROGRAMME - September	
CATALAN LANGUAGE SURVIVAL KIT	
LESSON 1	Lesson 1. <i>Ens presentem</i>
LESSON 2	Lesson 2. <i>Ens presentem</i>
LESSON 3	Lesson 3. <i>Estudiem a la universitat</i>
LESSON 4	Lesson 4. <i>Expressem gustos i preferències sobre el menjar</i>
LESSON 5	Lesson 5. <i>Comprem al mercat</i>
GOING FURTHER IN CATALAN	
LESSON 6	U1. Explaining every-day life activities. Giving information regarding your own diary and asking for schedules.
LESSON 7	U1. Reading texts about daily routines. What do you do in your spare time?
LESSON 10	U2. Describing your family. Hand in Writing Task 1(1st version).
LESSON 11	U3. What's your house like? Describing parts of a house.
LESSON 12	U3. Describing the city you live in.
LESSON 13	U4. Asking for important facts in the past. Hand in Writing Task 1 (2nd version)
LESSON 14	U4. Explaining how we used to be and what we used to do as children. Explaining anecdotes from the past.
LESSON 15	Oral presentations.
LESSON 16	2nd Writing Task. Revision before the exam.
LESSON 17	Final exam.