



CT 101 CATALAN FOR BEGINNERS

IES Abroad Barcelona

DESCRIPTION:

This course is designed for students who wish to reach a basic level in Catalan. By carrying out specific tasks they will be introduced to the present, past and future tenses. The structure of the course focuses particularly on strategies and structures necessary for communicating daily situations. The course also pays attention to cultural aspects which define Catalan society through reading and course-related trips.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Catalan

INSTRUCTOR: Pep Inglés

PREREQUISITES: Minimum SP301 language level, Spanish Language in Context: Emerging Independent Abroad I.

ADDITIONAL COST: Students will be charged for the Exercise book

METHOD OF PRESENTATION:

- Active class discussion
- Collaborative tasks
- Student presentations
- Course-related trips
- Oral presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

- 3 partial exams – 30% (10% each)
- Oral Assessment – 15%
- Written Assessment – 15%
- Oral Presentations – 15%
- Participation – 10%
- Course-related Trips – 15%

Exams

The midterms and the final have the same structure. As in class we ask the students to use different skills, we want to assess them in all those skills too. So, each exam will consist in: 1. Listening 2. Grammar and vocabulary 3. Reading and 4. Writing.

Quizzes

Quizzes will help the student to guide their learning progress. They include a variety of questions and exercises to test the student skills in different areas of their language competency.

Oral production

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Oral assignments are oriented to developing and improving communicative skills. They will be linked to cultural and linguistic components designed for this level. These may include oral presentations, interactive and situational linguistic exchanges, video projects, interviews, etc.

Oral presentation

This is a comprehensive assignment. Students must prepare a presentation about their experience as a student abroad. It serves both to demonstrate proficiency in the use of the language, as well as their knowledge of the city, local customs, and culture. For successful completion of the assignment, students are provided with a list of items to use (studied during the semester) and a rubric.

Written production

Throughout the course students will have to complete between two and four compositions. Students will be given precise guidelines to each assignment.

Class Participation

The Class Participation involves making a consistent effort to speak Catalan during class, regardless of accuracy, giving full attention to class activities, demonstrating a positive and supportive attitude to instructor and classmates, coming to class with the required materials and ready to learn when class begins. Also, an adequate use of electronic devices will be expected for learning purposes only.

Course-related trips

Students will participate in activities outside class where they will interact with Catalan speakers to get a better understanding of different aspects of Catalan culture and history. They involve the production of a written or oral assignment about the trip theme.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

Intercultural Communication

- A. meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
- B. recognize basic appropriate and inappropriate expressions and behaviors in the host language.
- C. distinguish between basic representations of formality and informality in the language.
- D. understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

Listening

- A. understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, directions).
- B. use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

Speaking

- A. use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the community).
- B. express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.



Reading

- A. identify and understand basic sentences.
- B. interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

Writing

- A. write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
- B. send basic emails, text messages, and fill out some basic forms.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies

CONTENT:

Session	Content	Assignments
1	Unitat 0 “Domini.cat” Course introduction (assignments, guidelines) Communicative objectives - Communicating in class - Distinguishing Catalan from other languages Grammar - Alphabet - Orthographic signs Vocabulary - Words in Catalan - Class phrases Phonetics - Catalan letters and sounds Culture - The Catalan Countries	Assignment(s) and/or Reading(s)

Session	Content	Assignments
2	Unitat 0 “Domini.cat” Communicative objectives - Communicating in class Grammar - Alphabet Vocabulary - Class phrases Phonetics - Catalan letters and sounds Culture - The Catalan Countries Unitat 1 – Tot un món Communicative objectives - Greetings - Introduce yourself and introduce others Vocabulary - Personal articles and definite articles - Strong pronouns (singular): <i>jo, tu, ell, ella, vostè</i> - Weak pronouns: <i>me, et, es, en</i> - Interrogatives: <i>com, qui, quants, quantes, on, per què</i> Vocabulary - Names of countries, nationalities and languages Phonetics - Intonation of questions and answers - The verb <i>dir-se</i> Culture - Names and last names	Homework: Page 3: 1, 2, 3

Session	Content	Assignments
3	Unitat 1 – Tot un món Communicative objectives • Exchange personal information • Distinguish between informal and formal register Vocabulary • Personal articles and definite articles • Strong pronouns (singular): <i>jo, tu, ell, ella, vostè</i> • Adjectives of nationality and gender • Numbers from 1 to 100 • Prepositions <i>de</i> and <i>per</i> • Present indicative: <i>ser, dir-se, tenir, parlar, estudiar</i> Vocabulary • Names of countries, nationalities and languages • Phonetics Intonation of questions and answers • The verb <i>dir-se</i>	Homework: Page 3: 4 Page 4: 5, 6, 7, 8 Page 5: 9
4	Unitat 1 “Tot un món” Communicative objectives • Greetings • Introduce yourself and introduce others • Exchange personal information • Distinguish between informal and formal register Vocabulary • Personal articles and definite articles • Adjectives of nationality and gender • Numbers from 1 to 100 • Prepositions <i>de</i> and <i>per</i> • Present indicative: <i>ser, dir-se, tenir, parlar, estudiar</i> Vocabulary • Names of countries, nationalities and languages Phonetics • Intonation of questions and answers • The verb <i>dir-se</i> Culture • Names and last names	Homework: Page 5: 11 Page 6: 12, 13, 14, 15 Page 7: 16, 17, 18 Page 8: 21 Page 10: 26 (review)

Session	Content	Assignments
5	Unitat 2 – Família, amics i coneguts Communicative objectives - giving information about third parties - identifying third parties by family ties Grammar - demonstratives: <i>aquest, aquesta, aquests, aquestes</i> - strong pronouns (plural): <i>nosaltres, vosaltres, ells, elles, vostès</i> - weak pronouns: <i>ens, us, es</i> - interrogative: <i>de què</i> - nouns and adjectives: gender and number Vocabulary - professions - relatives Phonetics - the spelling and sound of <i>ny</i>	Homework: Page 11 : 1, 2 Page 13 : 6, 7 Page 14: 8, 9 QUIZ 1 - Moodle
6	Unitat 2 – Família, amics i coneguts Communicative objectives - asking and talking about our profession - talking about family Grammar - possessive: <i>el meu, la meua, etc.</i> - demonstratives: <i>aquest, aquesta, aquests, aquestes</i> - strong pronouns (plural): <i>nosaltres, vosaltres, ells, elles, vostès</i> - weak pronouns: <i>ens, us, es</i> - interrogative: <i>de què</i> - nouns and adjectives: gender and number - present indicative: <i>ser, dir-se, tenir, parlar, estudiar, treballar, fer, viure</i> - prepositions: <i>a, en, de</i> Vocabulary - professions - relatives - adjectives to describe people Phonetics - the spelling and sound of <i>ny</i>	Homework: Page 14: 10, 11 Page 15: 14 Page 16: 16, 17

Session	Content	Assignments
7	Unitat 2 – Família, amics i coneguts Communicative objectives - giving information about third parties - identifying third parties by family ties - asking and talking about our profession - talking about family Grammar - possessive: <i>el meu, la meua, etc.</i> - demonstratives: <i>aquest, aquesta, aquests, aquestes</i> - strong pronouns (plural): <i>nosaltres, vosaltres, ells, elles, vostès</i> - weak pronouns: <i>ens, us, es</i> - interrogative: <i>de què</i> - nouns and adjectives: gender and number - present indicative: <i>ser, dir-se, tenir, parlar, estudiar, treballar, fer, viure</i> - prepositions: <i>a, en, de</i> - connector: <i>però</i> Vocabulary - professions - relatives - adjectives to describe people	Homework: Page 17: 18 Page 18: 19, 20 QUIZ 2- Moodle
8	Unitat 3 – Per a tots els gustos Communicative objectives - talking about tastes - expressing agreement and disagreement Grammar - quantifiers: <i>molt, força, bastant, una mica, gaire, gens</i> - indirect object pronouns: <i>(a mi) m', (a tu) t', (a ell / a ella / a vostè) li, (a nosaltres) ens, (a vosaltres) us, (a ells / a elles / a vostès) els</i> Vocabulary - names of days of the week, seasons - nouns and verbs related to free time activities	Homework: Page 19: 1, 2, 3 Page 20: 4, 6, 7

Session	Content	Assignments
9	Unitat 3 – Per a tots els gustos Communicative objectives • talking about tastes • expressing agreement and disagreement • talking about what you do in your free time Grammar • quantifiers: <i>molt, força, bastant, una mica, gaire, gens</i> • indirect object pronouns: <i>(a mi) m', (a tu) t', (a ell / a ella / a vostè) li, (a nosaltres) ens, (a vosaltres) us, (a ells / a elles / a vostès) els</i> • present indicative: <i>agradar, suportar, odiar, encantar, escoltar, anar, sortir, llegir</i> • connector: <i>però</i> Vocabulary • names of days of the week, seasons • nouns and verbs related to free time activities, verbs indicating tastes • <i>també</i> (also), <i>tampoc</i> (neither) Phonetics • the apostrophe and pronouns	Homework: Page 21: 9, 10 Page 22: 11 Page 23: 13, 14 Oral Assignment / Moodle: La meva família. QUIZ 3 - Moodle
10	Midterm 1	Assignment(s) and/or Reading(s)
11	Unitat 4 – Les coses de cada dia Communicative objectives • talking about daily activities Grammar • time expressions: <i>abans de, després de, haven't dinat, haven't sopat, sempre, mai, sovint, ...</i> • present indicative Vocabulary • parts of the day • adjectives to describe people • verbs indicating everyday activities Phonetics • the sound [3] and [j] • the endings of the present indicative	Homework: Page 27: 1, 2, Page 28: 3, 4, 5 Page 23: 6

Session	Content	Assignments
12	Unitat 4 – Les coses de cada dia Communicative objectives • talking about daily activities • reporting the time, schedules and frequency of some activities • talking about customs and habits Grammar • time expressions: <i>abans de, després de, haven't dinat, haven't sopat, sempre, mai, ...</i> • present indicative • prepositions: <i>a... de, des de... fins a, entre... i</i> • connector: <i>perquè</i> Vocabulary • parts of the day • verbs indicating everyday activities Phonetics • the sound [ʒ] and [ʝ] • the endings of the present indicative	Homework: Page 34: 18, 19, 20 Page 35: 22
13	Unitat 4 – Les coses de cada dia Communicative objectives • talking about daily activities • reporting the time, schedules and frequency of some activities • talking about customs and habits Grammar • time expressions: <i>abans de, després de, haven't dinat, haven't sopat, sempre, mai, ...</i> • present indicative • prepositions: <i>a... de, des de... fins a, entre... i</i> • connector: <i>perquè</i> Vocabulary • parts of the day • adjectives to describe people • verbs indicating everyday activities • names of shops Phonetics • the sound [ʒ] and [ʝ] • the endings of the present indicative	Homework: Page 36: 23, 24 Page 37: 25, 26 Page 38: 26 Course Related Trip 1: Com som, com són.

Session	Content	Assignments
14	Unitat 4 – Les coses de cada dia Communicative objectives • talking about daily activities • reporting the time, schedules and frequency of some activities • talking about customs and habits Grammar • time expressions: <i>abans de, després de, haven't dinat, haven't sopat, sempre, mai, sovint, ...</i> • present indicative • prepositions: <i>a... de, des de... fins a, entre... i</i> • connector: <i>perquè</i> Vocabulary • parts of the day • adjectives to describe people • verbs indicating everyday activities Phonetics • the sound [ʒ] and [ʝ] • the endings of the present indicative Culture • the schedules of Catalan people	Moodle. Course Related Trip 1: Com som, com són. QUIZ 4 - Moodle
15	Unitat 5 – Casa meva és casa vostra Communicative objectives • say where and with whom someone lives • describe a neighborhood or city Grammar • quantifiers: <i>massa, molt, bastant, força, més aviat, una mica, poc, gaire, gens</i> • interrogatives: <i>on, (a) quin</i> • prepositions: <i>a, en, amb</i> • present indicative: <i>haver-hi, ser, viure, estar-se, preferir</i> • ordinal numerals: <i>primer, segon, etc.</i> Vocabulary • names of streets and public roads • nouns and adjectives to indicate characteristics of neighborhoods, towns and cities	Homework: Page 39: 1 Page 40: 5, 6 Page 41: 7, 8

Session	Content	Assignments
16	Unitat 5 – Casa meva és casa vostra Communicative objectives - say where and with whom someone lives - describe a neighborhood or city - locate services in a neighborhood Grammar - quantifiers: <i>massa, molt, bastant, força, més aviat, una mica, poc, gaire, gens</i> - prepositions: <i>a, en, amb</i> - present indicative: <i>haver-hi, ser, viure, estar-se, preferir</i> - locative expressions: <i>a prop, al costat, al mig, al darrere, entre, al final, lluny, al davant</i> - connectors: <i>a més, també</i> Vocabulary - names of streets and public roads - nouns and adjectives to indicate characteristics of neighborhoods, towns and cities	Homework: Page 42: 9, 10 Page 43: 12 Page 44: 13, 14 Page 45: 15 Benvinguts a casa meva! – Oral production
17	Unitat 5 – Casa meva és casa vostra Communicative objectives - describe a neighborhood or city - locate services in a neighborhood - make comparisons Grammar - present indicative: <i>haver-hi, ser, viure, estar-se, preferir</i> - comparative structures - locative expressions: <i>a prop, al costat, al mig, al darrere, entre, al final, lluny, al davant</i> - connectors: <i>a més, també</i> Vocabulary - nouns and adjectives to indicate characteristics of neighborhoods, towns and cities Culture - Barcelona and Valencia neighborhoods	Homework: Page 45: 16 Page 46: 17, 18, 47 Page 49: 22, 23 Page 50: 24 QUIZ 5 - Moodle
18	Midterm 2	

Session	Content	Assignments
19	Unitat 6 – Històries de vida – Hem fet molta feina Communicative objectives • talk about personal events • talk about historical events • Explain activities that have been done during a day or a time close to the present Grammar • time expressions: <i>als 10 anys, al cap de , fa 3 mesos, quan, del 2010 al 2012</i> • past tense: <i>Passat perifràstic</i> • connector: <i>doncs</i> • time expressions: <i>avui, ara, aquesta setmana, aquest semestre...</i> • past tense: <i>Passat perfet</i> • connector: <i>és que</i> Vocabulary • verbs that indicate personal experiences or historical events	Presentació oral: El meu semestre a Barcelona Homework: Page 51: 1, 2 Page 52: 2 Page 53: 4 Page 56: 14 Page 57: 15
20	Unitat 6 – Històries de vida – Hem fet molta feina Communicative objectives • talk about personal events • talk about historical events • Explain activities that have been done during a day or a time close to the present Grammar • time expressions: <i>als 10 anys, al cap de , fa 3 mesos, quan, del 2010 al 2012</i> • past tense: <i>Passat perifràstic</i> • connector: <i>doncs</i> • time expressions: <i>avui, ara, aquesta setmana, aquest semestre...</i> • past tense: <i>Passat perfet</i> • connector: <i>és que</i> Vocabulary • verbs that indicate personal experiences or historical events	Homework: Page 61: 25, 26 Page 62: 27, 28 Oral presentations: guidelines.

Session	Content	Assignments
21	Unitat 6 – Històries de vida – Hem fet molta feina Communicative objectives • talk about personal events • talk about historical events • Explain activities that have been done during a day or a time close to the present Grammar • time expressions: <i>als 10 anys, al cap de , fa 3 mesos, quan, del 2010 al 2012</i> • past tense: <i>Passat perifràstic</i> • connector: <i>doncs</i> • time expressions: <i>avui, ara, aquesta setmana, aquest semestre...</i> • past tense: <i>Passat perfet</i> • connector: <i>és que</i> Vocabulary • verbs that indicate personal experiences or historical events Phonetics • intonation of expressions of surprise and sadness Culture • relevant facts from the history of Catalonia	Homework: Page 88: 5, 6, 7 Page 89: 8, 9 Page 90: 10
22	Unitat 6 – Històries de vida – Hem fet molta feina Communicative objectives • talk about personal events • Explain activities that have been done during a day or a time close to the present Grammar • time expressions: <i>als 10 anys, al cap de , fa 3 mesos, quan, del 2010 al 2012</i> • past tense: <i>Passat perifràstic</i> • time expressions: <i>avui, ara, aquesta setmana, aquest semestre...</i> • past tense: <i>Passat perfet</i> Vocabulary • verbs that indicate personal experiences or historical events	Homework: Page 91: 11, 12 Page 92: 13, 14

Session	Content	Assignments
23	Unitat 6 – Històries de vida – Hem fet molta feina Oral presentation: My semester in Barcelona.	Assignment(s) and/or Reading(s)
24	Final exam	Assignment(s) and/or Reading(s)

COURSE-RELATED TRIPS:

Students will participate in activities outside class where they will interact with Catalan speakers to get a better understanding of different aspects of Catalan culture and history. The learning objective in these activities is to get them to interact with locals and test their language skills in a real environment. Also, these activities intend to get the students to get in contact with local traditions and special holidays which are representative of the local culture. Depending on the semester, these activities could vary, due to the seasonal festivities or calendar. Spring: Santa Eulàlia (winter festival), Sant Jordi (Book day), Barcelona és el tresor (scavenger hunt through the Gothic Quarter). Fall: Santa Llúcia Market (Catalan traditional Christmas market),

- Com som, com sou
Cultural objectives: This activity's main objective is to get to know better what Catalans are like, what they think and what their concerns are. This can help us better distinguish the similarities and differences between Catalans and Americans and overcome stereotypes. Language objectives: students will need to use adjectives, interrogatives, modifiers, and comparative structures. Students (following a script) must interview people who live in Catalonia and ask them for their opinion on everyday events, clichés and concerns and forecasts for the future. This course-related trip is proposed in Spring and Fall.
- Barcelona és el tresor:
Cultural objectives: as the title indicates, it is an activity that proposes a self-guided visit to discover curious and interesting aspects of medieval Barcelona. Language objectives: practice past tenses and structures for asking for information. This course-related trip is proposed in Spring and Fall. Students work in teams in order to solve the hints and successfully complete the treasure hunt. This course-related trip is proposed in Spring and Fall.
- Santa Llúcia market:
Cultural objectives: the main objective is to discover if Catalans know the meaning and origin of their Christmas traditions. Language objectives: at this point of the semester, students must be able to engage in short informal conversations about a topic they have prepared for. Students visit the Christmas market and have to interview local people about certain very popular traditions (caganer, cagatió, ...).

REQUIRED READINGS:

- Vilagrasa, A. (2018) A punt 1. Curs de català. Llibre de l'alumne, 1. Publicacions de l'Abadia de Montserrat. ISBN: 978-84-9883-990-6
- Vilagrasa, A. (2018) A punt 1, Llibre d'exercicis i gramàtica. Publicacions de l'Abadia de Montserrat. ISBN: 978-84-9191-006-0

RECOMMENDED READINGS:

Diccionari Català – Anglès / Anglès – Català. Barcelona: Enciclopèdia Catalana.