Programme

CATALAN LEVEL A2

Basic 1
Basic 2
Basic 2 + Basic 3 [leading to A2]

1. Course modules
Taking modules Basic 1, Basic 2 and Basic 2 + Basic 3 in Catalan language offers learners the opportunity to achieve level A2 of the Common European Framework of Reference for Languages on completion of the third module. Level A2 defines a basic knowledge of the language and is generally referred to as *waystage* level.

2. Level A2 in Catalan at the Language Service of the UAB
The first two modules of beginner's Catalan (Basic 1 and Basic 2) offer a progressive introduction to the language, adjusted to the individual needs and characteristics of the learners (knowledge of languages, composition and homogeneity of the class groups). We offer three courses:
- Basic 1
- Basic 2
- Basic 2 + Basic 3
Learners are in a position to achieve a basic level on completion of the third module.

3. Learning method
The Language Service of the UAB offers different methods of learning: classroom-based, blended and online. The three modules leading to the basic level are offered as blended learning using the Parla.Cat materials for the autonomous online parts of the course (one basic level module of Parla.Cat for each of the courses: you can see the content of this material on the Language Service website).

4. Who is the course for?
The general language courses offered by the Language Service are aimed at adults. Modules Basic 1, Basic 2 and Basic 2 + Basic 3 in Catalan are aimed at newly arrived students beginning to learn the language in order to facilitate their linguistic and sociocultural adaptation at the UAB.

5. General objective of level A2
As established in the Common European Framework of Reference for Languages, on

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Programme

completion of level A2 learners should be able to understand commonly used sentences and expressions related to topics of immediate relevance (for example, basic personal information, family information, shopping, the local area, work). They should be able to communicate directly in simple, everyday situations which demand simple, direct exchanges of information about family and everyday situations. They have to be able to give simple descriptions of their own experience and personal baggage, aspects of their immediate environment and matters relating to their immediate needs.

6. Skills-based objectives
The skills-based objectives for level A2, in accordance with the Common European Framework of Reference for Languages are the following:

7. Communicative linguistic competence at level A2

7.1. Linguistic competences

7.1.1. Spelling and grammar competences

Grammar aspects

Spelling

- Vocalism: letters representing vowel sounds; phenomena of vocalic alternation: plurals ends in –es, unstressed *ae* endings. Accents on some frequent diacritical marks (*bé, és, més, nét, què, sé, sí, són, té, véns*) and verb endings (*future, imperfect, present and imperfect subjunctive).* Diereses in the groups *qu* and *gu* followed by *e* and *i (pingüí, qüestió).* Use of the apostrophe: general rules for articles, the prepositions *a, de* and *per* and the most frequent weak pronouns (*m'agrada, t'agrada, s'estima més, l'agafa)*. Contraction of the prepositions *a, de* and *per* + masculine article*.* Hyphens in numerals and weak pronouns with the infinitive *(llevar-se, semblar-te, recordar-me'n, pensar-hi).*

- Consonantism: letters representing consonant sounds. Familiarisation with basic spelling of basic vocabulary; spelling of words with b/v: past tense ending in –*ava*, u/v alternations *(blau/blava, atractiu/va); p/b (sap/saben); t/d (divertit/da, nebot/da);* gerund in –*t;* basic differences in spelling linked to morphology: *c /ç, j/g, c/qu, g/gu; rr , ix* and *ss* between vowels, *ig* at the end of the word.

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Morphology

- Morphology of nouns and adjectives: regular and fixed gender and noun forms with differences in accents, plurals ending in *–s, -es, -os* and changes in selling. Noun concordance. Superlative adjectives (*-íssim*) and variable and invariable quantifiers (*molt/-a/-s/-es, força gaire/-s*).

- Determinants: definite and indefinite article; demonstratives and possessives (forms and use); indefinite quantifiers (*cap, gens de, massa, gaire, poc, algun, tant, prou, qualsevol*); cardinal and ordinal numbers (formation from *cinc* and abbreviations) and partitives *(mig, quart)*; comparison (*més/menys, tant, tanta, tants, tantes)* and distributives (*cada).*

- Verbs: regular and irregular conjugation in indicative mode (*present, imperfect, periphrastic past, perfect, pluperfect, future)*, subjunctive (*present, imperfect)* , conditionals *(simple)* and affirmative and negatives imperatives plus some very frequent irregular verbs (*anar, fer, venir, tenir, saber, ser). Regular and some frequent irregular participles (*ser, tenir, conèixer, viure*). Reflexive and copulative verbs (*ser, estar, quedar-se, tornar-se, semblar, assemblar-se). Non-personal verbal forms: infinitive, gerund, past participle. Use of the verbs *haver-hi, ser-hi +* localisations.

- Adverbs: invariable quantifiers and position in respect to the verb, adjective or adverb *(molt, força, gens). Use of the most frequent adverbs and adverbial locutions of time *(llavors, aleshores, encara, com més aviat millor, de tant en tant, sempre, sovint, de vegades, havent dinat/sopat, després,* seasons, dates), order *(primer, segon, al final),* place *(aquí, allà, sota, sobre, dins, fora, al mig, dreta, esquerra, davant, darrere, (a) dalt, (a) baix, (a/al) davant, a/al) darrere, (a) dins, (a) fora, a banda i banda, davant per davant),* direction *(endins, enfora, pujant, baixant, entrant a mà..., sortint)*, manner *(a poc a poc, de pressa)*, quantity *(només, solament),* possibility *(potser)*, affirmation *(i tant, és clar)*, and negation *(i ara, no, tampoc).*

- Pronouns: demonstratives (*aquest, aquesta, aquell, aquella + plurals; neutrals: això* and *allò),* weak pronouns in their most frequent personal use, direct object and indirect object; and familiarisation with their full, elided and reinforced forms *(a mi m'agrada)*, reduced forms according to the position of the verb (use of apostrophes and hyphens). Use of the pronouns *en* and *hi* with verbs of movement (*hi vaig, en torno)*. Use of pronouns with some of the most frequent

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prepositional verbs (*recordar-se'n, adonar-se'n, pensar-hi).* Interrogative and indefinite pronouns *(què, qui, quin, on, com, quan, quant, cadascú, tot, qualsevol, ningú, res)*. Relative pronouns *que* and *on.*

- Frequent prepositions and prepositional locutions**:** of situation (*a, en, de*), direction (*a, cap (a), fins (a), per*), belonging (*de, amb*), relative position (*entre, dins (de), (a) sobre (de), (a) sota (de)*), and distance *((a) prop (de), lluny (de), (a la) vora (de)).*

- Conjunctions and conjunctive locutions of coordination and subordination: copulative *(i, ni, si)*, causal (*perquè*), disjunctive (*o, si no*), adversative (*però, encara que, tot i que*) consecutive (*doncs, per tant, així*), temporal (*quan, mentre, després*).

Perception of symbols in written texts

- Letters and orthographic signs *(accent, apostrophe, dieresis, dash).*
- Conventions: frequently used abbreviations *(dl, Sr., 4t, pral, c., av.).*
- Punctuation: *comma, full stop, question mark.*

7.1.2. Lexical and semantic competences

Areas of vocabulary

- Social, work and academic areas related to the interests of the learner *(family, friends, animals, work, home and lodging, food, academic activities).*

- General interest (*transport, shopping, food, media, entertainment, health, tourism, sport, climate, public organisations).*

Elements of vocabulary

- Qualifiers: graded comparative and superlative adjectives: *bé /malament*, *millor/pitjor.*

- Phrasal verbs of continuity (*estar + gerund),* future *(pensar+ infinitive) ,* obligation *(haver de + inf. , cal que + subj) ,* probability (*deure+ infinitive*),

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recent actions (*acabar de + inf.)*, initiation *(començar a + inf. , posar-se a + inf.)*.

- Frequent sayings and expressions: for greeting (*anar fent)*, giving opinions (*tant me fa, depèn*), affirm or negate (*i tant, i ara, sí que ho faig/no, no ho faig)*; excuse oneself (*ho sento, no puc, no em va bé, em sap greu); express suprise (que dius ara, de debò?, sí, home! No fotis, au va!)*; react to unexpected anecdotes (*vols dir? Potser sí,*).

Grammatical elements

- Prefixes and suffixes: activities and jobs (*-er/-era, -ista, -or/-ora, -aire*), measurements and sizes *(-et, -às, -ària, -ada)*, origin *(-a/-ana, -í/-ina, -ès/-esa, -enc/-enca*).

- Prepositional verbs *(anar a, adonar-se de, avenir-se amb, començar a, estar d'acord amb, oblidar-se de, pensar en, venir de).*

- Conjunctions: cause with *perquè, com que, és que, i per això*; finality with *perquè*; consequence: *doncs, per tant*; objection with *si, encara que.*

- Sentence structures: simple declarative sentences, questions, imperatives, exclamations; coordinated and juxtaposed sentences.

7.1.3. Phonological competence and pronunciation

Aspects related to the perception and production of units of sound:

- Pronunciation is generally clear enough to be able to understand despite an obvious foreign accent, but the listener has to ask for repetition from time to time.

- Recognise and apply the rules of pronunciations (stressed and unstressed vowels) of some frequent words which have been memorised.

- Correct intonation in some very common exchanges such as greetings and other predictable structures (*Hola, què hi ha?, adéu, com es diu en català?)*

7.2. Sociolinguistic and pragmatic competences

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Sociolinguistic competence

Learners have to be able to communicate in their usual dialect, in a colloquial register (to be able to relate to fellow students and friends); they have to be able to carry on conversations and produce simple texts in their usual area of work or study; they have to use basic structures of language and vocabulary which fulfil basic linguistic functions (thanking, greeting, asking for...) using a series of compensation strategies to overcome their limitations in the new language by asking the other speaker for help to continue with the conversation. Knowledge of the Catalan culture and society acquired will enable a correct interpretation of the communicative behaviour of Catalan speakers.

Pragmatic competences

- Discursive: when learners intervene they adapt simple we—prepared and memorised expressions to the situation through limited lexical substitution; they can also use simple techniques to begin, hols and end a brief conversation; they can tell a story or describe something using a simple list of elements.

- Functional: learners can make themselves understood in brief exchanges despite the evident reformulation, pauses and false starts; they can communicate what they want to say in brief, direct exchanges of limited information on family and everyday topics, but in other situations they will generally have to adapt the message.

Language users and learners employ a large range of competences (general, knowledge of doing, being and learning) The specific linguistic competences of the complete level (Basic 3) are indicated below.

8. Focus and methodology

General language courses at the Language Service of the UAB focus on communication and task-based learning, although occasionally other types of focus and method may be used. The classes are eminently practical and encourage cooperative learning and the active participation of the students, either individually or in pairs or groups.

Among the activities carried out in the classroom is, for example, reading a wide variety of texts with a wide variety of objectives (understand the text, localise the specific information, rewrite them); participate in unrehearsed conversations;

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participate in debates and discussions, express opinions and arguments fluently and in a structured manner; make oral presentations on previously prepared topics, write different types of text depending on the level.

Although the general language courses are focussed on a specific language, they also take into account that the language learner is gradually constructing their plurilingual competence, which is the result of the amalgam of all knowledge and skills in the different languages that they are contact with. At the same time, they also take into account the fact that learners are developing the pluricultural and intercultural competences which the courses promote. All of these competences are considered to be decisive for the effect use of the language and contribute to the generation of language learners capable of being socially committed to creating possible spaces for the practice of multilinguism and multiculturalism.

Another aspect to highlight in the focus of the courses at the language Service of the UAB is that learners occupy the central position in the learning process. All the courses are calculated in terms of the number of autonomous learning hours. The Language Service has an online language self-learning centre offering a range of resources for autonomous and informal learning. The courses offered by the Language Service support the strategic component in language learning which contributes to the creation of autonomous learners and gives them an easier approach to other languages.

The Language Service has a programme of complementary activities which allow learners to reinforce certain aspects of their learning. For examples there are conversation courses, reading clubs and language support activities in tandem (see the current offer).

9. Materials and resources
At the beginning of the course the teacher will tell students which materials and resources they need. These may be text books, dossiers or online materials. In the case of completely online courses the user license for the platform is included in the enrolment fee, unless indicated otherwise. In the other cases learners buy their own materials and resources. Access to the online language self-learning centres is free.

10. Assessment and certification
Please see the specific section on the website.

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