

## The curriculum on the Danube strand of UCL's Global Citizenship Summer School 2013

The short curriculum covered, briefly, the following areas (the first column shows the number of the session, the second is the main theme of that session, and the third column indicates the way in which that session increased students' general awareness about language and Danubian culture):

No.	Main theme of session	Raising general awareness of language or of the Danube region
1	Introduction 1. (1) the sounds of the language and the alphabet;  (2) a few simple forms of greeting and introduction;	When illustrating the sounds of the language in the context of other sounds, new vocabulary was introduced in a way that allowed description of the built or natural environment along the Danube in a given country, thus compiling the core vocabulary of approximately 30 words with which we were able to work throughout the course. Forms of greeting are good examples of calquing (how loan translation works across languages); students were able to introduce themselves by the end of the session.
2	Introduction 2. (1) main grammatical features of the language;  (2) using conversation or reading exercises to illustrate the grammar points;	Areas of grammar such as case, if any, gender, vowel harmony, main features of conjugation in a stripped-down version had to be discussed. Naturally, overlap in material across languages was limited here. This was a good opportunity to show students entire sentences which were glossed to enable them to translate from the language into English. The discovery method was also used in the discussion of certain grammar features in order to save time. This also helps to boost students' confidence.
3	Images of the Danube (1) quiz session on landscapes and built environment around the Danube;  (2) the quiz is conducted using only the target language;	Students answered questions such as <i>Where is this? What is it?</i> in the target language. This not only helped to consolidate the lexis encountered when naming countries, nationalities, and languages but it also allowed to use in practice vocabulary introduced in session 1. In addition, new vocabulary was introduced to name parts of the built environment in countries other than that of the target language; a good opportunity to show international loan words and loan translations.
4	Food and drink along the Danube: travelling tastes and words related to cooking Shared or similar food stuff and shared words for food and drinks across languages;	Food words are great examples of the difference between a 'thing' and its name: across the languages of the Danube many words have been borrowed (often in the Ottoman and Habsburg Empires where the languages in question were spoken for centuries) and many dishes (e.g. a kind of stuffed cabbage) or drinks (e.g. a kind of fruit brandy) are known in all the countries. Highlighting these overlaps, while also introducing students to national cuisine, was the aim of this session.
5	Festivities and festivals: buying a ticket, gaining access A communicative situation relevant to everyday life;	Besides allowing an introduction to habits and customs along the Danube, it also drew attention to festivals and festivities, and in general, patterns of life in different places. On the grammatical side, it helped to consolidate the language of asking for things and ordering (cf. the accusative case in languages where this is relevant), which was encountered both in session 2 and 4; in addition, it allowed the

		introduction of new verbs, which had been less relevant to previous topics.
6	Verbal art and literature relating to the Danube Understanding texts in the original;	Short texts or passages from longer texts were discussed. Translations, grammar glosses, vocabulary lists helped the understanding of the original, while recordings (e.g. of poems) and adaptations for music enhanced students' engagement with the texts emotionally. This allowed discussion of texts which exploit the entire grammatical and lexical apparatus of the language at an unusually early (beginners') stage.