



University of  
**Salford**  
MANCHESTER

University Wide Language Programme

Ciao / مرحبا / Hallo /  
你好 / こんにちは /  
Bonjour / 🙌 / Hola

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## Module Content Document 2022/23

The module content is very practical, preparing you for using the language in your future career, whether in the UK or abroad. The lower stages will help you cope with everyday situations abroad or when dealing with visitors; the higher stages aim to develop your ability to use the language more widely in a professional context. On the following pages we have prepared an outline of the module content for each of our languages on offer.

## UWLP COURSE DETAILS

Please have a look at the information we have provided on the following pages. It is designed to give you detailed information on the Aims, Intended Learning Outcomes, Learning and Teaching Methods, Syllabus Outline, Grammar Aspects and Course Books for each Language and Stage.

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## AIMS

The aims of the module are to:

- develop your listening, speaking and reading skills in the language
- develop your ability to use the language for practical everyday needs
- introduce basic writing skills
- introduce you to the culture of the countries where the language is spoken

## INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate at a basic level in various everyday situations
- be able to understand and write simple messages
- have some understanding of the way of life in the countries where the language is spoken

## LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

## SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a limited extent, the work situation. The following areas will be covered:

- understanding the spoken language
- speaking the language, principally to obtain information, goods or services, to introduce oneself, to find out about other people
- reading the language: notices, signs, advertisements, simple messages
- writing the language: filling in forms, writing simple messages

## GRAMMAR ASPECTS

- present and perfect verb tenses
- definite/indefinite articles
- basic punctuation

- noun/adjective agreement
- basic possessive pronouns (my/your singular)
- basic demonstrative pronouns
- basic prepositions (locations, direction and position)
- basic sentence structure (beyond SVO)
- basic question formats (direct/indirect)

**EVERYDAY SITUATIONS WILL BE COVERED, SUCH AS:**

Introducing and presenting oneself and others, including in the work situation; shopping; travel; hotels; plus alphabet, numbers, days, dates, telling the time

**COURSE BOOK/S**

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

<b>Language</b>	<b>Course Book</b>
<b>German</b>	C. Lemcke, L. Rohrman, & T. Scherling, <i>Berliner Platz 1 Neu: Deutsch im Alltag. Lehr- und Arbeitsbuch</i> , pub. Langenscheidt.
<b>French</b>	Capelle, G. & Menand, R. (2008) <i>Le Nouveau Taxi!: Livre De L'élève 1</i> . Paris: Hachette
<b>Italian</b>	M. Freeth and G. Checketts, <i>Contatti Italian 1</i> , pub. Hodder Education.
<b>Spanish</b>	Corpas, J., García, E. & Garmendia, A. (2013) <i>Aula Internacional 1: Nueva Edición</i> . Barcelona: Difusión.

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## Stage 1 Arabic

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### AIMS

The aims of the module are to:

- introduce you to the Arabic Alphabets
- develop your listening, speaking and reading skills in the language
- develop your ability to use the language for practical everyday needs
- introduce basic writing skills
- introduce you to the culture of the countries where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will be able to:

- identify the Arabic letters and read simple sentences
- communicate at a basic level in various everyday situations
- understand and write simple messages
- have some understanding of the way of life in the countries where the language is spoken

### LEARNING AND TEACHING METHODS

- Learning will be through class work, incorporating pair work and group work, and through directed self-study.
- Assessment will include the requirement to demonstrate some understanding of the culture of the countries where the language is spoken.
- Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials.
- Teaching and learning is supported by the School's Language Resource Centre.
- Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a limited extent, the work situation. The following areas will be covered:

- understanding the spoken language
- speaking the language, principally to obtain information, goods or services, to introduce oneself, to find out about other people
- reading the language: notices, signs, advertisements, simple messages
- writing the language: filling in forms, writing simple messages

#### EVERYDAY SITUATIONS WILL BE COVERED, SUCH AS:

- Introducing and presenting oneself and others, including in the work place n; shopping; travel; hotels; , personal and social life (family and friends), travel, transport and directions, work and professional life, accommodation , shopping, holidays, eating and drinking, restaurants, health and body & description of people

#### GRAMMAR ASPECTS

- Negative Particles
- Pronouns
- Sound Masculine & Feminine Plurals
- Irregular plurals: plural patterns
- Non-human plural
- Polite requests with verbs
- Nisba adjectives (possessive adjectives)
- Dual (plural of two)
- Root
- Past tense
- Word order

#### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Various materials taken from other sources (i.e. other course books, newspapers, authentic hand-outs) will be supplied by the teacher during the course.

Language	Course Book
Arabic	Wightwick, J. and Gaafar, M., (2015) <i>Mastering Arabic 1 (with CDs)</i> 3rd ed., Palgrave and Macmillan series.
	Wightwick, J. and Gaafar, M. (2014) <i>Mastering Arabic 1 Activity Book</i> 2nd ed., Palgrave and Macmillan series.
	Wightwick, J. Gaafar, M (2005) <i>Mastering Arabic Script</i> Palgrave and Macmillan series
	<b>RECOMMENDED MATERIAL FOR SELF-STUDY</b>
	Wightwick, J. and Gaafar, M., (2005) <i>Mastering Arabic Grammar</i> , Macmillan.
Wightwick, J. and Gaafar, M., (2012) <i>Read and Speak Arabic</i> , GW Publishing	

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## Stage 1 Japanese

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### AIMS

The aims of the module are to:

- develop your listening, speaking and reading skills in Japanese
- develop your ability to use Japanese for practical everyday needs
- introduce basic writing skills
- introduce you to the culture of Japan

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate at a basic level in some everyday situations
- be able to understand and write very simple messages
- have some understanding of the way of life in Japan

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of Japan. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a limited extent, the work situation. The following areas will be covered:

- understanding the spoken language
- speaking the language, principally to obtain information, goods or services, to introduce oneself, to find out about other people
- reading the language: notices, signs, advertisements, simple messages
- writing the language: filling in forms, writing simple messages

### GRAMMAR ASPECTS

- Basic understanding and reproduction of characters (Hiragana, Katakana and some Kanji)
- Expressing present and past tenses
- basic punctuation

- use of adjectives
- use of frequency adverbs
- basic possessives
- basic demonstratives
- expressing location, direction and position
- word order
- basic question formats
- basic particles (topic/ object/ and (with) / target/ context/ directional)
- counting

**EVERYDAY SITUATIONS WILL BE COVERED, SUCH AS:**

Introducing and presenting oneself and others, including in the work situation; shopping; travel; hotels; plus alphabet, numbers, days, dates, telling the time

**COURSE BOOK/S**

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Japanese	Banno, E. et al. (2011), <i>GENKI 1 [Second Edition]: An Integrated Course in Elementary Japanese</i> , Tokyo: The Japan Times, Ltd.



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## Stage 1 Mandarin Chinese

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### AIMS

The aims of the module are to:

- develop your listening, speaking and reading skills in Mandarin Chinese
- introduce *Pinyin*, the phonetic system of the Chinese language
- train you in the habit of thinking of tones as indispensable elements of pronunciation, which significantly affect meaning
- familiarize you with the structure of Chinese characters and develop your ability to write basic ones
- develop your ability to use Mandarin Chinese for practical everyday needs
- introduce basic writing skills
- introduce you to the culture of China

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate at a basic level in everyday situations
- be able to understand and write very simple messages
- have some understanding of the way of life in China

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of mainland China. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a limited extent, the work situation. The following areas will be covered:

- understanding the spoken language
- speaking the language, principally to obtain information, goods or services, to introduce oneself, to find out about other people
- reading the language: notices, signs, simple messages
- writing the language: filling in forms, writing simple messages

## GRAMMAR ASPECTS

- word order in Chinese sentences
- basic sentence structure (beyond SVO)
- basic question formats
- basic interrogative pronouns
- basic preposition phrases
- basic adverbs
- attributives
- optative verbs

## EVERYDAY SITUATIONS WILL BE COVERED, SUCH AS:

- introducing and presenting oneself and others, including in the school/work situation; shopping; travel; personal and social life (family and friends); education; numbers (1-100), days, dates, telling the time

## COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Chinese	Xun Liu, (2010). <i>New Practical Chinese Reader: Textbook 1 (2<sup>nd</sup> Ed.)</i> 新实用汉语课本 1. Beijing Language & Culture University Press, China, ISBN 978-7-5619-2623-9  Xun Liu, (2010). <i>New Practical Chinese Reader: Workbook 1 (2<sup>nd</sup> Ed.)</i> . 新实用汉语课本 1 : 综合练习册. Beijing Language & Culture University Press, China. ISBN 978-7-5619-2622-2

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## Stage 1 British Sign Language

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### AIMS

The aims of the module are to:

- develop your receptive, productive and comprehension skills in the language
- develop your ability to use the language for practical everyday needs
- introduce basic fingerspelling skills
- introduce you to the culture of the communities where the language is used

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate at a basic level in various everyday situations
- be able to receive and produce simple messages
- be able to recognise and use simple BSL turn-taking conventions
- have some understanding of Deaf culture and some of the issues faced by communities that use the language

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of communities where the language is used. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a limited extent, the work situation. The following areas will be covered:

- understanding the signed language
- using the language, principally to obtain information, goods or services, to introduce oneself, to find out about other people
- understanding the language: notices, signs, advertisements, simple messages
- writing the language: introductions, greetings/leave taking conventions, signing simple messages/phrases
- Producing and receiving numerical systems/ recognising regional variations

## GRAMMAR ASPECTS

- regular present verb tense
- irregular present verb tense
- basic directional verbs
- personal pronouns
- definite/indefinite articles
- use of lip patterns
- nouns/adjectives gender and plural
- noun/adjective agreement
- use of pauses/ phraseology
- basic possessive pronouns (my/your singular)
- basic prepositions/ reference points and placements (locations, direction and position)
- basic BSL syntax, grammatical features and non-manual features [NMF]
- basic question forms (direct/indirect/rhetorical questioning)

## EVERYDAY SITUATIONS WILL BE COVERED, SUCH AS:

Introducing and presenting oneself and others, including in the work situation, education; shopping; travel; hotels; fingerspelling alphabet and fingerspelling convention, numbers, days, dates, telling the time.

## COURSE BOOKS

(Please note that while the Library holds a limited number of Course Books, students are expected to secure their own copy)

Language:	Course Book:
BSL	Courtman-Davies, M. (1979, reprint 1981). Your deaf child's speech and language. London: Bodley Head.  Ladd, P. (2004). Understanding Deaf Culture: In search of Deafhood. Clevedon: Multilingual Matters Ltd.  Marschark, M. and Spencer, P. (2011). The Oxford handbook of deaf studies, language and education: 'Deaf Communities'. Oxford: Oxford University Press.

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## Stage 2 French / German / Italian / Spanish

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### AIMS

Building on your previous studies in the language, you will:

- continue to develop your listening, speaking and reading skills in the language
- continue to develop your ability to use the language for practical everyday needs
- extend your writing skills
- continue to explore the culture of the countries where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate at a basic level in a variety of everyday and workplace situations, both abroad and when dealing with visitors to this country
- be able to understand and write simple messages communication
- have a wider understanding of the way of life in the countries where the language is spoken

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a certain extent, the work situation. Practice will be given in:

- understanding the spoken language
- speaking the language in everyday situations and to find out about other people
- reading the language: simple texts on topics of familiar or personal interest
- writing the language: simple letters and texts on topics of familiar or personal interest, including opinions and reasons.

### GRAMMAR ASPECTS

- Future verb tenses
- Direct/indirect pronouns
- Direct/indirect speech

- adverbs
- possessive pronouns (my/your singular)
- demonstrative pronouns
- prepositions (locations, direction and position)
- sentence structure (beyond SVO)
- question formats (direct/indirect)

Everyday situations will be covered, such as: tourism; travel; weather; work; education; describing people and places

### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
<b>German</b>	C. Lemcke, L. Rohrmann, & T. Scherling, <i>Berliner Platz 1 Neu: Deutsch im Alltag. Lehr- und Arbeitsbuch</i> , pub. Langenscheidt
<b>French</b>	Menand, R. (2009) <i>Le Nouveau Taxi!: Livre De L'élève 2</i> . Paris: Hachette.
<b>Italian</b>	M. Freeth and G. Checketts, <i>Contatti Italian 1</i> , pub. Hodder Education.
<b>Spanish</b>	Corpas, J., Garmendia, A. & Soriano, C. (2014) <i>Aula Internacional 2: Nueva Edición</i> . Barcelona: Difusión.

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## Stage 2 Arabic

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### AIMS

Building on your previous studies in the language, you will:

- continue to develop your listening, speaking and reading skills in the language
- continue to develop your ability to use the language for practical everyday needs
- extend your writing skills
- continue to explore the culture of the countries where the language is spoken

### INTENDED LEARNING OUTCOMES

On completion of this module you should be able to:

- have a fair knowledge of vocabulary
- understand and use familiar everyday expressions and vocabulary in predictable situations.
- produce short, simple texts, e.g. writing a postcard.
- have basic intercultural awareness to enable you to understand simple references to the most common aspects of the culture, everyday life and current issues in the country/countries where Arabic is spoken, read, assess and analyse short, simple texts, and engage in evaluative thinking using given criteria.

### LEARNING AND TEACHING METHODS

- Learning will be through class work, incorporating pair work and group work, and through directed self-study.
- Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken.
- Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials.
- Teaching and learning is supported by the School's Language Resource Centre.
- Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a certain extent, the work situation. Practice will be given in:

- understanding the spoken language
- speaking the language in everyday situations and to find out about other people
- reading the language: simple texts on topics of familiar or personal interest
- writing the language: simple letters and texts on topics of familiar or personal interest, including opinions and reasons.
- expressing opinions and ideas at a higher level

- giving instructions and advice
- describing and comparing objects and events
- telling stories, narrating events in the past tense
- speaking about projects and plans
- talking about the future / speaking about future events
- understanding simple information on the media

#### GRAMMAR ASPECTS

- Arabic case ending
- adverbs
- Conjugation of Kana (incomplete verbs)
- possessive pronouns
- demonstrative pronouns
- prepositions (locations, direction)
- question formats (direct/indirect)
- Root and pattern
- Irregular verbs

#### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Various materials taken from other sources (i.e. other course books, newspapers, authentic hand-outs) will be supplied by the teacher during the course.

Language	Course Book
Arabic	Wightwick, J. and Gaafar, M., (2009) <i>Mastering Arabic 2 (with CDs)</i> 3 <sup>rd</sup> ed., Palgrave and Macmillan series.
	Wightwick, J. and Gaafar, M. (2009) <i>Mastering Arabic 2 Activity Book</i> 2 <sup>nd</sup> ed., Palgrave and Macmillan series.
	Wightwick, J. Gaafar, M (2005) <i>Mastering Arabic Script</i> Palgrave and Macmillan series
	<b>RECOMMENDED MATERIAL FOR SELF-STUDY</b>
	Wightwick, J. and Gaafar, M., (2005) <i>Mastering Arabic Grammar</i> , Macmillan.
	Wightwick, J. and Gaafar, M., (2012) <i>Read and Speak Arabic</i> , GW Publishing.



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## Stage 2 Japanese

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### AIMS

Building on your previous studies in Japanese, you will:

- continue to develop your listening, speaking and reading skills in Japanese
- continue to develop your ability to use Japanese for practical everyday needs
- extend your basic writing skills
- continue to explore the culture of Japan

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate at a basic level in a variety of everyday and workplace situations in Japan and when dealing with Japanese visitors to this country
- be able to understand and write simple messages and business communications
- have a wider understanding of the way of life in Japan

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of Japan. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a certain extent, the work situation. Practice will be given in:

- understanding the spoken language
- speaking the language in everyday situations and to find out about other people
- reading the language: simple texts on topics of familiar or personal interest
- writing the language: simple letters and texts on topics of familiar or personal interest, including opinions and reasons.

## GRAMMAR ASPECTS

- Kanji characters
- Dictionary form
- Te-*form*
- Short forms
- describing two adjectives
- joining sentences
- verb stem
- counting
- informal speech
- quotation
- comparison
- conjunctions
- particles

Everyday situations will be covered, such as: tourism; travel; weather; work; education; describing people and places

## COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Japanese	Banno, E. et al. (2011), <i>GENKI 1 [Second Edition]: An Integrated Course in Elementary Japanese</i> , Tokyo: The Japan Times, Ltd.

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## Stage 2 Mandarin Chinese

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### AIMS

The aims of the module are to:

- continue to develop your listening, speaking and reading skills in Mandarin Chinese
- continue to develop your ability to use Mandarin Chinese for practical everyday needs
- continue to familiarize you with the structure of Chinese characters and develop your ability to write basic ones
- extend your basic writing skills
- continue to explore the culture of China

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate at a basic level in a variety of situations in China and when dealing with Chinese visitors to the UK
- be able to understand and write simple messages and business communications
- have a wider understanding of the way of life in China

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of mainland China. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of coursework assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will cover various survival and social communication skills and, to a certain extent, the work situation. Practice will be given in:

- understanding the spoken language
- speaking the language in everyday situations and to find out about other people
- reading the language: simple texts on topics of familiar or personal interest
- writing the language: simple letters and texts on topics of familiar or personal interest, including opinions and reasons.

## GRAMMAR ASPECTS

- sentence structure (including six basic functional components of a Chinese sentence and sentences with a verbal predicate)
- question formats
- optative verbs
- the particle 了 (1 & 2)
- various kinds of complements
- reduplication of the verb
- prepositions (used to make comparisons)

## EVERYDAY SITUATIONS WILL BE COVERED, SUCH AS:

- travel; weather; work; education; health; accommodation; holidays; numbers (100-10,000); shopping; describing people and places
- situations in banks, libraries, post offices and art galleries

## COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Chinese	<p>Xun Liu, (2010). <i>New Practical Chinese Reader: Textbook 1 (2<sup>nd</sup> Ed.)</i> 新实用汉语课本 1. Beijing Language &amp; Culture University Press, China, ISBN 978-7-5619-2623-9</p> <p>Xun Liu, (2010). <i>New Practical Chinese Reader: Workbook 1 (2<sup>nd</sup> Ed.)</i>. 新实用汉语课本 1 : 综合练习册. Beijing Language &amp; Culture University Press, China. ISBN 978-7-5619-2622-2</p> <p>* Xun Liu, (2010). <i>New Practical Chinese Reader: Textbook 2 (2<sup>nd</sup> Ed.)</i> 新实用汉语课本 2. Beijing Language &amp; Culture University Press, China, ISBN 9787561928950</p> <p>* Xun Liu, (2010). <i>New Practical Chinese Reader: Workbook 2 (2<sup>nd</sup> Ed.)</i>. 新实用汉语课本 2 : 综合练习册. Beijing Language &amp; Culture University Press, China. ISBN 9787561928936</p> <p>* N.B.: Students on this module will progress into Textbook 2 and Workbook 2 over the course of the year. Your Module Tutor will advise you in good time when to purchase Textbook 2 and Workbook 2.</p>

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## Stage 3 French / German / Italian / Spanish

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### AIMS

Building on your previous studies in the language, you will:

- consolidate and develop your knowledge of and competence in the language, within the general context of the countries where it is spoken
- begin to prepare linguistically and inter-culturally for work in or relating to a country where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate in the language with reasonable confidence and effectiveness in predictable situations
- be able to recognise and produce with reasonable accuracy a variety of essential grammatical structures
- be informed of the realities of daily life in the countries concerned and be able to react and respond to them appropriately
- begin to have some understanding of the language for specific purposes (i.e. related to your main programme of study)

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The four skills of listening, speaking, reading and writing will be developed through a series of topics related to the daily life in the countries where the language is spoken.

Students will learn to:

- obtain and convey information
- understand and use general information and some information for specific purposes, in the target language.
- express a viewpoint or opinion; give reasons and explanations

### GRAMMAR ASPECTS

- Pluperfect and conditional verb tenses
- Direct/indirect speech

- noun/adjective agreement
- possessive pronouns (my/your singular)
- relative pronouns
- prepositions (locations, direction and position)
- passive sentence structure
- question formats

### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
<b>German</b>	C. Lemcke, L. Rohrmann, & T. Scherling, <i>Berliner Platz 2 Neu, Teil 1. Lehr- und Arbeitsbuch</i> , pub. Langenscheidt.
<b>French</b>	Capelle, G. & Menand, R. (2010) <i>Le Nouveau Taxi!: Livre De L'élève 3</i> . Paris: Hachette.
<b>Italian</b>	<i>Foundations Italian 2</i> , pub. Palgrave MacMillan
<b>Spanish</b>	Corpas, J., Garmendia, A. & Soriano, C. (2014) <i>Aula Internacional 2: Nueva Edición</i> . Barcelona: Difusión.

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## Stage 3 Arabic

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### AIMS

Building on your previous studies in the language, you will:

- consolidate and develop your knowledge of and competence in the language, within the general context of the countries where it is spoken
- begin to prepare linguistically and inter-culturally for work in or relating to a country where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate in the language with reasonable confidence and effectiveness in predictable situations
- be able to recognize and produce, with reasonable accuracy, a variety of essential grammatical structures
- be informed of the realities of daily life in the countries concerned and be able to react and respond to them appropriately
- begin to have some understanding of the language for specific purposes (i.e. related to your main programme of study)

### LEARNING AND TEACHING METHODS

- Learning will be through class work, incorporating pair work and group work, and through directed self-study.
- Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken.
- Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials.
- Teaching and learning is supported by the School's Language Resource Centre.
- Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The four skills of listening, speaking, reading and writing will be developed through a series of topics related to the daily life in the countries where the language is spoken.

Students will learn to:

- obtain and convey information
- understand and use general information and some information for specific purposes, in the target language.
- express a viewpoint or opinion; give reasons and explanations
- engage in conversations in different social contexts
- exchange specific instructions and descriptions
- engage , with more elaborate and/or business related telephone conversations

- understand more complex media based information
- read more complex texts, and documents from different sources
- express opinions and ideas at a higher level
- speak about future events

**GRAMMAR ASPECTS**

- Revision and consolidation of grammar aspects introduced at Stage 2
- The present tense
- Verb forms
- The future & negating the future
- The adjectival sentence
- Quantifiers & Superlative
- The verbal sentence
- The nominal sentence
- Verbs: Kana & Mazala (incomplete verbs of time)
- Prepositions and attached pronouns
- Relative clause & Conditionals
- Negation of past and present tense and the negation of the nominal sentence
- Definite and indefinite IDAFA (genitive case)

**COURSE BOOK/S**

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Arabic	Stage 3 is theme based and therefore the teaching material will be taken from various sources (i.e. course books, newspapers, authentic hand-outs) and will be supplied by the teacher during the course.



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## Stage 3 Japanese

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### AIMS

Building on your previous studies in the language, you will:

- consolidate and develop your knowledge of and competence in the language, within the general context of the countries where it is spoken
- begin to prepare linguistically and inter-culturally for work in or relating to a country where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate in the language with reasonable confidence and effectiveness in predictable situations
- be able to recognise and produce with reasonable accuracy a variety of essential grammatical structures
- be informed of the realities of daily life in the countries concerned and be able to react and respond to them appropriately
- begin to have some understanding of the language for specific purposes (i.e. related to your main programme of study)

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The four skills of listening, speaking, reading and writing will be developed through a series of topics related to the daily life in the countries where the language is spoken.

Students will learn to:

- obtain and convey information
- understand and use general information and some information for specific purposes, in the target language.
- express a viewpoint or opinion; give reasons and explanations

### GRAMMAR ASPECTS

- potential verbs
- use of *Te*-form
- verbs for giving/receiving

- use of short forms
- volitional form
- counting
- direct/indirect speech
- conjunctions
- particles

### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Japanese	Banno, E. et al. (2011), <i>GENKI 2 [Second Edition]: An Integrated Course in Elementary Japanese</i> , Tokyo: The Japan Times, Ltd.

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## Stage 3 Mandarin Chinese

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### AIMS

Building on your previous studies in the language, you will:

- consolidate and develop your knowledge of and competence in the language, within the general context of the countries where it is spoken
- begin to prepare linguistically and inter-culturally for work in or relating to a country where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate in the language with reasonable confidence and effectiveness in predictable situations
- be able to recognise and produce with reasonable accuracy a variety of essential grammatical structures
- be informed of the realities of daily life in the countries concerned and be able to react and respond to them appropriately
- begin to have some understanding of the language for specific purposes (i.e. related to your main programme of study)

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The four skills of listening, speaking, reading and writing will be developed through a series of topics related to the daily life in the countries where the language is spoken.

Students will learn to:

- obtain and convey information
- understand and use general information and some information for specific purposes, in the target language
- express a viewpoint or opinion; give reasons and explanations; make suggestions; make complaints; give examples
- engage in conversations in different social aspects
- develop a good understanding of Chinese culture as a whole (for example, its food culture and gift-giving custom)

## GRAMMAR ASPECTS

- sentences with a verbal predicate
- the aspect of an action (including the completion or realization of an action or event, the change of circumstances, the continuation of an action, past experience, an action that is going to take place soon, and the progression of an action)
- various kinds of complements
- location words
- separable verbs
- demonstrative pronouns
- the adverbs & verbs used to express comparison
- the rhetorical questions

## COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Chinese	<p>Xun Liu, (2010). New Practical Chinese Reader: Textbook 2 (2nd Ed.) 新实用汉语课本 2. Beijing Language &amp; Culture University Press, China, ISBN 9787561928950</p> <p>Xun Liu, (2010). New Practical Chinese Reader: Workbook 2 (2nd Ed.). 新实用汉语课本 2 : 综合练习册. Beijing Language &amp; Culture University Press, China. ISBN 7561928939,9787561928936</p> <p>* Xun Liu, (2012). New Practical Chinese Reader: Textbook 3 (2nd Ed.) 新实用汉语课本 3. Beijing Language &amp; Culture University Press, China, ISBN 9787561932551</p> <p>* Xun Liu, (2011). New Practical Chinese Reader: Workbook 3 (2nd Ed.). 新实用汉语课本 3 : 综合练习册. Beijing Language &amp; Culture University Press, China. ISBN 9787561932070</p> <p>* N.B.: Students on this module will progress into Textbook 2 and Workbook 2 over the course of the year. Your Module Tutor will advise you in good time when to purchase Textbook 2 and Workbook 2.</p>

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## Stage 4 French / German / Italian / Spanish

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### AIMS

Building on your previous studies in the language, you will:

- further consolidate and develop your knowledge of and competence in the language, within the general context of the countries where it is spoken, and more specifically for professional purposes
- further prepare linguistically and inter-culturally for work in or relating to a country where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to use the language in ways which show a capacity to choose appropriate lexical items
- be able to recognise and produce with more accuracy a wider range of grammatical structures
- develop an awareness of language appropriate to different contexts, and be able to use the language accurately in certain defined contexts
- have a better understanding of and ability to use the language for specific purposes
- have gained some understanding of contemporary social and business issues in the countries where the language is spoken, and be able to engage in discussion of such issues in the language

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The four skills areas of listening, speaking, reading and writing will be developed for social and professional purposes, and with reference to the tasks you might need to perform if working in or relating to a country where the target language is spoken.

These communication skills will be developed in the context of such professional situations as:

- self-presentation through letters of application for jobs, CVs, application forms, telephone and face-to-face interviews, requests and applications for accommodation
- the day-to-day activities of the workplace (for example, understanding and giving instructions and writing reports)

### GRAMMAR ASPECTS

- Subjunctive and imperative verbs
- Direct/indirect speech
- sophisticated sentence structure
- sophisticated question formats

### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
German	C. Lemcke, L. Rohrmann, & T. Scherling, <i>Berliner Platz 2 Neu, Teil 2. Lehr- und Arbeitsbuch</i> , pub. Langenscheidt.
French	K. Beeching, <i>Foundations French 2</i> , pub. Palgrave Macmillan
Italian	<i>Foundations Italian 2</i> , pub. Palgrave MacMillan
Spanish	Corpas, J., Garmendia, A. & Soriano, C. (2014) <i>Aula Internacional 3: Nueva Edición</i> . Barcelona: Difusión.

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## Stage 4 Arabic

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### AIMS

Building on your previous studies in the language, you will:

- further consolidate and develop your knowledge of and competence in the language, within the general context of the countries where it is spoken, and more specifically for professional purposes
- further prepare linguistically and inter-culturally for work in or relating to a country where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to use the language in ways which show a capacity to choose appropriate lexical items
- be able to recognise and produce with more accuracy a wider range of grammatical structures
- develop an awareness of language appropriate to different contexts, and be able to use the language accurately in certain defined contexts
- have a better understanding of and ability to use the language for specific purposes
- have gained some understanding of contemporary social and business issues in the countries where the language is spoken, and be able to engage in discussion of such issues in the language

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The four skills areas of listening, speaking, reading and writing will be developed for social and professional purposes, and with reference to the tasks you might need to perform if working in or relating to a country where the target language is spoken .

These communication skills will be developed in the context of more professional situations as:

- Business Arabic : self-presentation through letters of application for jobs, CVs, application forms, telephone and face-to-face interviews, requests and applications for accommodation and the day-to-day activities of the workplace (for example, understanding and giving instructions and writing reports)
- Media Arabic : analyzing Arab Media (visual, audio & print )

### GRAMMAR ASPECTS

- Revision and consolidation of grammar aspects introduced at Stage 3
- Subject, Verb, and Object

- The Tense ( Imperfect Tense, Imperative and Negative Imperative, Derived Forms of the verb)
- Verb conjugation
- Conjugation of broken plural
- Comparative and Superlative adjectives
- Weak and Hamzated verbs

#### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Arabic	Stage 4 will be focused on the specialised use of the language including Arabic for Business & Media Arabic. The teaching material will be recommended and supplied by the teacher during the course.



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## Stage 4 Japanese

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### AIMS

Building on your previous studies in the language, you will:

- further consolidate and develop your knowledge of and competence in the language, within the general context of the countries where it is spoken, and more specifically for professional purposes
- further prepare linguistically and inter-culturally for work in or relating to a country where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to use the language in ways which show a capacity to choose appropriate lexical items
- be able to recognise and produce with more accuracy a wider range of grammatical structures
- develop an awareness of language appropriate to different contexts, and be able to use the language accurately in certain defined contexts
- have a better understanding of and ability to use the language for specific purposes
- have gained some understanding of contemporary social and business issues in the countries where the language is spoken, and be able to engage in discussion of such issues in the language

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The four skills areas of listening, speaking, reading and writing will be developed for social and professional purposes, and with reference to the tasks you might need to perform if working in or relating to a country where the target language is spoken.

These communication skills will be developed in the context of such professional situations as:

- self-presentation through letters of application for jobs, CVs, application forms, telephone and face-to-face interviews, requests and applications for accommodation
- the day-to-day activities of the workplace (for example, understanding and giving instructions and writing reports)
- The focus will on polite ways of expressions.

### GRAMMAR ASPECTS

- transitivity verb pairs
- use of *Te*-form

- describing an alternative course of action
- honorific verbs
- giving respectful advice
- honorific forms of nouns and adjectives
- use of short form
- extra-modest expressions
- humble expressions
- sophisticated question formats
- passive sentences
- causative sentences
- causative-passive sentences
- conjunctions
- particles

### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Japanese	Banno, E. et al. (2011), <i>GENKI 2 [Second Edition]: An Integrated Course in Elementary Japanese</i> , Tokyo: The Japan Times, Ltd.

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## Stage 4 Mandarin Chinese

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### AIMS

Building on your previous studies in the language, you will:

- further consolidate and develop your knowledge of and competence in the language, within the general context of the countries where it is spoken, and more specifically for professional purposes
- further prepare linguistically and inter-culturally for work in or relating to a country where the language is spoken

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to use the language in ways which show a capacity to choose appropriate lexical items
- be able to recognise and produce with more accuracy a wider range of grammatical structures
- develop an awareness of language appropriate to different contexts, and be able to use the language accurately in certain defined contexts
- have a better understanding of and ability to use the language for specific purposes
- have gained some understanding of contemporary social and business issues in the countries where the language is spoken, and be able to engage in discussion of such issues in the language

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directed self-study. Assessment will include the requirement to demonstrate some understanding of the culture of countries where the language is spoken. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the School's Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The four skills areas of listening, speaking, reading and writing will be developed for social and professional purposes, and with reference to the tasks you might need to perform if working in or relating to a country where the target language is spoken.

These communication skills will be developed in the context of such professional situations as:

- self-presentation through letters of application for jobs, CVs, application forms, telephone and face-to-face interviews, requests and applications for accommodation
- the day-to-day activities of the workplace (for example, understanding and giving instructions and writing reports)
- further understanding of China as a whole (for example, its geography, climate, personal privacy issues, environmental issues, and Chinese people's concepts of saving, spending or borrowing money)

### GRAMMAR ASPECTS

- the structural particles

- various types of complements
- various types of sentences (including sentences indicating existence or emergence, the “把” sentences, pivotal sentences, sentences with a subject-predicate phrase as predicate, the subject-less sentences)
- the reduplication of an adjective
- the reduplication of nouns, measure words and numeral-measure word phrase
- numbers over 10,000 and approximate numbers
- fractions, percentages and multiples
- interrogative pronouns

### COURSE BOOK/S

(Please note that while the Library holds a limited number of Course Books, students are expected to purchase their own copy - please buy the latest edition)

Language	Course Book
Chinese	<p>Xun Liu, (2012). New Practical Chinese Reader: Textbook 3 (2nd Ed.) 新实用汉语课本 3. Beijing Language &amp; Culture University Press, China, ISBN 9787561932551</p> <p>Xun Liu, (2011). New Practical Chinese Reader: Workbook 3 (2nd Ed.). 新实用汉语课本 3 : 综合练习册. Beijing Language &amp; Culture University Press, China. ISBN 9787561932070</p>

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## Stage 2 British Sign Language (BSL)

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### AIMS

Building on your previous studies, you will:

- continue develop your receptive, productive, and comprehension skills in the language
- continue to develop your ability to use the language for practical everyday needs
- develop strategies for clarification and handling communication breakdowns
- continue to explore the culture of the community where the language is used

### INTENDED LEARNING OUTCOMES

When you successfully complete the module, you will:

- be able to communicate at a basic level in various everyday and workplace situations
- be able to receive and produce simple messages, employing strategies for dealing with communication breakdowns
- consolidate your recognition and use of simple BSL turn-taking conventions, and develop an initial understanding of how to engage Roleshift
- extend your understanding of Deaf culture and some of the issues faced by communities that use the language

### LEARNING AND TEACHING METHODS

Learning will be through class work, incorporating pair work and group work, and through directedself-study. Assessment will include the requirement to demonstrate some understanding of the culture of communities where the language is used. Use will be made of textbooks and in-house written materials, and of audio, video and computer-assisted learning materials. Teaching and learning is supported by the Language Resource Centre. Your progress will be monitored on the basis of assessment, marking and feedback.

### SYLLABUS OUTLINE

The module will extend your knowledge of social communication skills and your communication skills in professional contexts. The following areas will be covered:

- understanding signed language
- using the language, principally to obtain information, goods or services, to introduce oneself, to find out about other people
- understanding the language: notices, signs, advertisements, simple messages
- producing the language: introductions, greetings/leave taking conventions, signing simple messages/phrases, Roleshift
- Producing and receiving numerical systems/ recognising Regional Variations

## GRAMMAR ASPECTS

- regular present verb tense
- irregular present verb tense
- directional verbs
- role shifts
- personal pronouns
- definite/indefinite articles
- use of lip patterns
- nouns/adjectives gender and plural
- noun/adjective agreement
- use of pauses/ phraseology
- basic possessive pronouns (my/your singular)
- basic prepositions/ reference points and placements (locations, direction and position)
- basic BSL syntax, grammatical features and non-manual features [NMF]
- developing question forms (direct/indirect/rhetorical questioning)

## EVERYDAY SITUATIONS WILL BE COVERED, SUCH AS:

Introducing and presenting oneself and others, including in the work situation, education; hotels; fingerspelling conventions, numbers, days, dates, telling the time, people, things, activities, eating, and drinking, spending and shopping, travel and holidays.

## COURSE BOOKS

(Please note that while the Library holds a limited number of Course Books, students are expected to secure access to their own copy)

Language	Course Book:
BSL	<p>Sutton-Spence, R. and Well, B. (1999). <i>The Linguistics of British Sign Language: An Introduction</i>. Cambridge University Press.</p> <p>Holcomb, K. R et al. (2011). <i>Deaf Culture Our Way: Anecdotes from the Deaf Community</i>. Dawn Sign.</p> <p>Redfern, P., and Deafworks., 2016. <i>Teach Yourself: British Sign Language (with DVD)</i>. London: Hachette.</p>