

**ABERYSTWYTH UNIVERSITY**  
**SCHOOL OF EDUCATION AND LIFELONG LEARNING**

**CERTIFICATE OF  
HIGHER EDUCATION:  
MODERN LANGUAGES**

**A COURSE HANDBOOK FOR  
GERMAN ADVANCED 1**

# **INTRODUCTION TO THE COURSE**

## **COURSE CONTENT**

**This module provides revision and consolidation of the higher intermediate level, while it aims to move students forward towards an advanced level of competence.**

**This module introduces students to contemporary German, imparting all four skills: reading, writing, speaking and listening.**

**The module will also develop language awareness: it will put emphasis on conversation, but reading, writing and listening will be present in every class.**

**A wide range of activities are undertaken, such as practical language exercises, work into and out of German and vocabulary-building activities. This will be delivered by commercially produced and in-house language materials from a variety of sources.**

**Students who successfully complete the module should feel that they have a significant command of German, and should be able to proceed to German Advanced 2.**

## **AIMS AND OUTCOMES:**

On completion of this module, students will be able to:

- 1. demonstrate that they can cope with a significant degree of clarity, precision and fluency, taking part in informal and formal exchanges, as in the work place or in social settings. Demonstrate a sufficient knowledge of the language to describe people, places and processes, express opinions and develop arguments using both basic structures and complex forms.**
- 2. extract specific information from texts (i.e.: literatures, newspapers, advertisements), being able to understand reports and articles about contemporary issues.**
- 3. translate with significant degree of accuracy and in an appropriate style**
- 4. write German with clarity, precision and fluency, using a wide range of vocabulary and with a significant level of linguistic accuracy.**

## **COURSE STRUCTURE**

**The course will enable students to achieve a significant level of German, to build their fluency, range and depth of their use of the foreign language in the four main areas of listening, speaking, reading and writing.**

**It will expand their curiosity about the language, the country, the people, their environment, society, traditions and culture**

**It will enable the student to reach a level of significant competence in the four main areas of listening, speaking, reading and writing.**

**The module will enable students to:**

- discuss holidays and problems encountered**
- discuss property issues**
- discuss tourism and its implications**
- discuss about environmental issues**
- discuss transport issues**
- discuss the German media and audience habits**
- discuss the German national press**

- discuss health issues

The students will cover the following grammar:

- Revision of the aspects of grammar from German Higher Intermediate

with the introduction of the following grammar points:

- Phrases of obligation
- Expression of obligation
- Noun subordinates, with a main verb of affection or feeling
- Comparisons
- Probability markers
- Conditional phrases
- Antonyms
- Relative clauses with prepositions
- Comparative phrases
- Pronominal phrases
- Impersonal phrases
- Indirect speech in writing and speaking
- Use of *wer* and *wen* in questions
- Future + *werden* / use of present tense + future
- c.f. – *werden* + *wollen*
- Comparing simple past (*ich war*) and perfect tense (*ich bin ... gewesen*)
- Comparisons – *Vergleiche* (*mehr/weniger als*)/ (*schöner als* / *interessanter als*)
- Conjunctions (a): *aber, denn, oder, sondern, und* - with NO word order change
- Conjunctions (b): *dass, obwohl, weil, wenn* - which send verb to the end
- Punctuation: use of commas in German in relative clauses
- Past conditional
- VERBS + PREPOSITIONS ( *WARTEN AUF* / *DENKEN AN*)
- Infinitive clauses + use of commas
- Use of *um ... zu* (*in order to*)
- Use of the genitive
- Modal verbs (*können, dürfen, müssen, wollen, sollen*) + use of *nicht*
- Indirect questions (*e.g. Können Sie mir sagen, wann der Zug fährt?*)

## REFERENCE BOOKS:

- **Brennpunkt.** *Nelson Thornes.*
- **Einsicht** (Hodder + Stoughton)
- **Deutschland Hier und Jetzt** – (*Oxford University Press*)
- **German Extra** (*Hodder + Stoughton*)
- **Harrap's Compact English-German/ German- English Dictionary.** Harrap's. 2001.

## ASSESSMENTS AND ACCREDITATION

The assignments are part of the Certificate of Higher Education: Modern Languages. Your learning process and your development is monitored by your tutor, giving you the opportunity to improve in all areas and also giving your tutor a clear understanding of your progression. We understand assignments, not as a threatening element, but as an important part of the quality of your learning.

We believe that you can learn more and appreciate better what you do. This means that the work produced by you is continually assessed, and assignments won't be separated from your learning experience. The assignments have been specially design to cater for Adult Learning, with a very friendly approach as they are integrated in the class, and we will adapt to your timetable accordingly. They can be done in class or at home.

You will notice that all of the language modules are given a number of credits. The number of credits is 10 for all the Beginners modules and 20 for all other language modules.

These credits will be awarded to you at the end of each module, provided that you have completed the appropriate assessment activities.

These assessment activities will be focussing on the following skills: Writing (35%), Reading (15%), Listening (15%) and Speaking (35%).

These credits will be banked in order to obtain a University recognized qualification. This qualification is the Certificate of Higher Education: Modern Languages.

<b>SPEAKING:</b>	
<b>Recording of a short speaking exercise, where equal weighting is given to the work of students, which can be done at home or in class</b>	<b>35%</b>
<b>LISTENING:</b>	
<b>Answering questions in English on a short recording, lasting not more than five minutes.</b>	<b>15%</b>
<b>READING:</b>	
<b>Comprehension exercise based on a 650-700 words text (i.e. novels, newspapers, advertisements). Questions in English.</b>	<b>15%</b>
<b>WRITING:</b>	
<b>450-500 words written task</b>	<b>35%</b>

### The Certificate of Higher Education

from Aberystwyth University can be awarded to students completing 120 credits (2 modules must be at Advanced level) on any language or languages provided by our School.

When you take a course with us, you are automatically enrolled into the Certificate in Higher Education: Modern Languages.

You can join our Certificate at any level.

The Certificate in Higher Education: Modern Languages comprises 120 credits, of which 40 must be taken from the Advanced modules, and on the same language. The remaining 80 credits could be selected from any of the other courses, and from any of the languages in the programme.

<b>Beginners</b>	<b>Intermediate</b>	<b>Advanced</b>
From complete beginners to Basic GCSE <b>(10 Credits)</b>	From Basic GCSE to Basic A Level <b>(20 credits)</b>	Post A level <b>(20 credits)</b>
Beginners 1 Beginners 2 Improvers 1 Improvers 2	Intermediate Higher Intermediate	Advanced 1 Advanced 2

Other **Advanced** courses in some languages. All these courses are **20 credits**.

<p><b>French</b> Itinéraires culturels et littéraires I Itinéraires culturels et littéraires II La France Profonde I La France Profonde II</p>	<p><b>German</b> Buntes Kaleidoskop für Redekünstler I Buntes Kaleidoskop für Redekünstler II German Cinema</p>
<p><b>Russian</b> Russian Studies for Advanced Students I Russian Studies for Advanced Students II</p>	<p><b>Spanish</b> Cultura Hispánica I Cultura Hispánica II</p>

## THE USE OF SOCIAL NETWORKING WEBSITES

### GENERAL ADVICE

The use of social networking sites such as *MySpace, Facebook, You Tube, Twitter, Flickr, Bebo* etc. have become increasingly popular. The use of technology for educational purposes is an important part of the work of students, teachers and trainee teachers. However it is imperative that such websites are not abused. For your own protection please consider the following advice carefully.

Whilst studying at the University, on teaching practice at schools which are part of the partnership, on 'placement' modules and while volunteering, you are requested to carefully consider the use you make of e-mail, text messages, messaging sites, social networking sites, blogging and the internet. **High expectations and standards of professional behaviour in relation to the use of electronic interaction are as relevant as face to face behaviour.**

### USE OF E-MAIL:

Be aware of potential problems which can arise by providing personal details on social networking sites. Do not use your personal e-mail address to communicate with pupils in schools or adults or children in voluntary settings or placements. If you do receive work by pupils via e-mail please use the school's official e-mail and keep any comments within professional matters. Do not use any e-mail addresses given to you as a member of staff whilst on teaching practice, on placement or while volunteering for personal reasons. If in doubt, consult a member of staff.

### SOCIAL NETWORKING SITES:

Students using social networking websites in a manner that can be seen as representing the School and University should:

- set their profiles to private, so that they control who they allow to see their detailed information;
- never access or use the social networking sites of students or pupils or use internet or web based communications to send personal messages to a student or pupil;
- not refer to the school or setting where they are training, volunteering or on placement, nor any co-worker at that particular establishment in any way on a social networking site or in a blog. It is also not acceptable to use any pictures of them on such sites;
- not refer to the tutor of a module or any other member of staff within the School of Education and Lifelong Learning in any way on a social networking site or in a blog without their prior consent. It is also not acceptable to use any pictures of them on such sites without prior consent;
- not make offensive or derogatory remarks about students or other individuals, and do not post obscene or derogatory images. The University reserves the right to take disciplinary action if appropriate and, in extreme cases, defamation can lead to legal action;
- not become an on-line 'friend' with any of the pupils at the school or adults or children in voluntary settings or placements;
- ensure that they do not conduct themselves in a way that is and/or could be seen as bringing the School of Education and Lifelong Learning or University into disrepute;
- ensure that any comments they post on these websites could not constitute bullying, harassment or discrimination;

- take care not to allow their interaction on these websites damage working relationships between members of staff and clients of the School of Education and Lifelong Learning or University;
- take care not to allow their interaction with students or pupils to be construed as unprofessional;
- Ensure that they do not contravene the Data Protection Act by posting information about the School of Education and Lifelong Learning, the University, its staff or students or any third party.

**Remember** it is not acceptable to make use of social networking sites during working hours or during lecture/seminar contact time, unless permission is given. **Remember** that a number of prospective employers search for information on applicants on social networking sites whilst short listing posts.

### **MOBILE PHONES:**

Do not use your mobile phone during lessons or lectures except for emergencies, unless you are actually granted permission by the tutor. Do not keep any message or picture on your phone which you would not be happy for others to see when you are on placement. Do not leave your phone where pupils/students/others can get hold of it. Do not under any circumstance give your phone number or lend your phone to a pupil for any reason. Do not use your mobile phone to phone or text any child or adult.

Use the school, setting or other establishment's mobile phone as a contact number if you are going on a trip with the school. Please act wisely if you know pupils personally outside of the school environment.

### **APL PROCEDURES**

All students starting Modern Languages within Lifelong Learning, are automatically part of the Certificate of Higher Education: Modern Languages.

Students should start the APL (Accreditation of Prior Learning) or APEL (Accreditation of Prior Experiential Learning) process within 4 weeks of starting the Certificate of Higher Education: Modern Languages.

### **STUDENT HANDBOOK**

The Student Handbook is available online: [http://www.aber.ac.uk/en/media/Student\\_Handbook\\_Lifelong\\_Learning.pdf](http://www.aber.ac.uk/en/media/Student_Handbook_Lifelong_Learning.pdf)

If you would like to have a hard copy, you need to let your tutor know.