

CONTENT SPANISH COURSE UNED

UNED I

Spelling

- The alphabet
- Spelling
- Uppercase and lowercase letters
- Abbreviations
- Expressing the date and time
- Opening and closing of question and exclamation marks
- Abbreviations (city locations, personal titles)
- Non-alphabetic signs: allergens (restaurant menus)

Pronunciation

- Syllabic structure. Recognising and identifying the syllables in a word
- Classifying words according to the position of the phonetic accent
- Diphthongs versus hiatuses
- Sounds of the Spanish alphabet and phoneme-grapheme correspondence
- Intonation in simple affirmative and interrogative sentences
- The syllables of a word. The stressed syllable

Grammar

- Verbs “to be”, “to have” and name
- Proper nouns (names of people, countries, cities)
- Common nouns (parts of the day, days of the week, family members, parts of the body, etc.)
- Gender and number of nouns
- Subject pronouns
- Adjectives. Gender, number and degree
- Adjectives (nationalities, physical qualities, personal qualities, etc.)
- Definite and indefinite articles
- Demonstrative pronouns (introducing other people)
- Possessive pronouns (family ties, kinship)
- Interrogative pronouns (what, where, when, how, which, etc.)
- Where, how and when adverbs (location in a place or movement, moods or physical states, daily routine)
- The verbs “to be” and “to take/carry”
- Contrast “to be” + adjectives
- Pronominal and reflexive verbs related to daily routine
- The subject and the predicate

Functions

- Giving and asking for personal information
- Spelling words
- Introducing yourself and others
- Greeting, responding to greetings, saying goodbye and responding to goodbyes
- Asking and answering questions about physical appearance
- Asking and answering questions about personality
- Describing a person, object or animal
- Asking for and giving directions
- Asking for the time
- Asking about schedules
- Asking for and giving opinions about tastes and hobbies
- Expressing agreement or disagreement about interests and hobbies
- Proposing a plan
- Accepting or rejecting a plan
- Asking about a place or address
- Expressing feelings and emotions

Pragmatic techniques and strategies

- Ask for repetition or clarification ('Can you repeat that?')
- Use basic expressions of courtesy ('please,' 'thank you')
- Use emoticons to express feelings and emotions
- Use place markers (locating a place and moving from one place to another)
- Substitution with proforms (subject pronouns, direct and indirect object pronouns)
- Thematising value of possessive determiners (family ties)
- Discourse organisers (ordering daily routine activities)
- Attenuating function (rejection of a proposition)

Discourse genres and textual products

- Short oral conversations (about people, places, place indications)
- Forms (basic personal information)
- Descriptions
- Notes and texts
- Schedules (daily routine)
- Business cards
- Model presentation dialogues (personal presentation and presentation of others)
- Passports, national identity cards and other personal identification documents
- Vocabulary glossaries
- Plans and maps (location and travel from one place to another)
- Travel guides
- Postcards
- Journals
- Restaurant menus
- Opening hours of establishments and transport timetables

Cultural references

- The most common diminutives and nicknames in Spain
- How Spaniards greet each other (two kisses, a short kiss, a hug, etc.)
- Domestic habits in different cultures (taking off your shoes, activities in different rooms of the house, etc.)
- Typical dishes in different parts of Spain and other Hispanic countries
- Popular festivals in Spain
- Main public holidays in Spain
- The traditional family and other family models
- The weather in Spain and its influence on the leisure activities of Spaniards

Sociocultural knowledge and behaviours

- Spanish first names and surnames
- Personal identification documents
- Types of family. Marital status
- The working day. Working hours and holiday periods
- The concept of 'tapas', "lunch" and 'afternoon snack'
- The social connotations of wine and coffee
- Festivals and celebrations related to gastronomy (Christmas, Christmas Eve, New Year's Eve)
- Most common leisure activities according to region and weather
- The most common types of housing in Spain
- Social welfare/insurance benefits
- Behaviour related to the use of public transport
- Social conventions and formulas for meetings and greetings
- Rules of courtesy when dealing with elder people
- Signs, symbols and objects related to customs and traditions

Intercultural skills and attitudes

- Recognition of differences in everyday life (ways of greeting and interacting, food, clothing, personal relationships, etc.)
- Comparison of points of view with members of other cultures on topics such as marriage, treatment of women, etc.
- Identifying the linguistic contribution that Arabic has made to Spanish culture
- Seeking out (questions, careful observation, exchange of experiences, etc.) the attitudes and emotions experienced by other people in the course of intercultural experiences similar to their own (welcome session)
- Comparison of the aspects in which the cultures observed match and differ from each other or from the culture of origin (time zones, use of transport, conception of time, family values, etc.)
- Identification with the emotions and reactions of others when discovering different cultural behaviours

Learning procedures

- Basic strategies for memorising vocabulary and expressions (association with images, semantic fields, etc.)

- Repetition and guided oral practice
- Use of models to complete and copy forms
- Use of mime and gestures
- Use of self-assessment questionnaires
- Conjugation models for regular verbs (separation of the verb root and endings)
- Division of the notebook into sections: vocabulary, grammar, spelling, functions, cultural references
- Creation of situations in which to practise the language (school secretary, school management)
- Comparison of Spanish vocabulary with their mother tongue
- Filling in gaps with missing words based on information provided by the context
- Associating words with specific spaces in a given location (the classroom, the house, the city, etc.)
- Performing mechanical exercises based on a model with variation of a single element
- Verbally assessing the difficulty or simplicity of what has been learned
- Active participation in corrections or group tasks

UNED II

Grammar

- Interrogatives: *why?* and *what for?*
- Verbs *gustar* (to like), *preferir* (to prefer/would rather), *interesar* (to be interested in) in present simple
- Verbs *reciclar* (to recycle), *ahorrar* (to save), *proteger* (to protect), *cuidar* (to take care of), *conservar* (to conserve) in present simple
- Interrogative pronouns and adverbs: *what?*, *where?*, *when?*
- Verbs *ir* (to go), *estar* (to be), *hacer* (to do/make), *poder* (to be able to), *andar* (to walk), *venir* (to come), *querer* (to want) in past simple (pretérito indefinido)
- Verbs *decir* (to say), *escribir* (to write), *hacer* (to do/make), *poner* (to put), *volver* (to return), *cantar* (to sing), *partir* (to leave) in present simple
- Direct and indirect object pronouns
- Verbs *nacer* (to be born), *vivir* (to live), *estudiar* (to study) in past simple
- Verbs *salir* (to go out), *comprar* (to buy), *cenar* (to have dinner), *desayunar* (to have breakfast), *comer* (to eat), *levantarse* (to get up) using past continuous/ would/ used to
- Verbal periphrasis *used to* + infinitive
- Verbal periphrasis *to be* + gerund
- Verbs *llover* (to rain), *nevar* (to snow), *hacer* (to do/make), *haber* (there is/are) in the future tense
- Regular and irregular verbs in the simple conditional
- Verbs *tender* (to hang), *lavar* (to wash), *barrer* (to sweep), *pasar* (to pass), *ordenar* (to tidy up) in the imperative tense
- Verbal periphrasis *must/should* + infinitive

- Verbs *tender* (to hang), *lavar* (to wash), *barrer* (to sweep), *pasar* (to pass), *ordenar* (to tidy up) in the present subjunctive
- Verbs *saber* (to know facts) and *conocer* (to know/be familiar with)

Functions

- Establishing and responding to a phone conversation
- Asking and answering about likes and preferences related to leisure and free time
- Expressing the cause and purpose of an event
- Gathering information about the circumstances of an event: where, when, how it happened
- Talking about past experiences
- Talking and asking about projects not yet completed or already carried out
- Giving and requesting information about personal relationships
- Giving information about the most important events in their own life and others' in chronological order (biography)
- Asking and answering about knowledge or ignorance of something
- Expressing wishes and aspirations
- Giving and requesting information about the weather
- Giving orders and recommendations
- Making requests using polite formulas
- Giving advice or making suggestions
- Expressing hypotheses about the past
- Making conjectures
- Narrating a story orally and in writing
- Talking about past memories
- Selecting information to prepare a CV

Pragmatic Techniques and Strategies

- Connectors and markers for structuring and reorganizing discourse (*first of all, then, finally, that is, in other words, in sum*)
- Using basic courtesy expressions (*please, thank you*)
- Using temporal markers (*still, already, never, yesterday, a long time ago, in 1975, tomorrow, next month...*)
- Substitution with pro-forms (direct and indirect object pronouns)
- Discourse organizers (*first of all, afterwards, then, finally*)
- Mitigation function (using questions to soften orders, rejecting advice politely)

Discourse Genres and Textual Products

- Short oral conversations (likes, preferences, wishes...)
- Descriptions of characters and settings in stories
- Biography
- CV (curriculum vitae)
- Job offer
- Story/tale
- Family record book
- Weather report
- Horoscopes

- Instructions for use
- Cooking recipes

General and Specific Notions

- Leisure and free-time activities
- Pollution and the environment
- Family and socio-affective relationships and bonds
- The job market: members, states, circumstances, etc.
- Healthy living: diet, sports, etc.
- Weather: symbols and meanings
- Zodiac signs
- Household chores

Cultural References

- Climate zones of Spain
- Main holidays and vacation periods in Spain
- The family in Spain
- The environment
- Healthy lifestyle habits: the Mediterranean diet
- Popular tales in Spain: *Little Red Riding Hood* and *Garbancito*

Sociocultural Knowledge and Behaviors

- The effect of climate on Spaniards' lifestyle and habits
- Positive or negative connotations of certain popular festivals: Christmas, Easter
- Alternative family models to the traditional family
- Spaniards' involvement in recycling
- Signs, symbols, and objects related to recycling
- Beauty standards in Spain and their relation to diet
- Stories as an educational tool
- Rules of courtesy with strangers and elderly people
- Most frequent leisure activities related to the climate

Intercultural Skills and Attitudes

- Recognition of differences in everyday life (forms of address for elderly people and strangers)
- Contrasting points of view with members of other cultures regarding topics such as the traditional family model or alternative models (monogamy, bigamy, divorce, etc.)
- Comparing aspects in which observed cultures match or differ among themselves or with the culture of origin (healthy habits, environment, family models, etc.)
- Identifying with others' emotions and reactions when discovering diverse cultural behaviors

Learning Procedures

- Basic strategies for memorizing vocabulary and expressions (association with images, semantic fields, etc.)
- Repetition and guided oral practice

- Use of mime and gestures
- Use of self-assessment questionnaires
- Conjugation models for regular verbs (separating the verb stem and endings)
- Dividing the notebook into sections: vocabulary, grammar, spelling, functions, cultural references
- Creating situations to practice polite formulas (phone calls, requesting materials or services at the office, etc.)
- Comparing Spanish vocabulary with the mother tongue
- Filling in blanks with missing words based on context
- Performing mechanical exercises based on a model with variation of a single element
- Verbally assessing the difficulty or ease of what has been learned
- Active participation in corrections or group tasks